

St Lukes C of E primary school  
Geography scheme of work  
Opening hearts, eyes and minds.

### What we want our children to gain from Geography

- To inspire in children a curiosity and fascination about the world and its people.
- To learn about the different countries of the world, know what is special about them and know how they are similar to and different from each other.
- To understand the processes that give rise to key physical and human geographical features of the world.
  - To know how landscapes are formed and changed.
  - To use fieldwork skills to explore our local area.
- To recognise their own impact on our local environment and identify opportunities to improve it.
  - To experience using a wide range of secondary sources.
- To be able to collect, analyse, interpret and communicate their findings in a variety of ways.

### What we want to learn about.

These areas of learning are done yearly in either Y1 or Y2. They can be covered within the theme that best suits them.

Throughout these areas of learning all children will practice their geographical skills eg using atlases, globes etc.

Children will develop their geographical vocabulary throughout these areas as well.

<b>Y1</b>	<b>Y2</b>
Continents and oceans	Countries and capital cities of the UK
A micro-study of our immediate environment. Our school and our town.	A micro-study of our locality compared to another place in the world (non European)
Weather patterns in the UK	Weather patterns in the UK and beyond.

### Statutory requirements

#### Human and physical geography:

- To use a wide vocabulary of everyday human and physical geographical terms eg beach, cliff, coast, city, town etc
- To be able to identify weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

#### Locational knowledge:

- To be able to name and locate the world's seven continents and five oceans.
- To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

#### Place knowledge:

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

#### Geographical skills and fieldwork:

- To use world maps, atlases, globes to identify the UK and its countries and beyond.
- Use simple compass directions and locational and directional language eg near, far, left, right to describe location and features on a map.
- To use aerial photographs and plans to recognise landmarks and features.
- To be able to devise a simple map and construct basic symbols key.
- To use simple fieldwork and observational skills to study the geography of the school and its grounds and the features of its surrounding environment.

These areas of learning are done mostly yearly however place knowledge will be done on a 2 year cycle. Some areas may be team taught. They can be covered within the theme that best suits them.

Throughout these areas of learning all children will practice their geographical skills eg using atlases, globes etc.

Children will develop their geographical vocabulary throughout these areas as well.

### Key Stage 2

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Locational knowledge</u>	<u>Place knowledge (including human geography)</u> <u>(alternate years and team taught)</u>	<u>Physical: geographical phenomenon</u>
Y3: the worlds countries, Russia, North and South America.	Y3/4: Glossop v European country eg Spain	Y3: volcanoes
Y4: Countries, cities and geographical regions.	Y5/6: UK v N American region	Y4: Earthquakes

Y5: Equators, Hemispheres, Biomes and Tropics		Y5:Tornadoes, hurricanes and cyclones
Y6: Artic and Antarctica, time zones and Meridians		Y6: Tsunamis, rivers and waterfalls.

### Statutory requirements

#### Locational knowledge:

- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
  - To be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
    - To 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 (including day and night)

#### Place knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### **Human and Physical geography:**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - 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.
- **Geographical skills and fieldwork:**
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To know how to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- To use fieldwork 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.

### How we want to learn.

- By being creative with our learning eg going on 'trips' using our school bus (static)
  - Asking key questions to focus on what we want to learn about.
    - Always start with a map.
  - Learning geography across subjects eg D/T, art, science etc
- Using maps, visits, photographs, books, interactive resources to enhance what we learn.

### Key questions

These are examples and could be used to begin with but the children can choose the direction they wish to take by coming up with their own key question choices. Each new topic could begin with the children choosing 4 or 5 key questions. These questions should not be closed, think about Who? What? Where? How? Why? When? EG:

- Where is this place?
- What is this place like?
- Why is it like this?
- How is it connected to....?
- What is it like to be in....?
- How is my world changing?
- Where do I come from?
- What is my story?
- What is the world made of?