



# **Scheme of Work for Geography**

High-quality geography education inspires in pupils a curiosity and fascination about the world and its people that should remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Introduction

The key aims and purposes of the school's geography provision are developed through pupils' own experiences in the Early Years Foundation Stage (EYFS) and agreed geography content of topics throughout key stages 1 and 2.

***The study of geography within the school will therefore seek to ensure that all pupils:-***

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## EARLY YEARS FOUNDATION STAGE (EYFS): NURSERY AND RECEPTION

In EYFS, pupils will relate to their own environment and the people who live there, beginning to develop an awareness of the wider world.

<b><i>Throughout the EYFS, pupils will be taught:</i></b>	<b>KEY LANGUAGE</b>
<ul style="list-style-type: none"> <li>◆ to show an interest in the world in which they live</li> <li>◆ to begin to be able to find their way around the foundation unit/school</li> <li>◆ to know their name and begin to know their address</li> <li>◆ to be able to explore their surroundings</li> <li>◆ comment/ask questions about where they live</li> <li>◆ to develop a knowledge of common words relating to places and directions</li> <li>◆ to begin to appreciate that the environment is special and needs to be looked after</li> <li>◆ to begin to know that buildings are used for different purposes</li> <li>◆ to begin to know that places are special and should be looked after</li> <li>◆ to begin to develop a concept of other places and about being near and far away</li> <li>◆ notice differences between features of the local environment</li> <li>◆ to be able to use models and maps to show places</li> <li>◆ to know some common words to describe the weather</li> <li>◆ to know that the weather affects what people wear</li> <li>◆ to know some features of the seasons</li> </ul>	<p>Classroom, corridor, dining room, hall</p> <p>Farm, field</p> <p>Address (street, Mixenden)</p> <p>Park, road, street, hill, stream, river (up down on under behind in front (N))</p> <p>(near far left right )</p> <p>school, factory, shop, church, hospital, Post Office, flats</p> <p>holiday, abroad, country map</p> <p>sun, rain, snow, fog, cloudy hot/cool, cold/warm Spring, Summer, autumn, winter, season</p>

## KEY STAGE 1 – YEARS 1 and 2

Pupils develop knowledge about the world, the United Kingdom and their locality. They will therefore be introduced to the world's seven continents and five oceans. In addition they will learn about the four countries and capital cities of the United Kingdom and its surrounding seas. They will be taught to identify all these places on world maps, atlases and globes, using simple compass directions, locational and directional language to describe features and routes on maps. Pupils will compare and contrast the human and physical features of a small area of the UK to a non-European country, using basic geographical vocabulary to refer to key physical and human features. They will learn to identify seasonal and daily weather patterns in the UK and its countries, as well as the countries, continents and oceans studied in Years 1 and 2.

Pupils are taught the required knowledge, skills and understanding through thematic topics, assemblies, events' days or weeks. Geographical elements are clearly identified within the topics or are the key elements of events:

- end of topic/study expectations (understanding)
- outcomes – geographical skills that pupils will acquire
- objectives – geographical knowledge that pupils will learn

