

Geography Scheme of Work

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

Geography

The **intent** of our geography curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Increase and develop their geographical skills, concepts, knowledge and attitudes to local and global issues.
- Develop their learning and the acquisition of knowledge of their world around them so that they know more, remember more and understand more.
- Develop and use their skills in enquiry, analysis, evaluation, debate, argument and sharing of information.
- Develop a sense of identity of who they are and where they are.
- Gain and use deeper knowledge and appreciation of different cultures and communities from around the world.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, resources, support or activity**

Class groups are based upon English ability; therefore, each Geography group has a wide range of abilities. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels - **Explore, Settle, Conquer**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

Long Term Geography plan

The curriculum that is in place is based upon two things:

- 1) Geography activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood**.
- 2) Geography that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

- To understand the world around them and where they would like to live and visit.
- To develop mapping and navigational skills so that they can use them effectively for their social lives, leisure and work.
- To enable students to have an insight into the management of a range of natural resources and environments to become responsible citizens.

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason, Geography activities have been carefully chosen to reflect this. students generally have difficulties in the following areas

- Knowledge of the local area and beyond.
- Sequential memory and recall of facts.
- Understanding geographical language of position and direction.
- Understanding links between people and places.

The scheme of work has been designed to ensure students can develop these areas, whilst also ensuring that Geography at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of Geography is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in Geography, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key Geography statements and are ultimately prepared for adulthood.

Progression of skills and knowledge


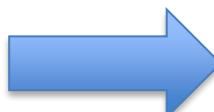

Phase 1 - Students work towards meeting phase 1 targets based on child initiated learning and good practice.

Phase 2 & 3 - Students build on the skills and knowledge gained in phase 1 and work through progressive objectives

Topics

	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Autumn	What's in the local area?	What is the country I live in like?	What is the continent of Europe like? Focus on France	What is our world like?	Why did people settle in new places?	What is it like to live with Earthquakes and Volcanoes?	Why do people from other countries want to settle in South Tyneside?	Why do people want to live in the countryside? Focus on the Lake District.	What can you do in other national parks?
Spring	What's in our school?	What is in the school grounds? (focus on aerial maps/navigation/direction etc – liaise with PHSE)	How are our local parks used?	What types of shops are in our town centre	What can you do at our local beaches?	What can you do at beaches outside of South Tyneside?	Where do I find services in the local area?	What recreational opportunities are there in the local area?	How can you travel around the local area and beyond?
Summer	What food do we get from farms?	What food do we get from the sea?	What do UK woods and forests provide?	What do rainforests provide?	How do we use our rivers? Focus on the Tyne and Wear.	What is it like to live in a desert?	How does the National Trust manage our coasts?	How does Northumbrian Water manage our water?	What can we do to protect our environment?

Knowledge and skills within the geography scheme of work are closely matched to 3 key outcomes and are delivered on a termly basis through specific topic areas. Geographical enquiry skills are taught in all terms and through all topic areas as follows:

Explore 	Settle 	Conquer 
Geographical enquiry 1. students can begin to ask questions about places.	Geographical enquiry 1. students can answer a question by finding information, write and draw to give an answer.	Geographical enquiry

<p>2. students can begin to use some simple geographical terms and words.</p> <p>3. students can begin to record basic information whilst on a field trip (writing and drawing)</p>	<p>2. students can use some geographical terms and words in their work.</p> <p>3. students can use simple fieldwork and observational skills to collect and record evidence.</p>	<p>1. students can use maps, text, photographs and their own observations to help them answer questions in geography.</p> <p>2. students use a good range of geographical vocabulary in their answers to questions.</p> <p>3. students can use fieldwork and observational skills to collect, record and measure evidence. They use this to form conclusions</p>
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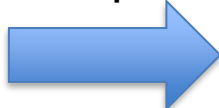
Autumn Term: The world around us

Rationale: Benefits for our students are:

