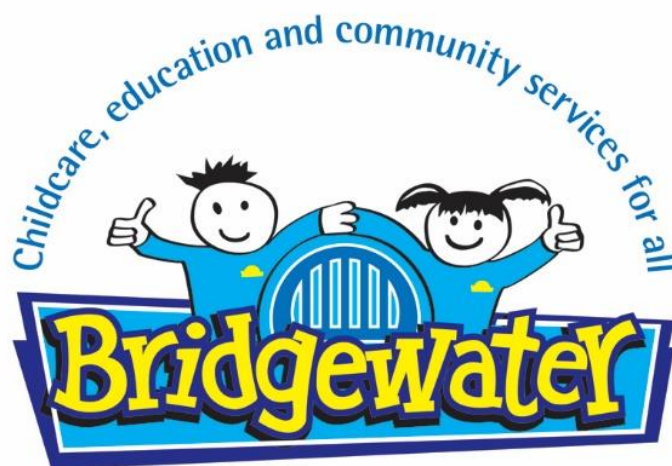


# National Curriculum 2014



## Scheme of Work

# ***GEOGRAPHY***



# Statutory Requirements

## School Curriculum

	National Curriculum Programme of Study	Additional school curriculum & photos
<p data-bbox="52 241 172 275"><b>Nursery</b></p>  	<p data-bbox="233 241 762 275"><b>Three and Four Year Olds (Nursery)</b></p> <p data-bbox="233 322 632 356"><i>Understanding of the world</i></p> <p data-bbox="233 405 887 479">Uses all their senses in hands-on exploration of natural materials.</p> <p data-bbox="233 528 919 602">Begin to understand the need to respect and care for the natural environment and all living things.</p> <p data-bbox="233 651 887 768">Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p data-bbox="233 817 416 851"><i>Mathematics</i></p> <p data-bbox="233 857 879 974">Understand position through words alone. For example, "The bag is under the table" - with no pointing.</p> <p data-bbox="233 1023 587 1057">Describe a familiar route.</p> <p data-bbox="233 1106 895 1180">Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p data-bbox="967 241 1517 398">Encourage children to explore map making through child initiated activities i.e. treasure maps, maps to slide, dining hall etc.</p> <p data-bbox="967 448 1525 723">World map displaying where our families come from in each classroom, these are referred to often, in Nursery particularly throughout enquiry based question 'Are we all the same?', children look at the different countries our families come from.</p> <p data-bbox="967 730 1198 763"><b>See Appendix A</b></p> <p data-bbox="967 770 1493 1010">Making own maps looking at immediate environment i.e. classroom and garden. Using positional language to describe positions of objects and people using vocabulary such as 'under', 'over', 'on top', 'behind', 'in front', 'next to' etc.</p> <p data-bbox="967 1059 1493 1256">Make observations of daily weather, what can you see? References to weather dial in classroom, outdoors everyday playing and exploring, talking about what we can see.</p> <p data-bbox="967 1263 1198 1296"><b>See Appendix A</b></p> <p data-bbox="967 1303 1493 1377">Texts: Blue Penguin - looking at where they live/environment.</p>

**Reception**



**Four and Five year olds (Reception)**

*Understanding of the world*

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

**Early Learning Goals (ELG)**

*People and Communities*

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

*The Natural World*

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.

Understand some important processes and changes in the natural world around them, including the seasons.

Looking at our immediate environments, school grounds and local area, exploring seasonal changes, being able to talk about and compare changes ie. Autumn → Winter / Winter → Spring / Spring → Summer, encouragement to explore, discuss.  
Discussing and learning about a hot and cold country.

**See Appendix B**

Using birds eye view photographs and maps of classroom to create own map using objects to reference etc.

Creating own maps i.e. school grounds, looking for treasure in the early years garden, making maps of their classroom and area familiar to them.

Playing and exploring with iPads ie. Google Earth, Street View, children freely exploring.

**See Appendix B**

ARP



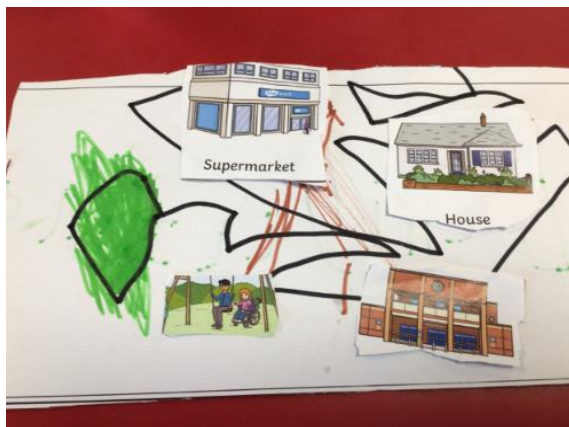
The ARP children follow an Early Years Curriculum, or a differentiated National Curriculum depending on their age and developmental stage. Each child has a Support Plan which clearly sets out the child's strengths, areas to develop and the support given.

When appropriate, children in the ARP have regular opportunities to interact and learn alongside their peers within a mainstream class.

