**Geography at Ingleton Primary School.**

Geography teaching offers opportunities to:

* Inspire a curiosity and fascination about the world and it’s people.

**To develop the knowledge and understanding of;**

* diverse places, people, resources and natural and human environments’ .
* the earths key physical and human processes that give rise key physical and human geographical features of the world.
* interaction between physical and human processes.
* the formation and use of landscapes and environments.
* how the Earth’s features at different scales are shaped, interconnected and change over time.

Where possible we use our local surroundings to make Geography meaningful to our children.

Our younger children do as much geography as they can within the school grounds and the village of Ingleton looking at real examples of physical and human features .

**Foundation stage Geography through Knowledge and Understanding of the World.**

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| **Autumn** | **Spring** | **Summer** |
| Me and My Family, where we live.  Countryfile Ramble around Ingleton.  Autumn and Winter weather and changes around us. | Polar regions and animals.  Signs of Spring around us.  Growing plants in our school grounds.  Story maps for Fairy Tales | Features of farms .  The environment of under the sea, features of beaches, rockpools.  An African focus through Story, Savanah, Coastal and Cities. |

**In Key stage 1 there is a 2 year cycle of half termly topics for Geography and History.**

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| **Key Stage 1 . 2021 2022 23/24** | **Key Stage 1 2022-23 24/25** |
| **Autumn 1.UK Tour**  **Countries, Capital Cities and seas of the UK . Physical and Human features.** | **My Place in The World**  **Where does Ingleton ft into the World- UK, Continents, Oceans** |
| .**Autumn 2.Toys.**  Chronological Order,  Similarities and differences of different periods**.**  **Locational Knowledge Toys around the World.** | **Homes.(History)**  Chronological Order.  Similarities and Differences of Different Periods.  **Locational Knowledge ; Homes around the World.** |
| **Spring 1.Explorers (History)**Significant Individuals who have contributed to national and international achievements.  Felicity Aston, Ibn Bhattuta. Captain Scott.  **Locational Knowledge , Where did they explore? Locate on a world map, identify Physical features of the time.** | **Travel and Transport.(History)**  Significant Individuals who have contributed to National and International Achievements.  Neil Armstrong, Amelia Earhart  First Flight, Viking longboats.  **Discussion incorporated on types of transport and reasons for locational use.** |
| **Spring 2; Around the World**.  **Comparison of Ingleton to a contrasting area in a non European Country, eg Brazil Rio,**  **Include looking at Physical and Human features**. | **Spring 2; Around the World**.  **Comparison of Ingleton to a contrasting area in a non European Country,**  **Include looking at Physical and Human features.eg Tokyo Japan** |
| **Summer 1;**Kings and Queens (History) | **Summer 1.**The Great Fire of London. (History) |
| **Summer 2; Incredible Ingleton.**  **Physical and Human features.**  **Geographical Skills and fieldwork- map making**  Local History. Swimming Pool | **Summer 2**.  **Wonderful Weather.**  **Seasonal and Daily Weather patterns.**  **Hot and Cold Areas of the World.** |

**In Key Stage 2 we work on a 4 year cycle of termly topics for Geography and History.**

**We study local rivers and the coast at Morecambe and the Three Peaks and Lake District Mountains as part of our H2O study.**

**An important aspect of our curriculum is Environmental Education through Geography.**

Geography also has close links to environmental education. The introduction to the geography national curriculum states that “a high quality geography education should inspire in pupils a curiosity and fascination about the world and its people” and equip them with “knowledge about diverse places, people, resources and natural and human environments”. Fieldwork is an essential aspect of geography, which helps to develop an understanding of physical and human processes on a variety of scales — local, national and global — through local, national and global — through sensory experiences. Pupils can learn about the quality and vulnerability of different environments and the possibilities for positive environmental management. They can discover how we, as humans, have shaped the world, which in turn should help them to develop decision-making skills and gain a sense of personal responsibility.

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| Year | Autumn | Spring | Summer |
| A;22/23 | **Pre Historic** | **Dynamic Earth** | Earth Caretakers |
|  | *Stone age to Iron Age* | ***Earthquakes/ Volcanoes*** | *Enough for Everyone* |
|  | *BHM; Ibn Bhattatu + Sacagawea*  Theme Days re-enactments |  |  |
| B;23/24 | **Shields & Ships** | Vikings | Location Location |
|  | ***Romans, Saxons,*** | *World* | *Maps Contrasting Localities* |
|  | **Theme days, visit to Roman fort remains.** |  |  |
|  | ***BHM ; Mansa Mussa + Emperor Septimus Severus*** |  |  |
| C;24/25 | **War and Peace** | Hot and Cold | Amazing Americas |
|  | ***WW2*** | *Biomes, Polar to Rainforest* | *North/ South* |
|  | ***Visit to Stockport Air shelter.*** |  | *Mayans* |
|  | ***BHM ; Gandhi + Nelson Mandela*** |  |  |
| D;21/22 | **Age of Change** | **Buried Treasure** | H *2* O |
|  | ***Victorians*** | ***Ancient Egypt*** | *Rivers, Coasts, Mountains* |
|  | **BHM; Mary Seacole+Olaudah Equiano** |  |  |
|  | **Ribblehead Viaduct , VIctorian school Day, Theme day. Visit to Saltaire/ Bradford Museum** |  |  |