- Develops students' knowledge of different locations and places to live or visit safely.
- To build upon students' knowledge of local, national and international places to inspire them to visit.
- To understand their place in the world and a pathway into it.
- To be aware of why humans have settled in different places and give them an informed decision on where they should live.
- To develop knowledge and understanding of urban and rural areas and how they can use them.
- To develop an appreciation of the world around them and how they can access it.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<ul style="list-style-type: none"> ● Invite representatives from South Tyneside council to talk about their role in looking after South Tyneside. ● Invite members of the community who have settled here from European countries. To talk about why they settled. ● Invite people associated with the twinning of Epinay into the school to talk about the links that were established. ● Visits from local businesses to talk about their history □ (Minchellas, Bangladeshi restaurants). ● Visit from members of the National Trust. ● To discuss volunteering opportunities <ul style="list-style-type: none"> ● Visit from the North East Sikh association. ● European food - cafe theme week (French) To hold a French cultural week in class. (A celebration of its food, art, music and culture.) ● Visit to Whitburn Village to compare rural areas of south Tyneside to urban. ● Visits from Bangladeshi community. ● Visit to South Shields to visit different places of cultures.
<p>Planned Active Learn</p>	<p><u>Phase 2</u> What is the country like I live in? Children play an interactive game which helps them reinforce their familiarity with cities of the UK and match them with the four UK countries. Children use their orienteering skills and the Enrich Education school orienteering map to follow a course, during which they plan a direct route between two UK cities. Children play a game of 'chain tag', matching England, Scotland, Wales and Northern Ireland to their flags. Children visit a selection of Enrich orienteering markers and link maps and flags with the appropriate country of the UK (England/Scotland/Wales/Northern Ireland). What is our world like? - Global zones. Children play an active game to reinforce their understanding of northern and southern hemispheres, Arctic/Antarctic and equator, as well as the locations of countries Children play an interactive game which helps them reinforce their familiarity with European cities and match them with their countries. Photographs or key information can be made incorporated into a QR code and placed onto markers prior to lesson. Students to scan code and identify key images for all topics on a pre made recording sheet to cover all topics. Compass work can be incorporated into all topics- Compass Cones is a cooperative and inclusive activity that develops children's understanding and use of the 4 points and 8 points of the compass and use of locational and directional language. Children use the 8 points of the compass to give directions</p> <p><u>Phase 3</u> Photographs or key information can be made incorporated into a QR code and placed onto markers prior to lesson. Students to scan code and identify key images for all topics on a pre made recording sheet to cover all topics. Compass work can be incorporated into all topics- Compass Cones is a cooperative and inclusive activity that develops children's understanding and use of the 4 points and 8 points of the compass and use of locational and directional language. Children use the 8 points of the compass to give directions. Countryside</p>

	<p>Students to be supplied with a snapshot of a job linked to the countryside and a cryptic clue to get to the marker point. Scan the code to see what jobs are available. This could be done as a team.</p> <p>A map of a town (ie Ambleside) markers could be used to identify certain features using grid references.</p>	
Planned Reading Opportunities	<p>Range of atlases, maps, Information texts, Internet</p> <p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>	
Planned Key Vocabulary - Subject specific	<p>United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/Belfast/ Edinburgh/Cardiff, town, city, country, hills, mountains, coast, rivers, lakes, sea. Continent, Europe, borders, country, countries, capital city, London, Germany, Berlin, Paris, France, Spain Madrid, Rome, Italy, Epinay, South Tyneside, hot, cold, holiday, visit, travel North Pole, South Pole. Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, equator, northern and southern hemisphere, Arctic and Antarctic Circle. climate, climate zone, desert, arid, polar</p> <p>Investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare/ sources/evidence/influences, land use/patterns/ explain, human, physical, environment, location, positive, negative, develop, pollution.</p>	
Explore	Settle	Conquer
		
