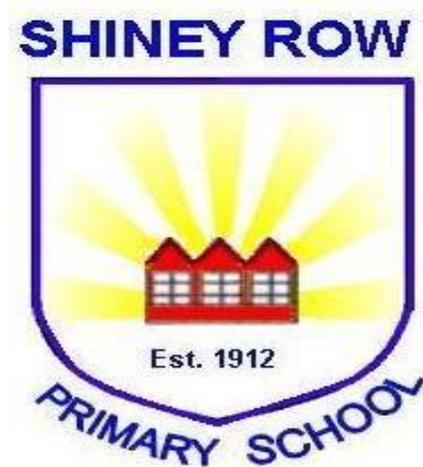


Shiney Row Primary School



Geography Scheme of work

Shiney Row Primary School Geography Scheme of Work Year One

Term	Topic	Objectives
Autumn	<p>My school</p> <p>Visit areas of school building, yard, field, wood, quiet area. Observe features, talk about them and record using photographs, drawings, paintings, collage or modelling. Comment and ask questions about local environment. Make simple maps using objects or by drawing or painting. Provide play maps and small world equipment for children to create their own environments.</p>	<ul style="list-style-type: none"> • Ask geographical questions • Use fieldwork skills to observe and record. • Communicate in different ways using geographical language. • Use secondary sources of information. • Use maps and plans. • Identify and describe what places are like. • Identify and describe where places are. • Make observations about where things are located. • Recognise how places compare with other places.
Spring	<p>The local area – Shiney Row</p> <p>Use world maps, atlases and globes to name, locate and identify Shiney Row in relation to the 4 countries of the UK. Identify and understand to human and physical geography of Shiney Row What are the unique features of Shiney Row? How do the features of Shiney Row effect how its residents live? How is Shiney Row different to other contrasting places?</p>	
Summer	<p>The United Kingdom</p> <p>Name, locate and identify characteristics of the four countries, flags and capital cities of the UK and its surrounding seas; . Use atlases and maps to locate countries in the UK and compare with own location. What are these places like? Identify the features that give these places their character. Compare city and country life. Use story The Town mouse and the country mouse as a stimulus.</p>	

Shiney Row Primary School Geography Scheme of Work Year Two

Term	Topic	Objectives
Autumn	<p>A small area of a contrasting Non-European Study - USA – San Francisco Understand geographical similarities and differences through studying the human and physical geography of Shiney Row and San Francisco Name and locate USA in relation to the world's 7 continents and 5 oceans. Use world maps, atlases and globes to name, locate and identify USA in relation the UK and the rest of the world e.g. continents and oceans. Study Culture similarities and differences with USA and UK. Describe the weather and range of environments within the USA.</p>	<ul style="list-style-type: none"> • Ask geographical questions • Use fieldwork skills to observe and record. • Communicate in different ways using geographical language. • Use secondary sources of information. • Use maps and plans. • Identify and describe what places are like. • Identify and describe where places are. • Make observations about where things are located. • Recognise how places compare with other places.
Spring	<p><u>Rainforests</u> To be able to identify the locality of the rainforests in the world. To be able to identify the main geographical features of rainforests. To investigate weather patterns in rainforests and the effects this has on animal and plant life. To investigate the rainforest ecosystem and how this is being effected by human and physical influence. To identify hot and cold areas of the world in relation to the equator and the North and South Poles. To contrast a hot area (rainforest) to a cold area.</p>	
Summer	<p><u>North and South Poles</u> To be able to identify the locality of the N and S Poles in the world. To be able to identify the main geographical features of N and S Poles. To investigate weather patterns in the Poles and the effects this has on animal and plant life. To investigate the Poles ecosystem and how this is being effected by human and physical influence. To identify and contrast hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	

Shiney Row Primary School Geography Scheme of Work Year Three

Term	Topic	Objectives
Autumn	<p>UK Name and locate counties and cities of the UK. Identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers e.g: London - Thames, Glasgow - Clyde, Swansea - Tawe, Belfast - Legan. Local counties; county Durham, Tyne and Wear, Yorkshire and counties across UK.</p>	<ul style="list-style-type: none"> • Learn to ask geographical questions and collect and record evidence • To use appropriate geographical vocabulary • To use atlases, globes, maps and plans and ICT for mapping and research.
Spring	<p><u>Rivers:</u> How are rivers formed? How do they change over time (erosion and deposition). What are some of the main features of a river? Source, waterfalls, meanders, tributary, stream, eddies, ox bow lakes, delta, mouth... How are these features formed over time? Study the river Wear from source to mouth looking at the features along the way. Source in Weardale, meander in Durham, mouth at Sunderland etc. How have humans used or changed the river Wear?</p> <p><u>The Water Cycle:</u> The processes involved in the water cycle: Evaporation/transpiration, condensation, precipitation How does the system break down in times of drought or how can torrential rain and flooding occur? What can be the consequences of drought or flooding? What measures to people take to alleviate the symptoms or prevent them happening</p>	<ul style="list-style-type: none"> • To identify and describe what places are like • To describe where places are • To identify how and why places change • To recognise how places fit together within a wider geographical context • Recognise and explain patterns made by individual physical and human features in the environment
Summer	<p>Local Area Where is it located? Place within England, then the North East then county Tyne and Wear. What are the physical features of the area? When and why did it become a settlement? Industry in the area, in the past and present. Comparing maps – how has Shiney Row changed over the years</p>	