### Understanding of the World / Geography in our Koala Class



The children exploring our local area using digital maps ... here you can see one of our Koala's has found our school using Google Earth on the Interactive Whiteboard. The children also enjoy exploring different maps including Atlases.



Some of the children made their own maps which include a park, a school, supermarket and their house.

## YEAR 1



Pupils should be taught to:

### *Locational knowledge*

- Name, locate and identify characteristics of the four countries of the United Kingdom.

### *Place Knowledge*

- 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

### *Human and physical geography*

- identify seasonal and daily weather patterns in the United Kingdom.
- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### *Geographical skills and fieldwork*

- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and

The children combine weather patterns with science and seasons, observational drawing of a tree during each season, talking about what is happening.

Looking at and being able to categorise examples of clothing people should wear in different climates and environments.

Using maps to locate the United Kingdom, focusing on four different countries and reference and use of text *The Queen's Knickers*.

Mapping of school grounds using Google Earth, Digimaps, their own observations etc.

Aerial photographs of school grounds and visits around school grounds to recognise human and physical features on grounds.

Rural area (farm trip), comparing to a town/city visits include farm trip to Mr Thompsons farm.

Location of hot country with *Where in the World? Amazing Africa* topic, (Africa) and comparing this place to cold places (UK), using texts *Handa's Surprise*, *Handa's Hen* etc.

### ***Key skills children will use throughout their study in Y1 include***

- Begin to recognise and describe the human and physical features of a place.
- Begin to observe a location and discuss likes and dislikes.
- Begin to analyse a source of information to describe the features of a location.

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.

- Begin to apply broader knowledge about locations when presenting information to a wider audience.

*See a selection of photographs below*

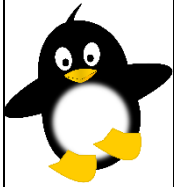


*Children exploring physical and human features on our school grounds and discussing why they think they are physical or human.*



*The children can be seen using different maps and identifying key features of our local area.*

## YEAR 2



Pupils should be taught to:

### *Locational knowledge*

- 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

### *Place knowledge*

- 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

### *Human and physical geography*

- 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:
  - 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

### *Geographical skills and fieldwork*

- 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

Local area study/visit – local landmarks in Scotswood, including physical and human features within our local area, children will discuss, talk about and explore different features.

Children will explore and learn about our planets oceans & continents, including the four seas surrounding the United Kingdom, being able to locate them on physical and digital map, including globe. Learn about the seven continents and the five oceans of the world, and be able to discuss hot and cold climates.

Children will compare and contrast Bamburgh to Newcastle, New South Wales in Australia coastline, looking at weather & climate, human and physical features. Will use maps, globes, atlases and digital maps to find and locate these locations and other key features.

**Texts:** Flat Stanley, The Lighthouse Keeper, Hello Lighthouse, How a Lighthouse works. The Secret of Black Rock, The Storm Whale.

### *Key skills children will use throughout their study in Y2 include*

- Recognise and describe the human and physical features of a place and make simple comparisons.
- Observe a location and discuss likes and dislikes
- Analyse a source of information to describe the features of a location.

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.

- Apply broader knowledge about locations when presenting information to a wider audience.

*See a selection of photographs below*



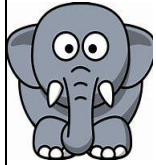
Fieldwork in our local area. Collecting data, observing and looking at physical and human features of our local area such as the new housing development taking place, the old waterworks, Hodgkin Park.



Opportunities to visiting the city centre/river Tyne and bridges during the Great Exhibition of the North 2018.



## YEAR 3



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:

### *Locational knowledge*

- 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)

### *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:

Children will study a Southern European country (Italy), they will work to learn about and explore the Italy and some specific areas of study including comparisons and contrasting with the United Kingdom.

The children will create Fact files on Italy, combining sources of information to provide a broader picture of a location and then be able to present this to a group of peers/friends.

Field work around the local area looking at buildings and land use within Benwell & Scotswood. Collecting observations using sketch maps, photographs etc. They will also use maps, aerial photographs.

They will use their prior knowledge of physical and human features and explore how the physical environment influences ways in which people use this land and revisiting prior knowledge, comparing and contrasting this with an area of Italy.

Surveys around buildings linked to maths to present and analyse findings.

Use of google maps to locate places and postcodes in the local area and beyond.

### *Key skills children will use throughout their study in Y3 include*

- Begin to analyse the human and physical features of different localities.

- 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.

- Observe a location and begin to record information.
- Begin to combine sources of information to provide a broader picture of the location (e.g. a map with additional sketches that highlight specific features).

*See a selection of photographs below*



*Year 3 Tigers working in small groups to research different localities in Italy and combine a range of sources of information to provide a broader picture of their studied location. The children would then present their findings with their classmates.*

## YEAR 4



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:

### *Locational knowledge*

- 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)

### *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:

Children will revisit prior knowledge from their Italy study in Year 3, physical features (Volcanos), using Literacy link with story (Pebble in my Pocket) they will combine a range of sources to provide broader picture of said physical process.

Children will carry out fieldwork within school grounds using compass directions to follow simple directions on grid, giving and using coordinates.

Use compass initially N, S, E & W followed by NW, NE, SE & SW.

