

## Geography (Integrated Studies) Scheme of Work 2020/2021

Geographical skills and fieldwork will be developed throughout all units including the use of globes, maps and atlases, grid references and scale, aerial and satellite photographs. Pupils should begin to contrast locations, analyse and draw conclusions from geographical data using multiple sources of information.

**EYFS, KS1 and KS2 will cover Geography as part of the Thematic curriculum using the Cornerstones Maestro online curriculum.**

**KS3 pupils will cover Geography as part of the Integrated Studies curriculum which will also include History and Art.**

## **EYFS - Miss Olivia Phelps OPH**

For Autumn 1, EYFS topic is the same as Class 1 as we are all together and then they are different from Autumn 2.

Autumn 1- Why do you love me so much?

Autumn 2- Once upon a time

Spring 1- Do you want to be friends

Spring 2-Tumble

Summer 1- How many colours in a rainbow

Summer 2- What can you see in Summer?

## **KS1**

### **Year 1 and 2 Mr. J. Gamban – JGA**

Autumn 1 - Why do you love me so much?

Autumn 2 - Why can't I have chocolate for breakfast

Spring 1 - Are eggs alive?

Spring 2 - Will you read me a story

Summer 1 - Can I have a dog?

Summer 2 - Are we nearly there yet?

## **KS2**

### **Year 3 MR Chris White CWH**

Autumn 1 – Heroes and villains (English/Music).

Autumn 2 - Scrumdiddlyumptious! (D&T food)

Spring 1 - Mighty metals (science)

Spring 2 - Emperors and Empires (history)

Summer 1 – Urban pioneers (Art).

Summer 2 - Rocks rumbles and relics (geography)

### **Year 4 GSA/AHE/SWA**

Autumn 1 Burps, bottoms and bile -Science

Autumn 2 Playlists – Music/DT

Spring 1 I am a warrior - History

Spring 2 Potions - Science

Summer 1 Misty Mountains, winding rivers – Geography

Summer 2 Traders and Raiders – History

### **Year 5 KAD**

Autumn 1: Alchemy Island - Music focus

Autumn 2: Time Travellers – Art/Des focus

Spring 1: Beast creator - Science focus

Spring 2: Allotments – Geog. focus

Summer 1: Scream Machine - Science focus

Summer 2: Pharaohs - History focus

### **Year 6 – JEL/LAL**

Autumn 1: Darwin's delights – Science focus

Autumn 2: Revolution – History focus

Spring 1: Frozen Kingdom – Geography focus

Spring 2: – ID – Science focus

Summer 1: Gallery Rebels – Art/Design focus

Summer 2: Hola Mexico – Music focus

## KS3

Year 7	Autumn	History	<p>What was the British Empire? Who were the main trading partners</p> <p>Industry and Empire: Britain 1745-1901 – Focus on Industry, which countries did we rule?</p>	<p>What was the British Empire? Who were the main trading partners?</p> <p>Where is India – look at weather/climate, physical/human characteristics, trade links, traditions and History</p>
		Geography	<p>Countries of the world – characteristics of different countries</p> <p>India – trade links, traditions, history, weather/climate, key physical and human characteristics</p>	<p>Sketch books-</p> <p>Multicultural art- Tinga Tinga</p> <p>Exploring colour</p>
		Art	<p>Multicultural art.eg- African</p>	<p>Worry dolls (sculpture/fabric)</p>
Year 7	Spring	History	<p>What challenges did Britain, Europe and the Wider world face from 1901 to the present day? (WW1)</p>	<p>Look at the causes and consequences of the first world war. How were battles fought?</p>
		Geography	<p>Where in the world is.....? - develop an awareness of the world's countries using maps of the world, atlas, globes – FOCUS ON vocabulary and their meanings.</p>	<p>Look at at least one country in Europe and one in the wider world. Find out facts about the country e.g. what continent it is in, has it any surrounding seas or oceans. Geographical vocabulary to be developed – country, continent, sea, ocean</p>
		Art	<p>Depict war scene from WW1</p>	<p>'Gassed' by Sargent</p> <p>Art from poetry 'Dulce et decorum est' Wilfred Owen</p> <p>Still life sketch (war artefacts)</p>
Year 7	Summer	History	<p>How has our local area changed ? What has caused these changes?</p> <p>Post War, 1945 to the present day</p> <p>A Local History Study</p>	<p>Britain through the decades since the 1940's, 1950's 1960's fashion, technology timeline and toys.</p> <p>Changes in local area e.g.- 1950's grocers/butchers 2017-supermarket.</p>
		Geography	<p>Rotherham – old and new, changes in landscape, local flooding- – changes in climate</p> <p>How has the local area changed e.g. compare 40's, 50s, 60s and now</p>	<p>Rivers, canals - Rotherham floods of 2007. Why does flooding occur? Effects of flooding</p>
		Art	<p>Pop Art.</p>	<p>Pop art – adopt an artist</p> <p>Warhol/Lichtenstein (printing/collage/ICT)</p>

