

Geography Scheme of Work – New National Curriculum

Key Stage 2

These are the skills that children need to make progress:

1. Undertake investigations and enquires, using various methods, media and sources
2. Compare, interpret and analyse different types of evidence from a range of sources
3. Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques
4. Consider, respond to and debate alternative viewpoints in order to take informed and responsible actions

Teachers may use the scholastic scheme of work to support their teaching or they can take objects from the lists below. At the end of each year teachers should have covered the objectives for each year group, any that have been missed must be discussed with the next class teacher.

The topics provided are ideas and it is up to the class teacher to decide if they want to follow the topics or create their own.

Teachers must not cover the same topic in year A and B but the objectives will still need to be taught in each year.

If teachers are covering a country this must be shared with the class teacher for the following year so that there is no repeat. Some of the KS2 Geography objectives will overlap and teachers can take objectives from different year groups if they feel that it is appropriate for their class. The skills are different for lower and upper key stage 2.

Year 3

<u>Topic Ideas</u> (or see scholastic scheme of work)	<u>Skills</u> <i>Which skills the children are learning?</i>	<u>Knowledge/Understanding</u> <i>What core knowledge will the children acquire?</i>
<ul style="list-style-type: none"> • Investigating our local area • Our European neighbours • Weather around the world 	<u>Lower Key Stage 2</u> <ol style="list-style-type: none"> 1. How identities, communities, places, cultures and traditions have changed and are changing over time 2. To identify patterns in communities, places and past events by searching for and locating information using keywords, and carrying 	Locational knowledge <ol style="list-style-type: none"> 1. 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

	<p>out searches, fieldwork and surveys</p> <ol style="list-style-type: none"> 3. Where significant places are located in the UK, Europe and the wider world 4. To identify the similarities and differences between places and environments, and understand how they are linked 5. To appreciate the relationship between the physical, built and economic social environment 6. How different ways in which people live around the world sometimes have consequences for the environment and the lives of others from the local to global scales 	<p>human characteristics, countries, and major cities</p> <p>Place knowledge</p> <ol style="list-style-type: none"> 2. 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>Human and Physical Geography</p> <ol style="list-style-type: none"> 3. Describe and
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understand key aspects of physical geography, including:

- Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geography skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

4. 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
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Year 4

<u>Topic Ideas</u> <u>(or see scholastic scheme of work)</u>	<u>Skills</u> <u>Which skills the children are learning?</u>	<u>Knowledge/Understanding</u> <u>What core knowledge will the children acquire?</u>
<ul style="list-style-type: none"> • How and where do we spend our time? • Extreme Earth • Countries of the world: Country study i.e. India 	<p><u>Lower Key Stage 2</u></p> <ol style="list-style-type: none"> 1. How identities, communities, places, cultures and traditions have changed and are changing over time 2. To identify patterns in communities, places and past events by searching for 	<p>Locational Knowledge</p> <ol style="list-style-type: none"> 1. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features

	<p>and locating information using keywords, and carrying out searches, fieldwork and surveys</p> <ol style="list-style-type: none"> 3. Where significant places are located in the UK, Europe and the wider world 4. To identify the similarities and differences between places and environments, and understand how they are linked 5. To appreciate the relationship between the physical, built and economic social environment 6. How different ways in which people live around the world sometimes have consequences for the environment and the lives of others from the local to global scales 	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge</p> <ol style="list-style-type: none"> 2. 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>Human and Physical Geography</p>
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3. Describe and understand key aspects of physical geography, including:
- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geography skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

4. Use the eight points of a

		<p>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> <p>5. 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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Year 5

<u>Topic Ideas</u> <u>(or see scholastic scheme of work)</u>	<u>Skills</u> <u>Which skills the children are learning?</u>	<u>Knowledge/Understanding</u> <u>What core knowledge will the children acquire?</u>
<ul style="list-style-type: none">• Improving the environment• Water• North or South America	<p><u>Upper Key Stage 2</u></p> <ol style="list-style-type: none">1. How societies have been organised and governed in different ways and at different times, including in the present2. To distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events3. A range of geographical processes that cause change in the physical and human world in different places	<p>Locational Knowledge</p> <ol style="list-style-type: none">1. 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>Place knowledge</p> <ol style="list-style-type: none">2. Understand geographical similarities and differences through the study of human

	<ol style="list-style-type: none">4. How human patterns are influenced by both human and physical processes5. About the factors that affect weather and climate6. Ways in which environments can be managed sustainably and why this is important now and in the future	<p>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> <p>Human and Physical Geography</p> <ol style="list-style-type: none">3. Describe and understand key aspects of human geography, including:<ul style="list-style-type: none">• types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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Geography skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

4. 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
5. 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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Year 6

<u>Topic Ideas</u> <u>(or see scholastic scheme of work)</u>	<u>Skills</u> <u>Which skills the children are learning?</u>	<u>Knowledge/Understanding</u> <u>What core knowledge will the children acquire?</u>
<ul style="list-style-type: none"> • The mountain environment • Investigating coasts and rivers • Earning a living 	<p><u>Upper Key Stage 2</u></p> <ol style="list-style-type: none"> 1. How societies have been organised and governed in different ways and at different times, including in the present 2. To distinguish between fact and opinion and make choices about sources of online information to find 	<p>Locational Knowledge</p> <ol style="list-style-type: none"> 1. 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>out about communities, locations, environments and events</p> <ol style="list-style-type: none">3. A range of geographical processes that cause change in the physical and human world in different places4. How human patterns are influenced by both human and physical processes5. About the factors that affect weather and climate6. Ways in which environments can be managed sustainably and why this is important now and in the future	<p>Place knowledge</p> <ol style="list-style-type: none">2. 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>Human and Physical Geography</p> <ol style="list-style-type: none">3. Describe and understand key aspects of human geography, including:<ul style="list-style-type: none">• types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,
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minerals and water

Geography skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

4. 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
5. 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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