<p>To understand the world around us and where we would like to live and visit - Autumn Term</p>		
<p>1.students to use a simple map to locate places linked to their study.</p> <p>2.students begin to use a key when using simple maps.</p>	<p>1.students to use maps, infant atlas, globe and Google maps to find out places and areas within their topic.</p> <p>2.students begin to use contents to locate information.</p>	<p>1.students to use a range of maps, atlases, globes and electronic navigational devices to find out other features and information about places.</p> <p>2.students to use contents and index to locate information confidently.</p>

3.students to begin to understand what is meant by human features.	3.students to recognise human features of the place they are studying.	3.students to understand how the human features of the world have shaped what we know today.
4.students to begin to understand what is meant by physical features.	4.students to recognise physical features of the place they are studying.	4.students to understand how the physical features of the world have shaped what we know today.
5.students can talk about what is the same or different about places they know using human and physical features.	5.students can compare two places and identify differences between them using human and physical features.	5.students can explain similarities and differences between places in terms of their human and physical features.
6.students can name and recall places linked to their study.	6.students can name and locate key places linked to their study.	6.students can name and locate a range of different places and how they are connected

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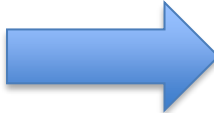
Spring Term: To develop mapping and navigational skills so that they can use them effectively for their social lives, leisure and work.

Rationale: Benefits for our students are:

- To learn the location of different services that are in the local area and beyond so that they can make use of them.
- To learn how they would be able to travel to these independently.
- To learn how these skills can be used in their current lives and in adulthood.
- To learn how to obtain information about different services so they are able to use them in their social lives, leisure and work.
- To learn skills of map reading to locate different services, places and recreational services in their leisure time.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Look at the different job roles in our school Look at the role of South Tyneside in maintaining local parks, grounds people, park volunteers Investigate seasonal jobs at tourist locations. Visit town centres to identify local services including use of public transport. Visit from Nexus representative to discuss safe use. Visits to Jarrow Focus and Haven point leisure centres Great British Spring break litter pick - schoolyard and field. Link with other schools for collaborative opportunities. Visit to South Marine Park and North Marine Park Visit Sandhaven Beach, Whitburn Coastal Park, beaches at Tynemouth and Cullercoat, Seaham</p>
<p>Planned Active Learn</p>	<p><u>Phase 2</u> School grounds - Children apply map reading skills to navigate around the school site, using their Enrich interactive map. They locate the 15 orienteering control markers around their school site and record the location for each one on their interactive map. Photographs or key information can be made incorporated into a QR code and placed onto markers prior to lesson. Students to scan code and identify key images for all topics on a pre made recording sheet to cover all topics. Compass work can be incorporated into all topics- Compass Cones is a cooperative and inclusive activity that develops children's understanding and use of the 4 points and 8 points of the compass and use of locational and directional language. Children use the 8 points of the compass to give directions.</p> <p><u>Phase 3</u> Photographs or key information can be made incorporated into a QR code and placed onto markers prior to lesson. Students to scan code and identify key images for all topics on a pre made recording sheet to cover all topics. Compass work can be incorporated into all topics- Compass Cones is a cooperative and inclusive activity that develops children's understanding and use of the 4 points and 8 points of the compass and use of locational and directional language. Children use the 8 points of the compass to give directions.</p> <p>Local recreation. Local recreational establishments can be loaded onto QR codes and placed onto marker points. Students to use an 8 point compass and use the provided set of instructions to go from place to place to find the recreational places. A map of the local area could be provided and markers to be used to identify certain places using grid references.</p>
<p>Planned Reading Opportunities</p>	<p>Range of atlases, maps, Information texts, Internet, information leaflets/ pamphlets from South Tyneside tourist board and local services. To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>