Year 8	Autumn	History	What makes Britain great? What is an Empire? (map work/flags) What was life like for a slave during the middle passage?	Industry and Empire: Britain 1745-1901 – FOCUS – Slave trade and trade triangle  Transatlantic slave trade/middle passage and a slave's journey. (diary)
		Geography	Countries of the world – characteristics of different countries – links to trade India – trade links, traditions, history, weather/climate, key physical and human characteristics	
		Art	Multicultural art, Aboriginal art.	Dot/sand/rock painting painting on leaves, wood carving, rock carving, sculpture, ceremonial clothing
Year 8	Spring	History	What was WW2? How did the Allies overcome Nazi Germany? What was life like in WW2	What was World War 2? Who was involved? Who were main Leaders? What were Allies/Axis?? Blitz, evacuation, rationing (NOT HOLOCAUST)
		Geography	Locational knowledge, develop an awareness of the world's countries using maps of the world using atlas, globes e.g. WW2 European Countries	Bunker model 3d (papier mache) Blitz collage Model planes/tanks
		Art	WW2 art/design	
Year 8	Summer	History	How has Britain changed through each decade since 1945? A Local History Study (Focus: identify the impact of events in the past on the local area today)?	Britain through the decades since the 1970's, 1980's 1990's fashion, technology timeline and toys. Changes in local area e.g.- meadowhall
		Geography	Britain since the 1940's – A Journey through the decades e.g. population and urbanisation, economic activity.	
		Art		Pop art – adopt an artist Warhol/Lichtenstein (printing/collage/ICT)

Y9	Autumn	History Geography Art	<p><b>Why did the Holocaust happen?</b> <b>Who was Anne Frank?</b></p> <p>Location knowledge – countries and major cities – looking at large world maps</p> <p>Holocaust.</p>	<p>When did the holocaust occur? Who was affected? Investigate a camp and what it was for.</p> <p>Investigate where camps were situated, what countries and why?</p> <p>Propaganda posters Prison camp art NAZI hording of famous art</p>
Y9	Spring	History Geography Art	<p><b>What lessons can we learn from how the Mughal Empire ruled India?</b> Significant society or issue in World History and its interconnections with other world developments</p> <p>Location knowledge, regions of the world, key physical and human characteristics – comparisons with other continents e.g. Asia, Africa</p> <p>Mughal empire</p>	<p>Mughal India 1526-1857</p> <p>Identifying continents and regions of the world.</p> <p>Battle of Panipat Depicting a battle scene</p>
Y9	Summer	History Geography Art	<p><b>What impact did the Industrial Revolution have on our local area?</b></p> <p>Local study – focus on industrial Britain – visit to local museum e.g. Abbeydale Industrial Hamlet/Kelham Island</p> <p>Analyse and interpret places and data Understand how physical and human processes interact e.g. to influence and change landscapes and the environment, urbanisation (Window by J Baker), economy and use of natural resources.</p> <p>Industrial Britain</p>	<p>Industries in the local area – coal mining, steel making– visit to local museum e.g. Abbeydale Industrial Hamlet/Kelham Island</p> <p>Changes in the local area e.g. manvers – once a coal mining area now regenerated and housing, shops and large commercial units e.g. next.</p> <p>Exploring Lowry Pitman painters</p> <p>The Arts &amp; Crafts Movement</p>