

# Geography Sandhurst Whole School Scheme of Work (draft April 22)

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Topics</b> Autumn Spring Summer	<i>Special Me</i> <i>Let's Celebrate!</i> <i>Far Far Away...</i> <i>Food, Glorious Food</i> <i>Animal Kingdoms</i> <i>Land Ahoy!</i>	<i>Our World</i> <i>History detectives</i> <i>A World of Pure Imagination</i> <i>Journeys</i> <i>Healthy Me</i> <i>Outside Explorers?</i>	<i>Stone Age to Iron Age</i> <i>The Romans</i> <i>The Local Environment/Plants</i> <i>Forces and Magnets</i>	<i>Imagined Worlds</i> <i>Invaders and Settlers</i> <i>Forces of Nature</i> <i>Children &amp; War</i>	<i>Ancient Egyptians</i> <i>Rainforests</i> <i>The Mayans</i>  <i>Space</i>	<i>Ancient Greece</i> <i>Evolution and Inheritance</i> <i>Classification of Living Things</i> <i>Islam: Hajj and Id Al Adha</i> <i>Transition</i> <i>Understanding Faith and Belief in Lewisham</i>
<b>NC</b>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the four countries of the United Kingdom.</p> <p>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.</p> <p>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> <p>Use simple UK and world maps and globes to identify countries in the United Kingdom.</p> <p><b>Use basic geographical vocabulary to refer to:</b>  <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</i></p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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> <p>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> <p>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.</p>	<p>Locate European countries, (including the location of Russia) using maps, concentrating on their environmental regions, key physical and human characteristics and countries.</p> <p>Name and locate countries 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.</p> <p><b>Describe and understand key aspects of:</b>            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> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to</p>	<p>Locate European countries, (including the location of Russia) using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate countries 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.</p> <p><b>Describe and understand key aspects of:</b>            Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</p>	<p>Locate the world's countries, using maps. Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America.</p> <p><b>Describe and understand key aspects of:</b>            Physical geography, including: rivers, climate zones, biomes and vegetation belts.</p> <p>Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify the position and significance of latitude, longitude, Equator,</p>	<p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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 (Greece).</p> <p><b>Describe and understand key aspects of:</b>            Physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to</p>

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	<p><i>river, soil, valley, vegetation, season and weather.</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>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.</p>	<p><b>Use basic geographical vocabulary to refer to:</b> <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p>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.</p>	<p>locate countries in Europe and describe features studied.</p> <p>Use the four points of a compass, four-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> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries in Europe and describe features studied.</p> <p>Use the eight points of a compass, four-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> <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>	<p>Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, 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>	<p>locate countries and describe features studied.</p> <p>Use the eight points of a compass, 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> <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>
<b>Sources of information</b>	<i>Use close observation, a globe or picture map, photos, stories, simple information books, pictures and photographs.</i>	<i>Use NF books, stories, simple maps and atlases pictures/photos and the internet.</i>	<i>Use NF books, stories, more complex maps, atlases, pictures/photos and the internet.</i>	<i>Introduce OS maps, satellite images, aerial photographs, maps at different scale.</i>	<i>Use a variety of maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</i>	<i>Use a variety of maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</i>
<b>Geographical Enquiry</b>	<p>To ask and respond to simple closed questions.</p> <p>To investigate their surroundings and immediate locality, making observations.</p>	<p>To ask simple geographical questions: -where is this place? -what is this place like? -why is it like this?</p> <p>To continue to investigate their surroundings.</p> <p>To make appropriate observations.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Begin to collect and record evidence, analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Ask and respond to questions offering their own ideas.</p> <p>With support, gather and record evidence.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</p>	<p>Begin to suggest questions to investigate.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p>	<p>Suggest questions to investigate.</p> <p>Use primary and secondary sources of evidence in investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and comparing distant places</p>

