

WHOLE SCHOOL PROGRESSION PLANNING: GEOGRAPHY

The following document outlines the areas/units of Geography to be covered across this school year and the next one. Teachers should be flexible in making decisions about their specific choices of learning steps within lessons for their pupils, after studying the content of each unit of learning.

<u>Embedding Inclusive Practise:</u>	
<p>Provision for reading within geography:</p> <ul style="list-style-type: none"> ● allow thinking time before answering questions ● re-reading or re-visiting texts and vocabulary ● start lesson with a 'safe' activity e.g. recap previous learning, re-read key text/extracts, review key vocabulary, open question to talk about ● pre-teaching of vocabulary or concepts ● word banks (wall/desk) with subject specific vocabulary ● use of drama, role-play and presentations to explore and convey meaning ● short, specific instructions / repeat as necessary ● break down complex tasks/instructions into smaller manageable steps ● incorporate movement breaks ● use visual images and film clips as well as written texts 	<p>Provision for writing within geography:</p> <ul style="list-style-type: none"> ● allow thinking time before writing ● oral rehearsal of sentences before writing ● stem sentences provided ● use of a multi-sensory approach - read it, draw it, act it before writing it ● encourage use of word banks (wall/desk) with subject specific vocabulary ● rehearse key vocabulary using different voices ● make explicit links to other subject areas e.g. science, maths, literacy ● think, pair and share (careful pairings)

Cycle B 2021 - 2022 plan	Autumn	Spring	Summer
Elm	<p>Locational knowledge - UK countries and their capital cities.</p> <ul style="list-style-type: none"> ● to learn the names of four countries and their capital cities ● to know their locations on a map of the UK <p>EYFS reference - Know some similarities and differences between the natural world around them and contrasting environments.</p>	History focus	<p>Locational knowledge - continents and oceans Non-european country - Plan Bee - Australia What are the similarities and differences between here and there? (recap 4 UK countries and their capitals)</p> <ul style="list-style-type: none"> ● talk about the human & physical geog of a small area of the UK & an area of Australia ● use geog vocab to refer to physical features, including: beach, cliff, coast, forest, mountain, sea, ocean, hill, river, valley, season & weather. ● use simple compass directions (N, S, E & W) & locational & directional language (e.g. near & far), to describe locations & routes on a map. EYFS ref - explain some similarities & differences between life in this country and in other ones

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Ash	<p>Locational knowledge - UK countries and their capital cities.</p> <ul style="list-style-type: none"> to learn the names of four countries and their capital cities to know their locations on a map of the UK to know some key characteristics of each of the four countries 	History focus	<p>Locational knowledge - continents and oceans Non-european country - Plan Bee - Let's Go on Safari - Kenya</p> <p>What are the similarities and differences between here and there? (recap 4 UK countries and their capitals)</p> <ul style="list-style-type: none"> name & locate the 7 continents and 5 oceans. talk about the human & physical geog of a small area of the UK & an African country (Kenya). use geog vocab to refer to key physical features: beach, savannah, mountain, valley, vegetation, season & weather. use maps/atlases to revise the UK & its countries describe compass directions (N, S, E & W) and use positional language (e.g., left, right)
Oak	<p>History focus during this term Look at the location of Rome and the Roman army's journey to Britain.</p>	<p>Why do some earthquakes cause more damage than others? Physical Geography focus</p> <ul style="list-style-type: none"> Identify and explain some causes of earthquakes and volcanoes Explain why volcanoes often occur at the same location as earthquakes (in places such as New Zealand) Locate and describe some effects of the Christchurch earthquake of 2011 	<p>Why do so many people live in megacities? Human geography (recap about Christchurch city in NZ)</p> <ul style="list-style-type: none"> Describe a key features of cities & give a reason why people live in cities of such high density Understand the main reasons why the population of any city can increase Compare and contrast the benefits and disadvantages of city life
Beech	<p>History focus during this term Looked at China and the location of the Shang Dynasty areas and the nearby rivers.</p>	<p>What is a river? Physical Geography focus (link back to previous place & physical Geog)</p>	<p>How and why is my environment changing? Locational knowledge and human Geography (link back to river environment in East Devon area)</p>

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		<ul style="list-style-type: none"> ● Identify & describe how features of rivers change from source to mouth ● Describe some parts of the water cycle & explain the important role of a river in this ● Describe some features of river estuaries & explain why they are important ecosystems for wildlife ● Interpret geog evidence to reach a conclusion as to why certain places are at risk of serious annual flooding 	<ul style="list-style-type: none"> ● Explain how some environmental change may be the result of natural events whilst others may be the result of deliberate human activity ● Observe, record and explain changes that have occurred in the past to the school, its grounds and its immediate environment/community ● Recognise how satellite images inform geographers of environmental change on a local and global scale
Willow	<p>History focus during this term Look at the location of Mayan civilisation.</p>	<p>How do volcanoes affect the people of Heimaey? Physical Geography (recap previous place & physical Geography)</p> <ul style="list-style-type: none"> ● Recognise & describe some key features of the Westman Islands region of Iceland & isle of Heimaey ● Describe how volcanoes form, observe the global pattern of volcanoes & suggest reasons for this distribution ● Explain how & why the environment of Heimaey has changed & describe some positive & negative impacts of these changes on the people living there 	<p>Why is fair trade fair? (recap previous countries, their product and trade)</p> <p>Locational knowledge and human Geography</p> <ul style="list-style-type: none"> ● Explain why the Silk Road was the most important trading route in world history & state some changes that occurred as a result of the movement of people & commodities along it ● Describe & reflect on why the terms of international trade are not always fair for some producers of goods in other countries ● Explain what Fairtrade is, compare & contrast the situation of Fairtrade-certified farmers with non-Fairtrade producers and explain some benefits to be gained from certification

