

Geography Scheme of Work

Year	Specific Outcomes	End of Year
<u>Reception</u>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes.</p>	<p>ELG The Natural World - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>ELG The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>ELG People, Culture and Communities - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>ELG People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>

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<u>Year</u> 1	<p><u>Autumn</u></p> <p>Place of study: The Local Area</p> <p>To label places on a map of Greenholm Primary School.</p> <p>To write directions from one place of Greenholm to another.</p> <p>To produce and label a map of what Greenholm might look like in the future.</p> <p>To go on a seasons walk and identify the different weather patterns in the U.K.</p> <p>To go on a walk of the local community and suggest improvements to the environment.</p> <p><u>Spring</u></p> <p>Place of study: The North and South Pole</p> <p>To identify the North and South Pole and the equator on a map of the world.</p> <p>To understand why countries further away from the equator are cold and why countries are closer to the equator are hot.</p> <p>To produce a map of an Inuit village.</p> <p>To explore how people survive and stay safe in hot and cold climates.</p> <p><u>Summer</u></p> <p>Place of study: London</p> <p>To identify fire exits on a map of the school.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Use locational and directional language (near and far, left and right) to describe the location of features and routes.</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p> <p><u>Locational Knowledge</u></p> <p>Understand how some places are linked to other places e.g. roads and trains.</p> <p><u>Place Knowledge</u></p> <p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment.</p> <p><u>Human and Physical Geography</u></p> <p>Describe seasonal weather changes.</p>

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	<p>To plan a fire escape route out of school and describe it using directional language.</p> <p>To make a physical map of London using objects and create famous landmarks.</p> <p>To sequence maps of the <i>Great Fire of London</i> to show how the fire spread.</p>	<p>Identify seasonal weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
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<u>Year</u> <u>2</u>	<p><u>Autumn</u></p> <p>Place of study: Continents and Seas of the World To devise a map of Greenholm farm and develop a key.</p> <p>To identify and label the physical and human features of Greenholm farm.</p> <p>To take photographs of the school grounds and match it to the aerial view.</p> <p>To locate and name places Christopher Columbus travelled to on a world map.</p> <p>To describe the route Christopher Columbus travelled to the New World using the four points of a compass.</p> <p>To explore aerial photographs of Nassau and identify its human and physical features.</p> <p><u>Spring</u></p> <p>Place of study: The Isle of Coll / New Delhi To label the countries of the U.K. and its seas on a map.</p> <p>To identify the key landmarks of the U.K.</p> <p>To study aerial photographs of Coll and identify its human and physical features.</p> <p>To devise a map of the Isle of Coll and create a key.</p> <p>To write a description comparing Birmingham to the Isle of Coll.</p>	<p><u>Geographical Skills and Fieldwork</u> Use word maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) 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.</p> <p>Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>

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<p>To compare the key human and physical features of India to the Isle of Coll.</p> <p>To create a weather forecast comparing the weather in Coll to the weather in New Delhi.</p> <p><u>Summer</u></p> <p>Place of study: U.K. Seaside Resorts</p> <p>To revisit the countries and capital cities that make up the U.K.</p> <p>To research the top holiday destinations in the U.K. and identify them on a map.</p> <p>To compare the human and physical features of Blackpool from the past to the modern day.</p> <p>To identify the location of popular seaside resorts during the Victorian era and understand how people got there.</p> <p>To understand the difference between an ocean and a sea.</p> <p>To investigate why people go abroad for their holidays.</p>	<p><u>Human and Physical Geography</u></p> <p>Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
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<u>Year</u> <u>3</u>	<p><u>Autumn</u></p> <p>Place of study: The World, the U.K. and Skara Brae</p> <p>To identify and describe where the worlds active volcanoes are on a map.</p> <p>To give directions to some of the worlds active volcanoes using the 8-points of a compass.</p> <p>To use four figure grid references to plot volcanoes on a map.</p> <p>To explore the human and physical impact of volcanoes.</p> <p>To explore conflicting views about volcanoes.</p> <p>To locate stone age settles on a map of the U.K.</p> <p>To identify the similarities and differences between stone age settlements.</p> <p><u>Spring</u></p> <p>Place of study: Rome</p> <p>To examine the topographical features that lead to Rome becoming such a major city.</p> <p>To look at and compare land use in ancient Rome to modern day.</p> <p>To identify on a map all countries that were part of the Roman Empire using four figure grid references.</p> <p>To use the 8 points on a compass to describe where each country that was part of the Roman Empire is in relation to each other.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Ask and respond to geographical questions e.g. Describe the landscape? Why is it like this? How is it changing?</p> <p>Use and interpret maps, globes, atlases and digital mapping to locate countries and key features.</p> <p>Make plans and maps using symbols and keys.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use the eight points of a compass.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p><u>Locational Knowledge</u></p> <p>Identify the position and significance of the Equator, Northern and Southern Hemisphere.</p> <p>Locate and name the continents on a world map.</p> <p>Recognise the different shapes of continents.</p> <p>Locate and name the countries making up the British Isles and their capital cities.</p>