### YEAR 1

<b>Skills</b>	<b>Knowledge</b>
<p><b><i>Children can:</i></b></p> <ul style="list-style-type: none"> <li>- ask geographical questions to find out about the area</li> <li>- use locational and directional language</li> <li>- use first hand observations to find out about their local area</li> <li>- find examples of human and physical features in their locality</li> <li>- devise simple maps and plans, using and constructing basic symbols</li> <li>- use simple mapping skills to find and locate features on a simple map</li> <li>- describe and record observations using a range of means</li> <li>- locate places with support on a map, globe and/or atlas</li> <li>- use secondary sources to find out about a significant place</li> <li>- make observations about where hot and cold places are located</li> <li>- describe where places are on a map using positional vocabulary</li> <li>- use geographical vocabulary associated with seasonal and daily weather patterns</li> <li>- communicate their findings using a range of media, e.g. block graphs and weather boards</li> <li>- make daily observations about the weather in their locality</li> <li>- ask geographical questions to find out about contrasting locations</li> <li>- make simple maps and plans that include human and physical features of contrasting locations</li> </ul>	<p><b><i>Children know:</i></b></p> <ul style="list-style-type: none"> <li>- that there are a range of key human and physical features in their local environment</li> <li>- a range of basic geographical vocabulary</li> <li>- how to make simple maps and plans of their local environment</li> <li>- to recognise basic human and physical features</li> <li>- that human and physical features can change</li> <li>- about the changes that take place in their environment</li> <li>- where UK capital cities are and their names</li> <li>- how to find places on a map and a globe</li> <li>- what a map is</li> <li>- how to observe and record weather in their local environment</li> <li>- a range of geographical vocabulary associated with seasonal and daily weather patterns</li> <li>- the different seasons and the order that they come in</li> <li>- how to match months to the seasons</li> <li>- how to recognise weather symbols</li> <li>- about contrasting locations</li> <li>- how to use and apply a range of basic geographical vocabulary</li> <li>- about the physical and human features of a contrasting location to the one that they live</li> <li>- about the key characteristics of a contrasting location</li> <li>- similarities and differences between their locality to a contrasting location and communicate them</li> </ul>

## YEAR 2

<b>Skills</b>	<b>Knowledge</b>
<p><i>Children can:</i></p> <ul style="list-style-type: none"><li>- observe and measure local weather conditions</li><li>- use more complex geographical vocabulary</li><li>- locate places on a map and a globe – 4 countries of UK, their capital cities, 7 continents and 5 oceans</li><li>- use maps that increase in complexity</li><li>- use a range of sources to find out about human and physical features e.g. maps, pictures, photograph, research books etc</li><li>- use appropriate geographical vocabulary to describe the position of features and places</li><li>- create own maps that show human and physical features of a place</li><li>- use simple mapping skills to locate places and landmarks on simple maps</li><li>- make observations and recordings to find out about their locality</li><li>- use a range of sources to find out about their locality and the wider world</li><li>- name and investigate places</li><li>- relate specific human and physical features to a given place</li><li>- relate knowledge and understanding of their own locality to another area</li><li>- find places of interest and plot them on a map</li></ul>	<p><i>Children Know:</i></p> <ul style="list-style-type: none"><li>- geographical vocabulary associated with weather and seasons</li><li>- location of Mixenden and other places around the world on a map</li><li>- locations of hot, cold, warmer and colder areas on a globe</li><li>- about weather and climates around the world</li><li>- how different countries around the world differ in terms of weather and seasonal change to our local area - relate to UK countries and capital cities, continents and oceans</li><li>- how to gather information about weather from a variety of sources</li><li>- how the local area changes according to the weather and seasons</li><li>- about the climate of a hotter place and a colder place than Mixenden and the associated lifestyles of the inhabitants</li><li>- that weather can be observed and measured</li><li>- the location of the four UK capital cities on a map of Britain</li><li>- how to identify the main features of these capital cities</li><li>- how to identify where places are</li><li>- a range of more complex geographical vocabulary</li><li>- how to use simple mapping skills to find different places in the UK and non-European regions</li><li>- significant landmarks</li><li>- how to make own maps of real or imaginary places showing human and physical features</li><li>- how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>- how to compare their own locality with a different locality</li><li>- how to recognise how places have become the way they are and how they are changing</li></ul>

## KS2 – YEARS 3, 4, 5 and 6

During Key Stage 2, pupils 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 will therefore be taught to locate the world's countries; using maps, atlases and globes to focus on Europe, Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. In addition, the countries that make up the UK will be reinforced from KS1 and pupils will learn to locate counties, cities and geographical regions and their identifying human and physical characteristics so that they can understand how some of these have changed over time. They apply and extend this knowledge through comparing and contrasting a UK region, a European region and a region within North or South America. In addition, they will use the eight points of a compass, four and six-figure grid references and symbols to build their knowledge of the UK and the wider world. Key aspects of physical and human geography will be taught in greater depth and children will have opportunities to use field work in order to observe, measure, record and present human and physical features in the locality using a range of methods. Pupils will also be taught to identify the position and significance of latitude, longitude, equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night).