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Cycle A 2022 - 2023 plan	Autumn	Spring	Summer
Elm	<p>Local geography study What is the Geography of where I live? (Whimple) Based on the key questions in David Weatherly's unit of work. (recap - where I live in the world - zoom in from earth, continents, country, county and then Exeter, Whimple)</p> <ul style="list-style-type: none"> ● Explain what Geography is about (the study of people and places). ● Describe what Google Earth can tell us about our local area - identify key human and physical features ● Identify the main land uses within my local area. <p>EYFS reference - Explore the natural world around them and make observations</p>	<p>Uk Geography Plan Bee - At the Farm What is the difference between life in the countryside and life in a town? (recap with yr1 pupils - what farms are and why they are important).</p> <ul style="list-style-type: none"> ● Describe the key features of a farm ● Use locational language & four compass points to navigate around a map of a farm. ● Explain some differences between life on a farm and life in a town. <p>EYFS reference - Know some similarities and differences between the natural world around them and contrasting environments.</p>	<p>UK and world Geography Plan Bee - Seas and Coasts What jobs and resources are linked to the sea? EYFS reference - Explain some similarities and differences between life in this country and life in other countries (recap the four compass points)</p> <ul style="list-style-type: none"> ● To locate and identify the 5 oceans and 7 continents. ● To find out about British seas and learn what an island is and what being an island means for the UK. ● To compare a British beach with one from another country, including human and physical features. ● EYFS reference - Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences
Ash	<p>Local geography study What is the Geography of where I live? (Whimple) Based on the key questions in David Weatherly's unit of work. (recap - where I live in the world - zoom in from earth, continents, country, county and then Exeter, Whimple)</p> <ul style="list-style-type: none"> ● Explain what Geography is about (the study of people and places). Define human and physical Geography. ● Describe what Google Earth can tell us about our local area - identify key human and physical features 	<p>UK Geography Plan Bee - Weather Patterns What is the difference between seasonal and daily weather? (recap - the seasons experienced in the UK)</p> <ul style="list-style-type: none"> ● Identify differences between seasonal and daily weather patterns and how daily patterns change over time. ● Interpret simple weather maps or charts and add appropriate weather symbols ● Describe ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom 	<p>UK and World Geography Why do we like being beside the seaside so much? (recap - local human and physical features and local land use) Based on the key questions in David Weatherly's unit of work.</p> <ul style="list-style-type: none"> ● Identify and describe the main physical and human features of seaside environments ● Identify, describe and offer reasons for the presence of pollution on a beach ● Describe and explain how people can take greater care of the seaside environment

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	<ul style="list-style-type: none"> Identify the main land uses within my local area. 		
Oak	History focus	<p>World Geography - North America Beyond the magic kingdom: What is the sunshine state (Florida) really like? physical and human Geography (recap - the 7 continents and 5 oceans - with a focus then on North America)</p> <ul style="list-style-type: none"> Describe the function and attraction of theme parks and in particular the <i>Magic Kingdom</i> in Florida Recognise and describe the key geographical features of a peninsula - e.g. Florida Explain why sea turtles which live in the waters around Florida are endangered and talk about how they might be conserved for the future 	<p>UK and world Geography How can we live more sustainably? human Geography (recap - 4 countries, capital cities and seas surrounding of UK on map, 4 compass points)</p> <ul style="list-style-type: none"> Identify, describe & explain the differences between renewable and nonrenewable resources Identify, describe and offer reasons for how sources of energy (solar, wind and hydro-electric) are used to make electricity in the UK are changing Explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable
Beech	History focus	<p>UK & World Geography - North & South America Why are jungles so wet and deserts so dry? physical Geography (recap - the 7 continents, 5 oceans, 8 compass points, 4 UK countries & the location of Whimble)</p> <ul style="list-style-type: none"> Explain the difference between weather & climate and describe the driest/wettest and hottest/coldest areas of the UK Understand and show how climate affects the landscape of different biomes & the plants and animals that can live there Explain why the Amazon basin has so much rainfall & why the Arica is the driest inhabited place in the world (S America) 	<p>UK and World Geography Who are Britain's National Parks for? physical and human Geography (recap - a river journey from source to mouth, local landscape features & some disadvantages of living in a city)</p> <ul style="list-style-type: none"> *Identify and describe three National Parks in the UK and explain some common key natural features of national parks * Recognise and explain how National Parks encourage visitors to enjoy them and how they are looked after by groups of people * explanation the main similarities and differences between National Parks in the UK and those in the United States

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Willow	History focus	<p>UK and World Geography How is climate change affecting the world? physical and human Geography (recap - different types of weather, extreme weather and causes of flooding)</p> <ul style="list-style-type: none"> • Evaluate evidence, reach a conclusion and make judgements about the impact on people of changing weather patterns in Victoria in Southeast Australia • Understand why some coastal communities are making flood resilience plans to cope better with changes that are occurring in weather patterns and to sea levels • Explain how global warming is affecting weather patterns around the world and evaluate its impact in different places 	<p>UK and World Geography Why are mountains so important? physical Geography (recap - physical features of landscapes, water cycle, 7 continents, 5 oceans and previous countries studied)</p> <ul style="list-style-type: none"> • Recognise, identify & explain what geographers define as mountains & describe the location of the largest mountain ranges in the world • Explain how plates moving on the Earth's crust to form ranges of fold mountains • Compare & contrast the differences between the Cambrian and Himalayan Mountains