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		To make simple comparisons between features of different places.			Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales  Consider temperature of various locations and Influence/effect on people/everyday life	Collect and record evidence unaided  Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
<p><b>Locational Knowledge</b></p> <p>Use globes, maps and atlases to focus on countries, cities and regions, the UK, Europe.</p>	<p>Investigate farming and food's journey to our plates.</p> <p>Locate the north and south pole.</p> <p>Identify land and sea.</p> <p>Locate the equator.</p> <p>Know the key differences in climate between two areas of the world.</p>	<p>Identify the countries and capital cities in the UK as well as the surrounding seas.</p> <p>Compare two different countries (England and Africa).</p> <p>Find and name the 7 continents and 5 oceans.</p> <p>Compare two different places in the UK rural/urban.</p>	<p>Identify different types of settlement from the Stone Age to Bronze Age.</p> <p>Identify Iron Age settlements on a UK map including key topographical features (hills, mountains, coasts, rivers).</p> <p>Identify the distribution of natural resources, hunter gatherers and the development of farming from Stone Age to Bronze Age across Europe.</p> <p>Locate and identify European countries on a map including topographical features (hills, mountains, coasts, rivers).</p>	<p>Identify the countries/cities that Anglo Saxons settled and invaded</p> <p>Identify the longest and other significant rivers in the world.</p> <p>Locate and identify countries on a world map.</p> <p>Name and locate countries and cities of the UK, geographical regions, topographical features and understand how these have changed over time.</p>	<p>Find/recognise places on maps of different scales. (River Nile).</p> <p>Know how these define the pattern of human settlement.</p> <p>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> <p>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</p> <p>Identify significant places and environments on a variety of maps.</p>	<p>Understand the similarities and differences between a region of the UK and a European country (Greece).</p> <p>Locate and identify Greece and the Greek islands and surrounding European countries using an atlas.</p> <p>Locate the world's countries and seas in relation to Darwin's journey around the world, using maps, atlases and a globe.</p> <p>Locate Mecca on a map.</p>

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					Research on the rainforest habitat (flora and fauna) (layers of the forest).	
<p><b>Place Knowledge</b></p> <p>Similarities and differences, human and physical geography between places.</p>	<p><b>To investigate and know what is in the local area</b> Make observations about where things are e.g. within school or local area, church, library, shops.</p> <p>Learn names of some places within/around the UK. E.g. Home town, London, the four countries that make up the UK.</p> <p>To learn about the climate of places where tropical fruit grows.</p>	<p><b>Understand geographical similarities and differences</b> 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> <p>Locate and name the 4 countries and capital cities on a simple UK map. Identify major features including surrounding seas, e.g. London, River Thames, home location, seas.</p> <p>To know the similarities and differences between two places in the UK</p>	<p>Look at old cities and what they are called now.</p> <p>Identify Italy on a European map and the countries which made up the Roman Empire.</p> <p>Begin to match boundaries (find same boundary of a country on different scale maps).</p>	<p>Look at old cities and what they are called now.</p> <p>Match boundaries (find same boundary of a country on different scale maps.)</p> <p>Identify cities and countries affected by WW1 using a world map.</p>	<p>Identify Egypt on a variety of maps (old and new), satellite images.</p> <p>Understand the importance of the River Nile.</p> <p>Compare the features and the surrounding physical geography land use of the River Nile.</p> <p>To understand the geographical similarities and differences between a region of the UK and a region of South America.</p>	<p>Look at the human and physical geography of ancient Greece and modern Greece, considering similarities and differences. Compare to UK region (e.g. mountain regions, weather patterns).</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p>
<p><b>Human &amp; Physical Geography</b></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p> <p>To compare two countries in terms of their climate</p>	<p><b>Use basic geographical vocabulary to refer to:</b> <i>key physical features, including:</i> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><i>key human features, including:</i> city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Identify different types of settlement from the Stone Age to Bronze Age.</p> <p>Identify types of settlements in Early Britain Why did early people choose to settle there?</p> <p>To know that the environment changes and what some of the causes are.</p>	<p>Identify settlements from Anglo-Saxons and research the reasons for these settlements (natural resources, land use, defence).</p> <p>Identify boundaries between countries. Are they human or physical boundaries?</p> <p>Understand the key features of a river from mountain to sea, using and understanding correct terminology and definitions.</p>	<p>Types of settlement and Egypt now and in the past.</p> <p>Understand the land use and economic activity including trade links in Egypt now and in the past.</p> <p>To understand the geographical similarities and differences between England and a region of South America. Including climate zones, biomes, rivers, types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>Compare and contrast the climate, make up of land and farming opportunities in Ancient Greece city states and compare them to modern Greece.</p> <p>Describe features incl. hills, mountains, coasts and rivers and compare to the UK.</p> <p>Use land patterns to understand how some of these aspects have changed over time.</p> <p>Physical geography including climate zones, biomes and vegetation</p>

