Stanley Grove Primary and Nursery School

Scheme of work for Geography

We are trusted with Parents' most precious possessions…

… treasure them.

What our children say about Geography.

Children at Stanley Grove School say they enjoy geography because they love learning and finding out about our local area, the UK and the wider world. They enjoy map work, learning about different environments, patterns and processes, and carrying out investigations.

- "I like learning about the world and finding out about different types of countries" (Year 5).
- "I enjoy geography because you get to learn about global warming and weather" (Year 6).
- "I like learning about different countries" (Year 2).
- "I'd like to visit some of the places we are learning about" (Year 4).

Stanley Grove essentials for this subject:

- To have a high level of English and Maths skills reinforced in Geography sessions, evidenced in books
- To display an end driver, high quality books and what children have learnt during the topic.
- To inspire in children a curiosity and fascination about the world and its people.
- To learn about the different countries of the world, know what is special about them and know how they are similar to and different from each other.
- To understand the processes that give rise to key physical and human geographical features of the world.
- To know how landscapes are formed and changed.
- To use fieldwork skills to explore our local area including Stanley Canal and the Marsh.
- To recognise their own impact on our local environment and identify opportunities to improve it.
- To experience using a wide range of secondary sources.
- To be able to collect, analyse, interpret and communicate their findings in a variety of ways.

Geography

Year 1

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Suggested Activities
Locational knowledge • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	• To introduce children to atlases and maps.	• Use maps and globes of the world. • Use UK maps at a range of scales. • Use a range of secondary sources (for example, internet, pictures, photographs, information texts, videos, Google Earth) to identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Place knowledge • To study the human and physical geography of a small area of the United Kingdom.	• To identify Stanley Grove School on a map and identify a nearby river and canal.	• Local area study. What is it like to live in our local area? Study the human and physical geography of our school grounds and the local area. Describe what it's like in terms of landscape, jobs and weather. Use maps of the school grounds and local area to identify key features. Undertake fieldwork skills at a local level (including a visit to Stanley Marsh). Express their views about the local area in terms of people, places and environments (for example, seasonal changes in weather, the quality of the environment in the street). Consider how they and other people impact on the local environment and what they might do to improve it.
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 geography vocabulary to refer to: - Key physical features, including: season and weather, river and sea.	• To understand the difference between a river and a canal. • Link to Science and seasons.	• Use maps of the UK and world maps to locate hot and cold areas of the world in relation to the Equator and the North and South Poles. • Study the UK weather in terms of seasonal changes and in terms of daily patterns in the UK (focusing on where we live). Set up a weather station to observe and record daily weather findings at our

- Key human features, including: village, town, farm, harbour and shop.		school. Use appropriate instruments including rain gauge, weather vane and weather board.
Geographical skills and fieldwork • Begins to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as its surrounding seas. • Begins to 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 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.	• To use world maps, atlases and globes. • To use an orienteering activity where children navigate around the classroom and playground	**Links can be made to topic areas:** • Use of maps, atlases and globes ongoing throughout the key stage. • Compass directions can be used on maps, planning routes to Stanley Marsh and in studying the weather (for example, use a weather vane to determine wind direction as part of a weather station). • Use of aerial photographs and secondary sources ongoing throughout the key stage (for example, aerial photographs of the school and its grounds, internet, pictures, photographs, information texts, videos, artefacts, Google Earth). • 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 (for example, observe and record information on a school plan, make a sketch map at Stanley Marsh).

Geography

Year 2

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Suggested activities
Locational knowledge • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's seven continents and five oceans.	• To consolidate from Year 1, using maps and atlases to recap naming, locating and identifying characteristics. • Link work to Mines and local study.	• Use maps and globes of the world. • Use UK maps at a range of scales. • Use a range of secondary sources (for example, internet, pictures, photographs, information texts, videos, Google Earth) to identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas and to name and locate the world's seven continents and five oceans. •
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.	• To identify regions of Wakefield. • To identify a non-European country on a map. • Link work to Local Hero study of work.	• Briefly consolidate learning from Year 1 local study (See Year 1 scheme of work). Visit Stanley Canal. • Study a small area in a contrasting non-Eurpoean country (For example, Tocuaro in Mexico, St Lucia in the Caribbean or any other small area in a contrasting non-European country). • Find out what is it like to live in this place. Study the human and physical geography of this place. Describe what it's like in terms of landscape, jobs and weather. Use maps of the area to identify key features. Use a range of secondary sources of information to investigate this place. Express their views about the place in terms of people, places and environments (for example, the weather, daily activities of people, changing landscapes). • Compare the human and physical geographical similarities and differences of their local area to that of this contrasting locality. • Understand how people impact on their environment in this contrasting locality (for example pollution, littering) and what they might do to improve it.

