

Geography

St Thomas and St Anne's CE Primary School



Long Term Rolling Programme

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum has been developed using the Chris Quigley 'Essentials Curriculum'.

Our long, medium- and short-term planning are supported by resources that develop a greater understanding of physical and human characteristics of geography and how these provide a geographical context for understanding the actions and processes we feel are important to our pupils.

We plan for a weekly lesson of 1 hour. However, there is flexibility in how and when our topics are taught to help our pupils develop and retain the information within their long-term memory.

Our rolling programme has been adopted to cater for our mixed age class structure and provide our pupils with a spiral curriculum which enables them to revisit the 'Threshold Concepts' within Geography. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year.

Decisions regarding which topics the children will follow have been based on outcomes of a curriculum review and to support what we feel is the capital culture our pupils need in Geography.

We ensure that children are building on previously learning by referring to our progression grids known as milestones and by organising content in 'Knowledge Categories'.

Our threshold concepts (key areas of learning that the children revisit) for geography are:

- **Investigate places** – This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns** – This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate geographically** – This concept involves understanding geographical representations, vocabulary and techniques.

Class: Fir	Autumn	Spring	Summer
1	<u>Mapping the World</u> Describing maps of the world 1/2	<u>Basic Weather - UK</u> <u>The Atlantic Ocean (Linked to History)</u>	<u>Hanwood / Uganda comparison</u> Comparison between seasons and climate. Weather and its impact on everyday life in the two areas.
2	<u>Continents and Oceans</u> The Arctic Ocean The Pacific The Indian Ocean The Southern Ocean	<u>UK Comparison</u> 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	<u>Australia</u> Aboriginal people Animals Great Barrier Reef Daintree Rainforest
3	<u>Countries and Capitals of the UK</u> England - London Scotland - Edinburgh Wales - Cardiff Northern Ireland - Belfast	<u>Weather</u> Extreme Weather	<u>UK Comparison</u> 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
4	<u>Continents and Oceans</u> The Arctic Ocean The Pacific The Indian Ocean The Southern Ocean	<u>Besides the Sea</u>	<u>Australia</u> Aboriginal people Animals Great Barrier Reef Daintree Rainforest

Class: Elm	Autumn	Spring	Summer
1	Y2 – Describing Maps 1/2 Y3 – Describing Maps 1/2/3	Earthquakes and Volcanoes -Plate tectonics -Pacific ring of fire -Impact	Europe -Population -Rivers -Mountains
2	Climate Change	International Trade -Natural Resources -Tourism - Food	North America -Population -Rivers -Mountains
3	Transportation -Cities -National -International	The Water Cycle -The Cycle -Clouds and precipitation	South America -Population -Rivers -Mountains
4	Landscapes -Weathering -Rivers -Mountains	Erosion and Deposition -Coasts -Rivers -Management	Y2 – Describing Maps 1/2 Y3 – Describing Maps 1/2/3

Class: Ash	Autumn	Spring	Summer
1	Y4 – Describing Maps 1/2/3 Y5 – Using Maps four and six figure grid reference	Earthquakes and Volcanoes -Plate tectonics -Pacific ring of fire -Impact	Europe -Population -Rivers -Mountains -deciduous forest biome
2	Climate Change	International Trade -Natural Resources -Tourism - Food	North America -Population -Rivers -Mountains
3	Transportation -Cities -National -International	The Water Cycle -The Cycle -Clouds and precipitation	South America -Population -Rivers -Mountains -Taiga biome
4	Y4 – Describing Maps 1/2/3 Y5 – Using Maps four and six figure grid reference Marine biome	Erosion and Deposition -Coasts -Rivers -Management	

Class: Oak	Autumn	Spring	Summer
1	Using Maps Using maps - four and six figure grid reference	Natural Disasters	Europe -Population -Rivers -Mountains -deciduous forest biome
2	Ocean Currents	Trading across the world	North America -Population -Rivers -Mountains -Taiga biome
3	Transportation -Cities -National -International	The Water Cycle -The Cycle -Clouds and precipitation -Freshwater biome	South America -Population -Rivers -Mountains -rainforest biome
4	Using Maps four and six figure grid reference Marine biome	Erosion and Deposition -Coasts -Rivers -Management	