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	depending on where they are positioned on a globe.			Use secondary sources to explore coastlines.  To understand and describe the water cycle and the process of the erosion cycle.  Understand the human and physical impact the World War II had on different countries.  Consider land-use patterns in the UK and how these have changed over time.	including energy, food, minerals and water.  To be able to describe and explain the causes of climate change linked to deforestation.	belts linked to classification of living things.
<b>Geographical Skills &amp; Field Work</b>	<p>Use simple fieldwork and observational skills to study the geography of our school and its grounds as well as the key human and physical features of the surrounding environment.</p> <p>Follow directions (Up, down, left/right, forwards/backwards).</p> <p>Draw picture maps of imaginary places and from stories and use their own symbols.</p> <p>Draw around objects to make a plan.</p> <p>To use a globe to locate the equator and north and south pole.</p>	<p>Use simple world maps, atlases and globes to identify the United Kingdom and Africa.</p> <p>Use directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Follow directions (as Yr 1 and incl. NSEW) And use directional language [near and far, left and right], to describe the location of features and routes on a simple plan or map.</p> <p>Use aerial photos and plan perspectives to recognise landmarks.</p> <p>Draw a map of a real or imaginary place.</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Follow a route on a map.</p>	<p>Identify features in aerial/oblique photographs.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Know how to read a simple map.</p> <p>Know why a key is needed.</p> <p>Use fieldwork to observe and record the human and physical features using a range of methods, plans and graphs and digital technologies.</p> <p>Make a map of a short route experienced, with features in correct order; using standard symbols in a simple key.</p> <p>Make a simple scale drawing.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities. Describe features studied.</p> <p>Create a road map from information given.</p> <p>Begin to recognise OS map symbols.</p> <p>Identify features in aerial/oblique photographs.</p> <p>Learn the eight points of a compass, four figure grid references.</p> <p>Consolidate the above during WW2 topic.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe settlements, physical geography and land use of: Egypt</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Amazon rainforest and surrounding area. Describe features studied.</p> <p>Draw a sketch map using symbols and a key.</p> <p>Use 8 compass points and accurately; use/recognise OS map symbols; begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>	<p>Use maps and atlases to locate European countries and describe features studied. Focus on Greece.</p> <p>Confidently use an atlas.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Recognise the world map as a flattened globe.</p> <p>Use 8 compass points and accurately; use 6-figure grid references to locate features on a map of the world.</p> <p>Begin to draw a variety of thematic maps based on their own data. (Faith and Belief in Lewisham).</p> <p>Draw a plan view map of their walk to secondary school accurately using symbols and a key.</p>

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		Look down on objects to make a plan view map.	Know the 4 points of a compass and use them to identify features on a map.			<p>Use 8 compass points and accurately; use 6-figure grid references to locate features on a map of the UK. Confidently use OS maps.</p> <p>Plan and follow a short route on an OS map. Describe features shown on OS map.</p> <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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