Pupils therefore build on knowledge, skills and understanding from KS1 and, in addition, investigate a variety of people, places and environments at different scales in the United Kingdom and abroad. They will begin to make links between different places in the world that become more complex in upper KS2. Pupils begin to find out how people affect the environment and how they are affected by it. They use maps, atlases and digital/computer mapping with increasing skill to make enquiries.

Pupils are taught the required knowledge, skills and understanding through thematic topics, assemblies, events' days or weeks. Geographical elements are clearly identified within the topics or are the key elements of events:

- end of topic/study expectations (understanding)
- outcomes – geographical skills that pupils will acquire
- objectives – geographical knowledge that pupils will learn

### YEAR 3

<b>Skills</b>	<b>Knowledge</b>
<p><i>Children can:</i></p> <ul style="list-style-type: none"><li>- use atlases and globes, maps and plans</li><li>- study a range of places and environments in different parts of the world, including UK, Europe, North and South America</li><li>- identify and describe places</li><li>- describe and explain similarities and differences in places</li><li>- identify how places have changed and give reasons for these changes</li><li>- use simple digital/computer mapping</li><li>- use four compass points</li><li>- collect and record evidence</li><li>- use appropriate geographical vocabulary to describe human and physical features</li></ul>	<p><i>Children know:</i></p> <ul style="list-style-type: none"><li>- the location of key European countries and Russia on a world map (in relation to UK)</li><li>- key information about UK cities and counties, especially West Yorkshire</li><li>- how food and drink reflect countries and regions and how it is distributed:</li><li>- location of the places and environments they study</li><li>- key topographical features: rivers and mountains</li><li>- what places are like and where they are</li><li>- that different foods come from different places across the world</li><li>- different climates determine different foods</li><li>- how places fit into a wider geographical context</li><li>- key characteristics of different countries</li><li>- that climate and physical features influence everyday life in various countries</li></ul>

## YEAR 4

<b>Skills</b>	<b>Knowledge</b>
<p><i>Children can:</i></p> <ul style="list-style-type: none"><li>- undertake field work</li><li>- describe where places are on a map, globe and atlas with a variety of scales</li><li>-locate places using four figure grid references</li><li>- use more complex geographical vocabulary to communicate their findings</li><li>- use appropriate geographical vocabulary relating to temperature, climate and world weather</li><li>- describe and explain what places are like, how and why places change over time – giving simple geographical evidence</li></ul>	<p><i>Children know:</i></p> <ul style="list-style-type: none"><li>-the differences between human and physical features</li><li>- capital cities of European countries and Russia</li><li>- geographical regions (especially North and South America) and the main identifying human and physical characteristics</li><li>- how people affect the environment</li><li>-the names and locations of counties and main cities of the United Kingdom and geographical regions</li><li>-the key aspects of rivers, mountains, volcanoes, earthquakes and the water cycle</li><li>- the distribution of natural resources: food and water</li></ul>

## YEAR 5

<b>Skills</b>	<b>Knowledge</b>
<p><i>Children can:</i></p> <ul style="list-style-type: none"><li>- use atlases, maps, plans and globes at a range of scales using 6 figure grid references and/or 8 compass points</li><li>- describe where places are, citing geographical similarities and differences between key regions of UK, European country and a region within North or South America</li><li>- recognise how places fit within a wider geographical context (cities/counties/countries/continents)</li><li>- use complex geographical vocabulary to refer to key physical and human features</li><li>- draw plans, maps, charts and graphs to communicate findings</li><li>- identify how and why places change – referring to key aspects of human and physical features</li><li>- compare and contrast geographical evidence</li><li>- use a range of maps and atlases to locate named cities (in UK, Europe, North and South America) including using co-ordinates</li><li>- compare and contrast cities from different continents</li><li>- compare seasonal weather patterns between locations</li><li>- use secondary sources to research current affairs related to human and physical geographical developments</li><li>-describe types of settlement and land use, including distribution of energy and minerals</li></ul>	<p><i>Children know:</i></p> <ul style="list-style-type: none"><li>- where the countries/cities are situated in Europe and North and South America</li><li>- key human and physical features of a range of countries, counties and cities</li><li>- about types of land use (agriculture/urban) and effects on economic activity and trade links</li><li>-the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres</li><li>- about climate zones</li><li>-the key aspects of rivers, mountains, volcanoes, and earthquakes</li><li>-can accurately describe the water cycle</li><li>- about the distributions of natural resources, including energy, food, minerals and water</li></ul>