Map work, aerial photographs; use ICT to locate countries on maps and Google Earth & Digimaps particularly for Northern European country study (Norway).

Children will draw on prior knowledge and compare and contrast with their Italy study in Y3 and they will analyse key physical and human features of particular locations.

Atlas work to locate countries and features.

Children will learn about and be able to identify locations when latitude and longitude are provided etc.

### ***Key skills children will use throughout their study in Y4 include***

- Analyse the human and physical features of different localities.
- Observe a location and record information through detailed

- 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.

sketches, questionnaires and surveys.

- Combine sources of information to provide a broader picture of a location or geographical process (e.g. a map with additional sketches that highlights specific areas)
- Summarise the different ways that people can improve or damage the environment.

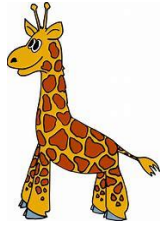
*See photographs below*



The children using compasses and compass directions to navigate their way around Hodgkin Park.

The Y4 Honey Bees researching and using maps to locate key towns and cities during their study of Norway.

## YEAR 5



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:

### *Locational knowledge*

- 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)

### *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.

Explore different climate zones and issues surrounding the planet, exploring and investigating the impact of deforestation in the Amazon Rainforest with an enquiry led approach

*'What are the consequences if we do not stop deforestation?'*

Identify and summarise different views on deforestation and explain why it is happening, looking at the advantages and disadvantages etc.

Comparing maps with aerial photographs and annotating such items. Choosing specific maps for a specific purpose in mind.

Maps, atlases, Google Earth, aerial photographs, Digimaps used throughout their study in Year 5 including Greece study, understanding and explaining how key physical and human features affect and influence Greece, comparisons with United Kingdom and other area studied in previous year groups.

Children will learn about the water cycle, rivers, formations and features through observation and collection of different data sources and be able to explain and discuss the processes involved, look at and explain advantages and disadvantages of river use.

Fieldwork visits to local bridges including the seven in Newcastle city centre and our local bridge Scotswood Bridge.

- 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

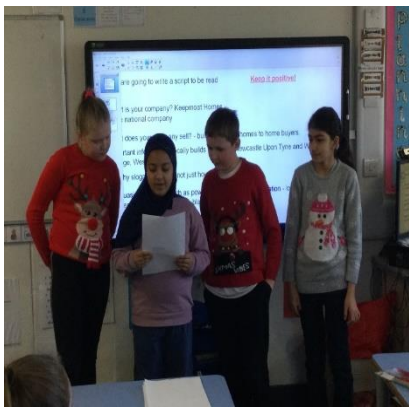
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Fieldwork in school grounds collecting and measuring rainwater.

**Key skills children will use throughout their study in Y5 include**

- Begin to identify and summarise different views about a geographical issue.
- Collect information from a variety of sources and begin to analyse the results to identify patterns.
- Begin to combine a range of sources to provide a detailed picture of a location or geographical process.
- Begin to observe and explain some of the ways that human activities affect the environment.

*See a selection of photographs below*



The children carrying out their own research during their enquiry based learning project 'What are the consequences if we do not stop deforestation?' and debating this key issue in class.



Fieldwork visiting the bridges in our city along the River Tyne.



Using Digimap for schools.

## YEAR 6



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:

### *Locational knowledge*

- 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)

### *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

Key map skills including knowing what a map is, and how it can be used.

Use of Ordnance Survey mapping services and using these maps including the symbols and keys.

The children will be able to find a location/place using 4 figure grid references and more specific locations using 6 figure grid references. Using different maps and Digimaps etc to look at differences and be able to talk about and see how and why locations have changed.

Using a compass and the 8 points for direction and reference.

Children will explore North America and Asia, investigating and understanding the impacts and effects of natural disasters in these areas. Collecting information from different sources and analyse of these results to identify patterns and trends.

Natural disasters studied closely include earthquakes, droughts, flooding, tsunamis and tropical storms.

Study of Central America during Trade and Economics, specifically the location of El Salvador. Compare and contrasting country, key human characteristics and understanding importance of trade, different processes of globalisation etc. and the advantages and disadvantages

### **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.

these human activities and the impact they can have on the environment.  
Visit to Nissan Plant in Sunderland.

### **Key skills children will use throughout their study in Y6 include**

- Identify and summarise a range of different views about a geographical issue.
- Collect information from a variety of sources and analyse the results to identify patterns.
- Combine a range of sources to provide a detailed picture of a location or geographical process.
- Observe and explain some of the ways that human activities affect the environment

*See a selection of photographs below*



The children visiting the local housing development.



Atlases: Using and recognising atlas symbols.



Using Ordnance Survey maps.



Finding locations and places using four and six grid figure references.



## Appendix A



Exploring the natural environment, looking at seasonal changes, talking about what they can see. Visiting different locations such as Jesmond Dene twice a year to compare what we see in the autumn and again in Spring/summer.



Referencing the class world map, looking to see all the different countries their friends and their families come from.

**Appendix B**



**Reception - understanding of the world / exploring the natural environment / seasonal changes**



**Exploring familiar places using Google Earth**