Shiney Row Primary School Geography Scheme of Work Year Four

Term	Topic	Objectives
<p>Autumn</p>	<p><u>European geography:</u> Where is Europe located? – using globes, atlases and maps. What are the environmental regions in European Countries? Which European countries are our neighbours? Where have children visited in Europe? How are countries in Europe similar or different to the UK? Look in more detail at one specific region in a European country (Paris Basin, Sicily Italy, Murcia Spain, Bavaria Germany): its key physical and human features (locate these on maps), land use and industry, people and traditions. Use maps, atlases, globes and digital/computer mapping to locate regions and describe features studied.</p>	<ul style="list-style-type: none"> • Learn to ask geographical questions and collect and record evidence • To use appropriate geographical vocabulary • To use atlases, globes, maps and plans and ICT for mapping and research. • To identify and describe what places are like • To describe where places are
<p>Spring</p>	<p>Coastal geography Features: arch, groyne, sea caves, sea stacks, stair hole. Which of these can be seen in the local area? How are these features formed over time? Can we identify them on pictures and maps? Coastal erosion: What causes coastal erosion? What are the effects of coastal erosion on the landscape and on the people in the area? What measures are taken to prevent it? Study on coastal erosion in our local community. What signs are erosion can we see at the beach? What measures have been taken to alleviate them?</p>	<ul style="list-style-type: none"> • To identify how and why places change • To recognise how places fit together within a wider geographical context • Recognise and explain patterns made by individual physical and human features in the environment
<p>Summer</p>	<p>Study of UK Region - Cornwall Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Cornwall) Where is Cornwall? What is its key physical geography (coastal)? What is its key human geography (types of settlement and land use, economic activity). Why do people visit Cornwall? Use maps, images and aerial photographs including digital images to describe Cornwall's location and land use. Use 4 figure grid references, symbols and keys to build knowledge</p>	

Shiney Row Primary School Geography Scheme of Work Year Five

Term	Topic	Objectives
<p>Autumn</p>	<p><u>UK Regions:</u> To name and locate UK countries, counties and cities. To name and locate the geographical regions of the UK; e.g. North East, West Midlands, Wales etc and identify their human and physical characteristics. Can describe the key topographical features of the regions of the UK (including hills, mountains, coasts and rivers), What are the main physical features of the UK? Largest mountain areas Rivers: Three longest rivers – the Severn, the Trent and the Thames. The seas around the UK – the English Channel, The Irish Sea, the North sea, Locate physical features on maps</p>	<ul style="list-style-type: none"> • Learn to ask geographical questions and collect and record evidence • To use appropriate geographical vocabulary • To use atlases, globes, maps and plans and ICT for mapping and research. • To identify and describe what places are like • To describe where places are
<p>Spring</p>	<p><u>Mountains:</u> Can explain how the movement of plate tectonics on the earth's surface has caused the landscape to change over time. Mountains formations. Locate different mountain ranges on maps and atlases, throughout the world. Fold mountains, Fault block mountains, Dome mountains and volcanoes, Plateau Mountains</p>	<ul style="list-style-type: none"> • To identify how and why places change • To recognise how places fit together within a wider geographical context
<p>Summer</p>	<p><u>Volcanoes:</u> How are they formed? Do we have any volcanoes in the UK? Are there any that are still active? Locate UK volcanoes on a map. Are there any volcanoes in Europe? Locate on a map and look in more detail at one of the Italian volcanoes. Other interesting volcanic activity in the UK – the Giant's Causeway <u>Earthquakes:</u> What causes earthquakes? Movement of plates alongside one another. How are they measured? How do people try to predict when the next earthquake might occur? Case study: San Andreas fault – California. Forms boundary between the Pacific plate and the North American plate. How have people tried to minimise the earthquakes caused by the movement of the plates?</p>	<ul style="list-style-type: none"> • Recognise and explain patterns made by individual physical and human features in the environment

Shiney Row Primary School Geography Scheme of Work Year Six

Term	Topic	Objectives
Autumn	<p><u>The world:</u> The continents of the world. How are continents divided up? Capital cities of major world countries. Identify countries on a globe, atlas and maps of different scales. Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich Meridian and time zones (including day and night). Choose a continent of the world and carry out independent research: Physical feature Human impact on the region Any current issues there related to geography (pollution, erosion etc)</p>	<ul style="list-style-type: none"> • Learn to ask geographical questions and collect and record evidence • To use appropriate geographical vocabulary • To use atlases, globes, maps and plans and ICT for mapping and research. • To identify and describe what places are like • To describe where places are
Spring	<p><u>Geography in the news:</u> Dangerous types of weather: cyclones, hurricanes, flooding, tsunamis How can this affect people's lives and the economy of a region (e.g. Haiti)? How do other countries support and provide relief for disaster-stricken places in the world? Locate these places on globe, atlases and maps. Look at current and past newspaper articles.</p>	<ul style="list-style-type: none"> • To identify how and why places change • To recognise how places fit together within a wider geographical context • Recognise and explain patterns made by individual physical and human features in the environment
Summer	<p><u>Mapping skills and fieldwork:</u> Using OS maps of different scales. 8 points of the compass. Six figure grid references. Using a compass with a map. Describing a location from information gleaned only from a map. Use a map and compass to navigate around a given area. Use fieldwork to observe, measure record and present human and physical features in the local area using a range of methods. (local study, rivers, coasts, traffic).</p>	<ul style="list-style-type: none"> •

