

Why do we teach geography and what does it look like in our school?

As a large proportion of Oasis Academy Fir Vale pupils were born outside the UK, we believe that first and foremost, it is important that they learn about the area in which they live and develop geographical knowledge that is of significance to themselves. We want our pupils to nurture and encourage their natural curiosity to help them learn about the world around them. They need to be equipped with the knowledge and understanding about diverse places, people and resources within the natural, physical and human environment. We want children to enjoy learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

We provide a bespoke, well sequenced curriculum that takes account of this. For example, in Year 4 pupils learn about Slovakia and compare it with the local area Page Hall. First hand experiences are planned to capture the pupils' interest and deepen learning over time. These include local walks and visits to places of interest in Sheffield, Rotherham and Derbyshire. Cross-curricular links are made with history to enable children to research how areas have changed over time. Through this, pupils learn about different physical and human features and the interaction between them. The skills learned in geography develop pupils' curiosity and fascination with the world and people around them. Pupils are provided with carefully planned learning opportunities to develop their knowledge and understanding of different countries, diverse places, people and resources, and natural and human environments in the world. To ensure pupils have a strong knowledge of the seasons and weather, all classes discuss and complete a daily chart.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 People	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Where do we live? Local area study		Observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graph and digital technologies. Sketch maps to show the location of Saxon Shore Forts Sketch maps to show the location of Saxon settlements (town names including – burh, -feld, -ing, -ton, -wick, -den and –ham.		Use maps, atlases, globes and digital computer mapping to locate countries. Use the 8 points of the compass, 4 and 6 figure grid references, symbols and key to build their knowledge of the UK and wider world. Where is Egypt? Where in Egypt would we find Cairo and Luxor and the Nile? Where would we find the Great Pyramid?	Use maps, atlases, globes and digital computer mapping to locate countries. Use the 8 points of the compass, 4 and 6 figure grid references, symbols and key to build their knowledge of the UK and wider world. Locate the countries involved in WW2 Where in the world would we find Auschwitz, Berlin, Brandenburg gate, Bergen Belsen, Anne's Frank's annex?
Autumn 2 Structures	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and	Locate the world's countries, using maps to focus on Europe. Name and locate counties and cities of the United Kingdom, geographical	Locate the world's countries using maps, concentrating on their environmental regions, key physical and	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on	Describe and understand key aspects of physical geography and human geography Industrial revolution in Sheffield

	<p>What does the school and local area look like from above?</p>	<p>oceans studied at this key stage Where is London?</p>	<p>regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these aspects have changed over time. Where did the Vikings come from? Where did they settle in England and why? What are those places like now?</p>	<p>human characteristic, countries and major cities Use maps, atlases, globes and computer mapping to locate countries and describe features studied Locating megastructures around the world</p>	<p>their environmental regions, key physical and human characteristics, countries, and major cities 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 Where in the world did the world speed record get set?</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1 Science</p>	<p>Name, locate and identify characteristics of the 4 countries and their capital cities in the UK and their surrounding seas.</p>		<p>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the prime/Greenwich meridian and time zones (including day and night) Time zones</p>			<p>Describe and understand key aspects of physical geography – climate zones, biomes, vegetation belts Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Use maps, atlases and globes to locate countries and describe features studied Titanic Polar regions</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2 Food</p>	<p>Name and locate the world's seven continents and five oceans Use basic geographical</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in</p>	<p>Locate the world's countries using maps World food</p>	<p>Locate the world's countries using maps Understand geographical similarities and</p>	<p>Describe and understand key aspects of physical geography Water cycle</p>	<p>Describe and understand key aspects of human geography Describe and understand key</p>

	<p>vocabulary to refer to key physical features</p> <p>Where does fruit come from?</p>	<p>relation to the Equator and the North and South Poles</p> <p>Where does wheat grow?</p>		<p>differences through the study of a human and geographical region of South America</p> <p>Where does chocolate come from?</p> <p>What is fair trade?</p>		<p>aspects of physical geography</p> <p>Use maps, atlases, globes and computer mapping to locate countries and describe features studied</p> <p>Imports and exports</p>
<p>Summer 1 Animals</p>		<p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>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</p> <p>Use simple field work and observational skills to study the geography of their school and its grounds</p> <p>Study of the school grounds</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within the UK</p> <p>Whirlow Farm/Sheffield</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Rainforest - birds</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns</p> <p>Compare Sheffield and Hull</p>	<p>Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristic, key topographical features and land use patterns and understand how some of these aspects have changed over time</p> <p>Use field work 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</p> <p>Coastal area study</p>
<p>Summer 2 Places</p>	<p>Use basic geographical vocabulary to refer to key physical features & human features</p> <p>Sherwood Forest</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</p>	<p>Describe and understand key aspects of human geography including the distribution of natural resources including minerals</p> <p>Cresswell Crags</p>	<p>Locate the world's countries using maps to focus on Europe</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present</p>		<p>Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK</p> <p>Name and locate countries and cities of the UK, geographical regions and their</p>

		<p>Cleethorpes & Oasis Mozambique</p>		<p>the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country</p> <p>Page Hall & Slovakia</p>		<p>identifying human and physical characteristic, key topographical features and land use patterns and understand how some of these aspects have changed over time</p> <p>Use field work 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</p> <p>Coastal area study</p>
--	--	---	--	--	--	---