



# Geography at Campsbourne

We teach geography through the Scholastic Scheme of work - it allows children to become excited and fascinated about the world around them. Learning geography helps them to become more socially and environmentally - sensitive, informed and responsible citizens by developing contextual knowledge of locations of globally significant places, including defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Understanding how change happens over time, collecting and analysing data gathered through experiences of fieldwork. Interpreting a range of sources of geographical information such as maps, diagrams, globes and aerial photographs.

	Autumn	Spring	Summer
Year 1	See History Plan	<p>Have you ever been lost?            Develop children's understanding of the world, starting with their immediate environment. They are encouraged to use subject-specific vocabulary and use their first-hand observation and experience to enhance their locational awareness.</p> <p>Up, up and away!            Moving away from an exploration of the immediate environment, children will now study the United Kingdom. Developing map work and finding out about the countries and capital cities of the UK.</p>	See History Plan
Year 2	See History Plan	<p>Is it really all around?            This area encourages global awareness and enables the children to understand the position of the United Kingdom within the world.</p> <p>Where shall we go on safari?            This unit offers a short study of wildlife safari park in Kenya. Children learn about the terrain, and the dry and wet seasons experienced in these areas and are introduced to the concepts of conservation and endangered animals.</p> <p>Trip: London Zoo</p>	<p>What is there around me?            This topic takes the children beyond the school gate to look at their local area. Opportunities to investigate and research local amenities and landmarks take place.</p>

Year 3	See History Plan	<p>Where does our food come from?</p> <p>This unit focuses on the food we eat, where and how it is grown and how it reaches our table. Trade, including Fairtrade and 'food miles', is considered.</p>	<p>Where and why does the world rumble?</p> <p>Here, the topic focuses on physical process, including the formation of mountains, volcanoes and avalanches.</p>
Year 4	See History Plan	<p>Manduka here we come!</p> <p>Children are able to locate significant places and features on a map using a key, symbol and scale. This unit focus on an African village which the school has links with) and explores the similarities and differences between contrasting localities by collecting, recording and analysing evidence and drawing conclusions. Children begin to ask / initiate geographical questions and offer ideas using appropriate vocabulary.</p>	See History Plan
Year 5	<p>Arteries of the planet: rivers</p> <p>This chapter focuses on local, UK, European and world rivers, from source to mouth. Fieldwork techniques linked to studying a stream in the local area, as well as map-reading skills and interpreting photographs and maps together.</p>	<p>Investigating our local area</p> <p>This chapter continues the development of the children's enquiry skills from the more focused enquiries in KS1. Children will have the chance to make more choices about data-gathering methods and presentation techniques (links with ICT and history). The aim is for pupils to develop a 'sense of place' based on local human and physical features.</p>	See History Plan
Year 6		<p>Our challenging world</p> <p>This chapter focuses on natural disasters around the world cause by extreme weather, including flooding, tornadoes, tsunamis, earthquakes, hurricanes and droughts.</p>	<p>Investigating our local area (Ally Pally)</p> <p>This chapter continues the development of the children's enquiry skills from the more focused enquiries in KS1. Children will have the chance to make more choices about data-gathering methods and presentation techniques (links with ICT and history). The aim is for pupils to develop a 'sense of place' based on local human and physical features.</p>

## Scholastic's Summary of progression

### Year 1

- Name and locate the four countries and capital cities of the United Kingdom using atlases and globes
- Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world
- Use basic geographical vocabulary to refer to local and familiar features
- Use four compass directions and simple vocabulary

### Year 2

- Name and locate the world's continents and oceans
- Compare local area to a non-European country
- Use basic vocabulary to describe a less familiar area
- Use aerial images and other models to create simple plans and maps, using symbols
- Use simple fieldwork and observational skills to study the immediate environment

### Year 3 and Year 4

- Locate world's countries, focusing on Europe and Americas
- Focus on key physical and human features
- Study a region of the UK (not local)
- Use 8 points of a compasses, symbols and keys
- Describe and understand climate, mountains, volcanoes, earthquakes, settlements etc
- Use field work to observe, measure and record

### Year 5 and Year 6

- Name and locate counties, regions and features of UK
- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones
- Study a region of Europe, and the Americas
- Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc
- Use 4-figure grid references of resources on OS maps
- Use fieldwork to record and explain