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<p>To map the Roman invasion in U.K and produce own key with symbols.</p> <p>To explore the physical and human impact of the Roman invasion. For example - The Romans introduced the idea of living in big towns and cities. Roman towns were laid out in a grid etc.</p> <p>To look at why people visit Rome and compare their tourism today to the tourism in Birmingham.</p> <p><u>Summer</u> Place of study: The U.K.</p> <p>To recognise the shape of different continents.</p> <p>To create a map of the United Kingdom.</p> <p>To identify the counties around the West Midlands on a map of the U.K.</p> <p>To describe the location of different counties.</p> <p>To compare two counties within the U.K.</p> <p>To plot the major cities of the U.K. onto a map.</p>	<p>Identify where counties are within the UK and the key topographical features.</p> <p>Name and locate the major cities of the UK.</p> <p><u>Place Knowledge</u> Recognise there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p><u>Human and Physical Geography</u> Identify the physical and human features of a locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of Europe.</p>
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<u>Year</u> 4	<p><u>Autumn</u></p> <p>Place of study: Birmingham and Sumer</p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork.</p> <p>To locate the world's countries, using maps and focussing on their environmental regions and key physical characteristics.</p> <p>To describe and understand key aspects of economic activity including trade links.</p> <p><u>Spring</u></p> <p>Place of study: Brazil</p> <p>To look at the location of place where cocoa is produced.</p> <p>To use scales of maps to identify distance between U.K and countries where cocoa is produced and describe where each country is located using a compass.</p> <p>To explore the impact of growing cocoa in Brazil on the Amazon Rainforest and use google maps to show how the rainforest has changed over time.</p> <p>To look at physical make of these countries and explore why cocoa is grown there.</p> <p>To know and locate key physical and human features of Brazil and compare to the U.K.</p> <p>To describe locations of Aztec and Mayan places in relation to each other using scales of distance on maps.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use and interpret maps, globes, atlases and digital mapping to locate countries and key features.</p> <p>Measure straight line distances using the appropriate scale.</p> <p>Draw accurate maps with more complex keys.</p> <p>Plan the steps and strategies for an enquiry.</p> <p>Use four figure grid references.</p> <p>Begin to use and explore features on OS maps.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p><u>Locational Knowledge</u></p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>Identify where countries are within Asia/South America.</p> <p>Identify the position and significance of the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Locate and name the main counties and cities within the West Midlands.</p>

