



All achieve, all believe, all create, all a family..

With the world as our parish, we evolve as a family so that children and adults flourish. Through a Christian lens, we all develop the skills, knowledge, hope, compassion and aspiration to be active in our local and global communities, celebrating, exploring and living life in all its fullness.

2 Year Rolling Programme for Geography

Mixed-year groups	Autumn	Spring	Summer
	What does a hedge hide?	What makes a good knight?	What does Julia Donaldson tell us about the UK?
	<i>Goal 15: Life on Land</i>	<i>Goal 3: Good Health and Wellbeing</i>	<i>Goal 11: Sustainable Cities and Communities</i>
Year A – R/1 2021/22		<i>Find Buckingham Palace on the map as the home of the reigning monarch.</i>	Locational Knowledge <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Human and Physical Geography use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour, and shop Geographical skills and fieldwork <ul style="list-style-type: none"> - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; <i>devise a simple map; and use and construct basic symbols in a key.</i>



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			- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<i>Why this? Why now?</i>			Young children benefit from learning about their immediate environment before progressing onto learning about the world around them as they can experience and relate to it, before researching other areas of the globe that they have no experience of. This is building on from the Early Years learning of their immediate environments. The project will follow Julia Donaldson books around the United Kingdom, visiting different landscapes (beach, forest, farm, etc).
	Autumn	Spring	Summer
	What makes a superhero?	What does water cost?	Farms / Growing / Farms around the world and Lincolnshire
	Goal 16: Peace, Justice and Strong Institutions	Goal 6: Clean Water	Goal 3: Good Health and Wellbeing Goal 12: Responsible Consumption
Year B – R/1 2020/21	<i>Close look at the layout of the Brant Broughton High Street for our model village.</i>	KS1 - Locational Knowledge <ul style="list-style-type: none">- name and locate the world's seven continents and five oceans Place Knowledge <ul style="list-style-type: none">- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<i>Looking at the farms of the area on an aerial maps Compare to built up areas i.e London Compare UK farms with different countries (fairtrade link)</i>



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		Human and Physical Geography <ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this Key Stage. 	
<i>Why this?</i> <i>Why now?</i>		<i>Young children benefit from learning about their immediate environment before progressing onto learning about the world around them as they can experience and relate to it, before researching other areas of the globe that they have no experience of. Having countries to compare the UK to would be beneficial as they can use their own experiences to build on and compare.</i> <i>This is building on from the Early Years learning of their immediate environments.</i> <i>The project will follow Julia Donaldson books around the United Kingdom, visiting different landscapes (beach, forest, farm, etc).</i>	
	Autumn	Spring	Summer
	What can toys teach us?	Can we give animals a voice?	What will you discover?
	Goal 3: Good Health and Wellbeing	Goal 13: Climate Action	Goal 12: Responsible Consumption
Year A – 1/2 2021/22			Locational Knowledge



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			<ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Human and Physical Geography use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour, and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - use simple fieldwork and observational skills <p>to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
<p><i>Why this?</i> <i>Why now?</i></p>			<p><i>Young children benefit from learning about their immediate environment before going on to learn about the world around them as they can experience and relate to it, before then researching other areas of the globe.</i></p> <p><i>This is building on from the Early Years learning of their immediate environments.</i></p> <p><i>During the project the children will study and follow maps of the immediate environment.</i></p>



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	Autumn	Spring	Summer
	Does chocolate grow on trees?	Whys is London our capital?	What is the wonder of the big top?
	Goal 8: Decent Work for All	Goal 7: Affordable and Sustainable Energy	Goal 15: Life on Land
Year B – 1/2 2020/21	KS1 - Locational Knowledge <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans Place Knowledge <ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and Physical Geography <ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this Key Stage. 		
Why this? Why now?	Young children benefit from learning about their immediate environment before progressing onto learning about the world around them as they can experience and relate to it, before researching other areas of the globe that they have no experience of. Having		



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	<p><i>countries to compare the UK to would be beneficial as they can use their own experiences to build on and compare. This is building on from the Early Years learning of their immediate environments.</i></p> <p><i>The project will follow Julia Donaldson books around the United Kingdom, visiting different landscapes (beach, forest, farm, etc).</i></p>		
	Autumn	Spring	Summer
	Which festival means the most?	What's the value of a story?	Back in Time
	Goal 2: Zero Hunger	Goal 16: Peace, Justice and Strong Institutions	Goal 4: Quality Education
Year A – 3/4 2021/22	<p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> - use the eight points of a compass, -four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Locations around the world in relation to festivals ie. Cherry Blossom festival- Japan. Thanksgiving in America, Christmas and/or harvest celebrations across the world. 		<p>Human and Physical Geography</p> <p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>



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<i>Why this? Why now?</i>	<i>This builds on from KS1 learning of maps within Geography and the maths unit of position and direction.</i>		<i>This links well with historical aspects of the project with close links to historical settlers and exploration of the land. The Global Goal of number 11 'Sustainable cities and communities' would work well for this objective.</i>
	Autumn	Spring	Summer
	What makes the Earth angry?	Are all wars won on the battlefield?	Are we all equal?
	Goal 13: Climate Change	Goal 16: Peace, Justice and Strong Institutions	Goal 1: No Poverty
Year B – 3/4 2020/21	Human and Physical Geography <i>describe and understand key aspects of:</i> - physical geography , including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Looking at Pompeii and volcanic eruptions in different locations across the world. Looking at the settlements for people in these areas and the benefits of fertile land. Looking at Tsunami and Tornado Alley and ways of measuring wind speed.	Locational Knowledge - name and locate counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics , key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	
<i>Why this? Why now?</i>	<i>This objective works well with the project of 'What makes the Earth angry?' There are close links for our Global Goals with opportunities to look at countries that are currently experiencing difficulties that have arisen because of</i>	<i>This objective works well with the project as key topographical features were used during wars to locate safe landing areas and bases as well as different targets to cause damage.</i>	



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	<i>physical geography aspects or are working to better their environments and communities after experiencing these situations. The Global Goal of number 13 'Climate Action' would work well for this objective. Builds on reception 'farming' project. Links to Wizard of Oz and Escape from Pompeii texts.</i>		
	Autumn	Spring	Summer
	Is there life beyond Earth?	Does the punishment fit the crime?	Healthy body = Healthy mind?
	Goal 5: Gender Equality	Goal 9: Industry, Innovation and Infrastructure	Goal 3: Good Health and Wellbeing
Year A – 5/6 2021/22	Locational Knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	<i>Locating places around the world- linking to different laws.</i>	
Why this? Why now?	<i>This links to Science with their work on the sun, moon and solar system. It looks closely at the effect of light and dark which provides the Earth with different time zones and the difference in the weather for the different hemispheres due to the differing distance to the sun.</i>		



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	Autumn Is fashion more important than function?	Spring How do species adapt?	Summer Where is home?
	Goal 12: Responsible Consumption and Production	Goal 15: Life on Land	Goal 1: No Poverty Goal 11: Sustainable Cities and Communities
Year B – 5/6 2020/21	<i>Sweatshops (India)- Location of these on a map</i> <i>Sustainable fashion- Batoko location in the UK</i>	Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North and South America.	Locational Knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Geographical Skills and Fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.
Why this? Why now?		<i>This objective will lead on from map work in the last term providing the children with more in depth knowledge of individual countries.</i>	<i>In LKS2 the children looked closely at the different countries within the UK. This objective now broadens this knowledge to the wider world.</i>



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