<p>Planned Key Vocabulary - Subject specific</p>	<p>North, East, South, West, maps /plan / symbol/ atlas near/far/ left/right/ aerial photograph sketch map locate key/North East/North East/South East/South West/4 figure grid reference/ OS map/ scale /large scale map/medium scale map/satellite/primary sources/secondary sources/evidence/OS map symbols navigate</p> <p>Classroom, desk, table, chairs, Field, trees, bushes, playground, yard, car park, park, trees, ponds, playgrounds, Town centre, shops, shopping centre, supermarket, grocers, butchers, beach, sand, pebbles, rock pools, sun cream, shade, paddle, swim, life-guard, coast guard, surf, local, services, shops, town centre, garages, schools, hospitals, doctors, dentist, police, restaurants, cafes, parks, transport, bus, metro, Nexus, ferry.</p> <p>investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare/ sources/evidence/influences, land use/patterns/ explain, human, physical, environment, location, positive, negative, develop</p>	
<p style="text-align: center;">Explore</p> 	<p style="text-align: center;">Settle</p> 	<p style="text-align: center;">Conquer</p> 
<p>To develop mapping and navigational skills so that they can use them effectively for their social lives, leisure and work - Spring Term</p>		
<p>1.students can talk about fun places they like to visit.</p> <p>2.students can talk about how they would travel to different places.</p> <p>3.students can talk about how they know about places they visit.</p> <p>4.students read a simple plan or map</p> <p>5.students can draw a simple plan or map</p>	<p>1.students can identify recreational places to visit.</p> <p>2. students can identify more than one mode of transport.</p> <p>3.students can identify where they can locate information about a place.</p> <p>4.students can read different scale maps of an area and identify some features.</p>	<p>1.students can identify and discuss a range of recreational places to visit and who would use them.</p> <p>2.students can recognise a range of different modes of transport and access them.</p> <p>3.students can use a range of resources to find out information about a place.</p> <p>4.students can read a variety of maps (Large, medium and small scales) of an area and identify a range of features.</p>

<p>6.students begin to use simple directional language</p> <p>7.students can talk, in simple language, about the location of places and objects on a map or a plan.</p> <p>8.students can talk about different jobs in a place.</p>	<p>5.students can draw a map of a location which includes a key of basic symbols to identify some features.</p> <p>6.students to know and use four points of the compass</p> <p>7.students can use number grid references to locate features on a map.</p> <p>8. students can identify a range of jobs in an area.</p>	<p>5.students can draw a map of a location which includes a key identifying a range of features; and a grid to locate them</p> <p>6.students know and use 8 points of a compass.</p> <p>7. students can use four figure grid references to locate features on a range of maps.</p> <p>8. students can identify a range of jobs and discuss which ones they would like to do.</p>
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Geography Scheme of Work




Summer Term - To enable students to have an insight into the management of a range of natural resources and environments; and the jobs that are connected to them.

Rationale: Benefits for our students are:

- To understand environmental issues on a local, national and international level.
- To gain knowledge of local places to visit and how they can take an active role in preserving them.
- To gain an understanding of where food comes from.
- To gain an understanding and appreciation of a range of resources and how they are used.
- To gain an understanding of what jobs are available (paid and voluntary) in the local area in relation to recreation and food.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Work experience opportunities and encounters with professions related to topic</p> <p>Visits to local industries, Invite local and national environmental groups</p> <p>Look at the work of the National Trust wardens at Souter Lighthouse and the Leas. Explore the range of jobs. Discuss qualifications and experience that is needed. Learn about the role of volunteers at the National Trust, and other similar organisations. Talk to a member of the coast guard and RNLI. Explore the opportunities for voluntary work</p> <p>Visit to a farm. (Hall Hill farm), Visit a farm shop, Visit a farmers market, Visit to Fish Quay, Sandcastle challenge, Visit to West Boldon Lodge, Visit to local forests - Kielder, Gibside, Hamsterley or Chopwell, Complete the Gruffalo orienteering challenge at Hamsterley forest.</p> <p>Field trips to River Tyne and Harbour, Mouth of the Tyne Festival, Visits to Whitburn Coastal park and Souter Light House</p>
<p>Planned Active Learn</p>	<p><u>Phase 2 Rainforests</u> - Children complete an interactive quiz about rainforests. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker</p> <p><u>Deserts</u> -Children complete an interactive quiz about deserts. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker</p> <p>Photographs or key information can be made incorporated into a QR code and placed onto markers prior to lesson. Students to scan code and identify key images for all topics on a pre made recording sheet to cover all topics.</p> <p>Compass work can be incorporated into all topics- Compass Cones is a cooperative and inclusive activity that develops children's understanding and use of the 4 points and 8 points of the compass and use of locational and directional language.</p> <p>Children use the 8 points of the compass to give directions.</p> <p><u>Phase 3</u></p> <p><u>Water</u> - Children locate orienteering control points, use the letters from the markers to complete words linked to the water cycle, then match each word to its meaning</p> <p>Children put stages from the water cycle into order, then use their Enrich school orienteering maps to locate control points and check their answers using the control markers</p> <p>Photographs or key information can be made incorporated into a QR code and placed onto markers prior to lesson. Students to scan code and identify key images for all topics on a pre made recording sheet to cover all topics.</p> <p>Compass work can be incorporated into all topics- Compass Cones is a cooperative and inclusive activity that develops children's understanding and use of the 4 points and 8 points of the compass and use of locational and directional language.</p> <p>Children use the 8 points of the compass to give directions.</p>

