

Year F Geography Long Term Plan

Our Rationale –

At Courthill Infant School we endeavour to inspire all pupils by creating curiosity and fascination about the world and its' people. We do this by ensuring children leave us with the 'Big Idea' of knowing that they are part of a bigger world and that they can change the world by being cultural citizens. This is completed through the 'Big Idea' of sustainability and that we have limited resources that must be managed. We ensure that the Geography curriculum is accessible to all pupils through differentiation for individual abilities with suitable challenges. Key knowledge and skills have been identified in **bold** with the expectation that all pupils will achieve these outcomes by the end of the year. We strive to address the key objectives through differentiated questioning, demonstrating and scaffolding, as well as using different approaches to teaching and learning to overcome barriers.

Our pupil's start their geographical experience in Foundation where they are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment through both taught and child initiated sessions.

The children then build on their geographical skills in Key Stage 1 where they learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of humanity. Where appropriate, the Geography curriculum promotes key British Values so our children have exposure to a wide experience of local and global learning where there are opportunities for respect and tolerance when embracing differences within the world we live.

The specific aspects of this subject taught across Key Stage 1 are:

Locational knowledge, Place knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

Inclusion statement

At Courthill Infant School we strive to provide all pupils with a broad and balanced curriculum that meets the specific needs of individual pupils with suitable challenge. Our curriculum aims to respond to pupils' diverse needs across the school and to overcome any barriers to their learning.

Key knowledge and skills have been identified in **bold** with the expectation that all pupils will achieve these outcomes by the end of the year. We strive to address the key objectives through differentiated questioning, demonstrating and scaffolding, as well as using different approaches to teaching and learning to overcome barriers.

Term	Autumn	Spring	Summer
Big idea	<p>Big Idea 1 – That we are one part of a larger world.</p> <p>Big Idea 2 – That weather and climate is different around the world and that there are reasons for this.</p>	<p>Big Idea 1 – That we are one part of a larger world.</p> <p>Big Idea 4 – Sustainability: That we have limited resources that must be managed.</p>	<p>Big Idea 2 – That weather and climate is different around the world and that there are reasons for this.</p> <p>Big Idea 3 – That the Earth and the environment is constantly changing.</p> <p>Big Idea 4 – Sustainability: That we have limited resources that must be managed.</p>
EYFS Development Matters Statements	<p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another. (holidays, earth / moon)</p> <p>ELG: To know about similarities and differences in relation to places.</p> <p>ELG: To know about similarities and differences in relation to objects and materials.</p>	<p>ELG: They talk about the features of their own immediate environment.</p> <p>EXC: They can describe some actions which people in their own community do that help to maintain the area they live in.</p> <p>ELG: They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>ELG: To know about similarities and differences in relation to places, and living things.</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>ELG: They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>EXC: Children know that the environment and living things are influenced by human activity.</p> <p>EXC: They can describe some actions which people in their own community do that help to maintain the area they live in.</p>
Context	<p>Magical Me – Children talk about their locality at home and school. Starting to look at different types of houses and maps. They talk about different places they have visited on holiday both abroad and within the UK.</p>	<p>Once upon a time – Children recap their knowledge of different types of house through fairy tale stories. They also explore different types of materials which building could be made from (three little pigs.) Children will also describe why different objects float and sink linking their</p>	<p>Roots Shoots and Muddy Boots – Children learn about the life cycle of a butterfly watching them grow from caterpillars. They learn about their life cycle and observe the changes commenting on their understanding. Children then compare the life cycle of a butterfly to the life cycle of a frog</p>

	<p>Bright Sparks – Children look at the different environments around them. They begin to look at the difference between Earth and the moon focusing on gravity, appearance and locality.</p>	<p>understanding to practical observations. Children will talk about the changes that occur when learning about Jack and the Beanstalk and why the beanstalk was able to grow.</p> <p>When I grow up... – Children have the opportunity to look at a variety of jobs; one of these being refuse collectors (recycling). They learn about keeping our world clean and what to do to help. Children look at pictures of their local environment (school) and talk about the differences between pictures (clean vs litter). Children learn about different ways to help maintain a clean environment and support the school in keeping it clean.</p>	<p>talking about the similarities and differences. Children go on a seasonal walk to Alexandra Park where they look for signs of ‘Spring’ comparing their findings to other seasons. Children talk about the different types of plants and the changes that occur focusing on the weather and how it impacts growth/decay of objects. Children grow cress and talk about the growth changes that occur commenting on the importance of water and sunlight. Children look at their immediate environment while out walking, focusing their attention on types of houses and comparing them to buildings the children recognise from holidays/fairy tales. Children will use the key language ‘shop, house, flat and town’ to describe their locality. Children learn about different way communities look after the wildlife and how they maintain the area they live in (neighbourhood watch, bin collections, picking up litter.)</p> <p>Crazy about Animals – Children learn about different types of animals from around the world. Starting with animals found in the home, farms and then zoos. Children then find out where different zoo animals live and their habitats (showing an awareness that they are part of a bigger world.) Children think about ways we can keep all animals safe and how we can protect them from human pollution. Children will compare Parkstone to different environments where animals live (e.g. polar bears living in the Arctic circle, lions living in the jungle, camels living in the desert.)</p>
--	--	---	--