

National Curriculum 2014

Scheme of Work

Geography



Statutory Requirements
and school curriculum

	NC Programme of study	Additional school curriculum & photos
Nursery	<p><u>Three and Four Year Olds (Nursery)</u></p> <p><u>Understanding of the world</u></p> <p>Uses all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><u>Mathematics</u></p> <p>Understand position through words alone. For example, "The bag is under the table" - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>See appendix A</p> <p>Encourage chn to explore map making through child initiated activities i.e. treasure map.</p> <p>World map displaying where our families come from in each classroom.</p> <p>Engagement in eco projects i.e. The Great British Bird Watch.</p> <p>Making own maps looking at immediate environment i.e. classroom and garden.</p> <p>Make observations of daily weather, what can you see?</p> <p>Visits to local area.</p> <p>Texts: Blue Penguin - looking at where they live/environment.</p>

Reception	<p><u>Four and Five year olds (Reception)</u></p> <p><u>Understanding of the world</u></p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p><u>Early Learning Goals (ELG)</u></p> <p><u>People and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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><u>The Natural World</u></p> <p>Knows 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>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>See Appendix B.</p> <p>Child initiated and adult led activities.</p> <p>Comparing objects - baubles at Christmas, natural and found objects, leaves. Comparing the weather / seasons - changes to ice/snow etc.</p> <p>Looking at our immediate environments, school grounds and local area.</p> <p>Using birds eye view photographs and local maps to locate landmarks i.e. the church, Hodgkin park.</p> <p>Create own map i.e. school.</p> <p>Using a globe to locate our country, look at photographs, videos to compare our local area to another country i.e. desert, mountains etc. Visiting city centre, farm and coastline to compare and contrast.</p> <p>Observing caterpillars change into butterflies over time.</p> <p>Planting and growing flowers and vegetables.</p>
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Y1	<p>Pupils should be taught to:</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries of the United Kingdom. <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> 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><i>Human and physical geography</i></p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom. use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use world 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>Combine weather patterns with science and seasons, observational drawing of a tree during each season.</p> <p>Examples of clothing people should wear in different climates.</p> <p>Use maps to locate UK, focus on four characteristics text <i>The Queen's Knickers</i>.</p> <p>Maps of school grounds and local area.</p> <p>Using Google Earth.</p> <p>Aerial photographs of local area to recognise human/physical features of landmarks.</p> <p>Rural area (farm trip), comparing to a town/city.</p> <p>Location of hot (Africa) and cold places (UK), using texts <i>Handa's Surprise</i>, <i>Handa's Hen</i>.</p>
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	<ul style="list-style-type: none"> ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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. 	
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Y2	<p>Pupils should be taught to:</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> 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><i>Human and physical geography</i></p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 	<p>Local area study - local landmarks in Scotswood/Benwell.</p> <p>Trip to local amenities (café's shops, doctors etc, Scotswood Bridge).</p> <p>Contrasting Bamburgh coastline to Lizard Island/Australian coastline.</p> <p>Texts: Flat Stanley, The Lighthouse Keeper, Hello Lighthouse, How a Lighthouse works. The Secret of Black Rock, The Storm Whale.</p>
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	<p>continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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. 	
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Y3	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> 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 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 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) <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the 	<p>Field work around the local area looking at buildings and land use. Using maps, aerial photographs.</p> <p>Surveys around buildings linked to maths to present and analyse findings.</p> <p>Use of google maps to locate places and postcodes in the local area and beyond.</p> <p>Atlas work to look at European countries (Italy), continents, the UK and capital cities.</p> <p>Fact files on European countries (Italy).</p>
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	<p>United Kingdom, a region in a European country, and a region within North or South America</p> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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 <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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. 	
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Y4	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> 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 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 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) <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of 	<p>Map work, aerial photographs; use ICT to locate countries on maps and Google Earth.</p> <p>Atlas work to locate countries and features.</p> <p>Fact File European Country (Spain).</p>
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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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Y5	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> 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 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 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) <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the 	<p>Maps, atlases, Google Earth, aerial photographs.</p> <p>Water cycle.</p> <p>Visits to local bridges, rivers.</p>
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	<p>United Kingdom, a region in a European country, and a region within North or South America</p> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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 <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 <p>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.</p>	
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Y6	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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) 	Map skills.
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	<p><i>Place knowledge</i></p> <ul style="list-style-type: none"> 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 <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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 <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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. 	
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Appendix A

Nursery - exploring the outdoor environment



Appendix B

Reception - understanding of the world