Planned Reading Opportunities	<p>Range of atlases, maps, Information texts, Internet, information leaflets/ pamphlets from range of appropriate sources linked to the topic.</p> <p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>	
Planned Key Vocabulary - Subject specific	<p>investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare/ sources/evidence/influences, land use/patterns/ explain, human, physical, environment, location, positive, negative, develop, pollution.</p> <p>farm, farmer, fields, trees, hills, shops, transport, buy, sell, village, town, country, coast, coastal, beach, tourism, holidays, quay, quayside, trawler, marine, fishing -nets, sustainability, Woodland, woods, forest, rainforest, Amazon, deforestation, river, boats, ships, building, trade, pollution, leisure, industry, fish, cruise, Tyne, Wear, Desert, Climate, Weather, Habitat, Dry, Arid, cliffs, erosion, arches, caves, stacks, environment, rock pools, tourism, National Trust, Northumbrian Water, water rates, water meter, sinks, taps, toilets, drains, sewers, waste, pollution, water cycle, canal</p>	
<p>Explore</p> 	<p>Settle</p> 	<p>Conquer</p> 
<p>To enable students to have an insight into the management of a range of natural resources and environments to become responsible citizens - Summer term</p>		
<p>1.students can talk about what they can get from different places (e.g. farm, sea, woods)</p> <p>2.students can talk about how resources are used and who uses them.</p> <p>3.students can say what they like and don't like about a place they know.</p> <p>4.students can give an example of how people try to make their environment better.</p>	<p>1.students can talk about different environments and their resources.</p> <p>2.students can compare how different resources and environments are used.</p> <p>3.students can talk about some key environmental issues.</p>	<p>1.students can identify and discuss issues relating to different environments and their resources.</p> <p>2.students can give examples of ways people have improved an environment and utilised the resources</p> <p>3.students can explain their views about environmental issues and describe the opinions that others hold.</p> <p>4. students can explain how some human activity changes (and may damage) the environment.</p>

<p>5.students can understand that people work in certain places.</p> <p>6. students can discuss different weather and the seasons.</p> <p>7. students can talk about what animals and plants can be found in a place.</p>	<p>4.students can give a few examples of how people try to make their environment better and how they try to care for the environment.</p> <p>5.students can discuss the different jobs in environments.</p> <p>6.students can identify different climates.</p> <p>7. students can describe and understand how animals and plants have adapted to live in various habitats.</p>	<p>5.students can describe different jobs (paid and voluntary) and how they impact on the environment.</p> <p>6.students can understand and describe how environmental issues can impact on climate zones and biomes.</p> <p>7. students can explain how habitats can be affected by environmental issues.</p>
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