## YEAR 6

Skills	Knowledge
<p><i>Children can:</i></p> <ul style="list-style-type: none"><li>- use atlases and globes and maps and plans at a range of scales to understand and explore relationships between locations</li><li>-use six figure grid references</li><li>- use the eight points of the compass</li><li>- draw plans and maps at a range of scales</li><li>- identify and describe what places are like in detail</li><li>- use digital technology to help in geographical investigations to collect evidence and present information</li><li>- locate world countries on maps of differing scales</li><li>- collect and record evidence, analysing evidence and drawing conclusions</li><li>- use appropriate fieldwork techniques</li><li>- use decision-making skills</li></ul>	<p><i>Children know:</i></p> <ul style="list-style-type: none"><li>- how and why places change</li><li>- patterns made by individual physical and human features in the environment</li><li>- differences in climate, population, etc, in different countries around the world</li><li>-the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li><li>-describe and understand climate zones</li><li>- location of places and environments they study and other significant places and environments</li><li>- where places are and explain reasons for their characteristics</li><li>- physical characteristics; biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</li><li>-human characteristics – types of settlement and land use and economic activity, including trade links</li><li>- some physical and human processes and how these can cause changes in places and environments</li><li>- patterns made by individual physical and human features in the environment</li><li>-distribution of natural resources – energy and minerals</li><li>- how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives</li><li>- differences in climate in different countries around the world</li><li>-the Prime/Greenwich Meridian and time zones</li><li>- the types of cliff/rock structures formed by coastal erosion, and explain their coming in to being</li><li>- the formation of lakes, and rivers</li></ul>

### **Promoting pupils' spiritual, moral, social and cultural development through geography**

*Our geography curriculum will provide opportunities to promote:*

- ◆ *Spiritual development*, through helping pupils to reflect on their experiences, such as a visit to an imposing natural landscape, or to respond to dramatic environments, both physical and human, such as photographs of the world from space
- ◆ *Moral development*, through helping pupils to consider the impact of their own and others' actions on the environment or to investigate environmental issues, such as global warming, in which people's current needs have to be balanced against the needs of future generations

- ◆ *Social development*, through pupils working together to investigate geographical questions through fieldwork and the effect different groups of people, such as the elderly or children, or how differences in development in different countries can affect the quality of life of different groups of people
- ◆ *Cultural development*, through finding out about the different traditions and activities of a family in a less economically developed country, or studying the way the school's local environment reflects the cultures of its inhabitants.

## **Promoting key skills through geography**

*Geography provides opportunities for pupils to develop the key skills of:*

- ◆ *Communication*, through learning to talk knowledgeably and accurately about geographical matters, participating in discussion and debate about contemporary geographical issues, and presenting information and ideas about places and environments in maps and diagrams as well as in words
- ◆ *Application of number*, through providing purposeful and real-life contexts for the use, application and understanding of number, using maps (e.g. involving co-ordinates, directions, distance and scales), and collecting, recording, presenting and interpreting data, involving graphs charts and statistical analysis.
- ◆ *Digital technology*, through using CD-ROMs and the Internet selectively to find information about places and environments, using e-mail to communicate and exchange information with people in other places, using spreadsheets and databases to handle and present geographical data, and developing ICT skills specific to geography
- ◆ *Working with others*, through fieldwork that requires pupils to co-operate to plan an activity, to collect data safely, and to record and interpret information, through giving group presentations and through finding a solution to a problem by working with others
- ◆ *Improving own learning and performance*, through setting targets as part of geographical enquiry, and reviewing their achievements and identifying ways to improve their own work
- ◆ *Problem solving*, through recognising geographical problems and issues as part of the geographical enquiry process, identifying and undertaking sequences of investigation, interpreting and explaining results, and making decisions about geographical issues.

*Reviewed and amended March 2014 (in line with requirements of Curriculum 14)  
E Johnston/M P Sheppard*