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	<p>To draw maps from the Aztec and Mayan civilisation.</p> <p><u>Summer</u> Place of study: Europe and the U.K.</p> <p>To describe and understand the water cycle.</p> <p>To explore contrasting physical features and climate zones.</p> <p>To understand key aspects of physical geography.</p>	<p>Recognise that people have differing quality of life living in different environments.</p> <p><u>Place Knowledge</u> Know about the wider context of places - region, country.</p> <p>Understand why there are similarities and differences between places.</p> <p><u>Human and Physical Geography</u> Describe human features of UK regions, cities and/or counties.</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Describe how people have been changed affected by changes in the environment.</p> <p>Explain about key natural resources e.g. water in a locality.</p> <p>Explore weather patterns around parts of the world.</p> <p>Understand why people seek to manage/sustain their environment.</p> <p>Describe and understand key aspects of geography, including climate zones, biomes, vegetation belts, rivers and the water cycle.</p>
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<u>Year</u> 5	<p><u>Autumn</u></p> <p>Place of study: Greece</p> <p>To use Google maps, Digimaps for schools and satellite photos from the national space station to find landmarks, continents and countries, oceans and rivers, volcanoes and forests.</p> <p>To explore the climate in Greece through world weather forecasts on the BBC.</p> <p>To explore how mountains, water, climate and islands have influenced ancient Greek civilisation.</p> <p>To conduct a case study on the Haliacmon river and explore its importance within Ancient Greece.</p> <p>To explore the human and physical impact of the Haliacmon river and its dam.</p> <p><u>Spring</u></p> <p>Place of study: Africa</p> <p>To know the different climate zones that are in Africa and name and locate countries within those climate zones.</p> <p>To identify vegetation belts within climate zones and reasons for this.</p> <p>To use google earth/maps or Digimaps for school to identify key physical features and landmarks of Africa; rivers, rainforest, mountains.</p> <p>To look at time zones of different countries in Africa and compare to the U.K.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use and interpret maps, globes, atlases and digital mapping to locate countries and key features.</p> <p>Explore features on OS maps.</p> <p>Plan the steps and strategies for an enquiry.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p><u>Locational Knowledge</u></p> <p>Locate the main countries and principal cities in Europe/Africa on a map.</p> <p>Identify the physical characteristics and key topographical features of the countries within Europe/Africa.</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and times zones including day and night.</p> <p>Recognise the different shape of countries.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p>

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	<p>To look at the main rivers in Africa. Focus on 'River Nile' as case study. Look at the human impact on the river.</p> <p>Case study comparing South Africa to Sierra Leone: To know the key human and physical features of each country and compare similarities and differences. To look at slave routes and map.</p> <p><u>Summer</u> Place of study: Europe and the U.K.</p> <p>To locate main countries and cities in Europe.</p> <p>To know about the wider context of places.</p> <p>To identify and describe time zones.</p>	<p>Name and locate: counties and cities of the U.K., geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p><u>Place Knowledge</u> Compare the physical and human features of a region of the U.K. and a region in Africa/Greece, identifying similarities and differences.</p> <p><u>Human and Physical Geography</u> Know about the physical features of coasts and begin to understand erosion and deposition.</p> <p>Know about changes to world environments over time.</p> <p>Describe and understand key aspects of physical geography including coasts, climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography including trade links and the distribution of natural resources.</p>
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<u>Year 6</u>	<p><u>Autumn</u> Place of study: Europe To locate and name countries and features.</p> <p>To locate and name countries, capitals and key human and physical features. To compare the human and physical features of two regions.</p> <p><u>Spring</u> Place of study: Birmingham To understand land-use patterns and investigate how these have changed over time.</p> <p>To name and local towns and cities of the UK and identify their human and physical features.</p> <p>Case Study: Birmingham To explore the local history of Birmingham. The children will explore how land use across the city has changed over time and identify significant landmarks and areas.</p> <p><u>Summer</u> Place of study: The World To locate the world's countries and physical features.</p> <p>To identify key features on a map.</p> <p>To know changes to the world environment over time.</p> <p>Case Study: Environmental Issues</p>	<p><u>Geographical Skills and Fieldwork</u> Use and interpret maps, globes, atlases and digital mapping to locate countries and key features.</p> <p>Use four and six figure grid references, symbols and a key (including OS Maps) to build his/her knowledge of the U.K. and the wider world.</p> <p>Use maps, charts etc to support decision making about the location of new places.</p> <p>Plan the steps and strategies for an enquiry.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe, (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones.</p> <p><u>Place Knowledge</u></p>

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	<p>The pupils will explore the global impact of global warming and deforestation on the Earth. The pupils will look at how the world map has changed over time by looking at ocean levels and land mass and discuss how this will continue to change if something isn't done.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the U.K., a region in a European country and a region within North America.</p> <p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including; types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>
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