		• Understand how the environment may be improved or sustained in our local area.
Human and physical geography • Identify daily weather patterns in the United Kingdom *and the location of hot and cold areas of the World in relation to the Equator and 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	**Key human and physical features of comparing and contrasting it to the human and physical features of our own locality.** • Identify daily weather patterns in the United Kingdom • To identify the difference between two areas using vocabulary. • Link study to the non-EU area. For example, study maps of the UK and St. Lucia. • To use ICT – Google Maps. 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.	• Use maps of the UK and atlases to locate where we live. • Identify key human and physical features of the island. Use basic geographical vocabulary to refer to the human and physical features of the locality and to compare and contrast it to the human and physical features our own locality. • Identify weather patterns and compare this to our locality. Use the Met Office website.
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. • 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 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.	• To study mining areas locally. • To link fieldwork to study of the local area. • To link work in Maths and ICT to directions in Geography. • To use an orienteering activity where children navigate around the playground, using key vocabulary like 'quarter turn and half turn'.	**Links can be made to topic areas:** • Use of maps, atlases and globes ongoing throughout the key stage. • To draw a simple map of St.Lucia • Compass directions can be used on maps. • To use Beebots in ICT to support the use of vocabulary linked to direction. • Use of aerial photographs and secondary sources ongoing throughout the key stage (for example, aerial photographs of the local area, internet, pictures, photographs, information texts, videos, artefacts, Google Earth). • Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment (for example, observe and record information on a local area map, visit Stanley Canal and make sketch maps).

Geography

Year 3

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Suggested activities
Locational knowledge • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. • Name and locate cities of the United Kingdom, 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 the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle.	**Europe** • To study the location of Greece, linking to History work on Ancient Greece. • To study the River Calder and Aire. • Visit the local area. • To recap the position of Wakefield on a map.	• Use globes of the world. • Use UK maps at a range of scales. • Use keys and symbols to identify major road and rail networks. • Use local maps of Stanley at a range of scales. • Use a range of secondary sources (for example, internet, pictures, photographs, information texts, videos, Google Earth) to identify human and physical characteristics, key topographical features and land-use patterns in Stanley.
Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	**Scarborough** • To contrast the location of Scarborough to Wakefield. • To visit Scarborough, including an in depth study of Scarborough Castle. • To plan a route from Wakefield to Scarborough. • To understand the relative size of Wakefield, in comparison with other countries.	• A study of a region of the United Kingdom (for example, Scarborough) in comparison to our local area. • To compare Wakefield's population to that of other countries within the UK. • Use maps and Google Earth to plan a visit to the region. Use keys and symbols to identify major road and rail networks. • Visit the region and study its human and physical geography to understand the geographical similarities and differences with our local area. • Find out about topical geographical issues in this region, for example, the collapse of a hotel from erosion, the building of new hotels, and the impact of tourism on an area. • Link this with investigating changing coastlines and erosion and learning about the water cycle.

Human and physical geography describe and understand key aspects of: • Physical geography, including: climate zones, rivers, and the water cycle • Human geography, including: types of settlement including land use and economic activity.	**3. Human and physical geography –** **Climate zones, rivers, coasts and the water cycle.** • To study coastal erosion whilst visiting Scarborough – for example, the Holbeck Hall Hotel • To study hot and cold climates within the UK, including locally.	• Study climate zones, rivers, coasts and the water cycle (link this with work on a different UK locality, for example, Scarborough). • Study types of settlement and land use in our local area and in a different UK locality. • Look at patterns made by individual physical and human features in the environment [for example, the distribution of hotels along a seafront at Scarborough, consider how and why places become tourist spots]. • Study the water cycle and processes that give rise to change, for example, erosion of a coastline.
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, symbols and key 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 and plans.	**4. Geographical skills and fieldwork** • To use an orienteering activity where children navigate the field, using maps to find words.	**Links can be made to topic areas:** • Use maps, atlases, globes, Google Earth. • Use of aerial photographs and secondary sources for local area and a different region of the United Kingdom. • Link work on compass points and direction to work in PE and orienteering. • Collect and record evidence (for example, by carrying out a traffic survey and showing results on a graph) analyse evidence and draw conclusions (for example, by comparing population data for two localities).

Geography

Year 4

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Suggested activities
Locational knowledge • Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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.	• Use atlases and globes of the world. • Use keys and symbols to identify major road and rail networks. • Visit the local area / region of Yorkshire on class trips – Visit Stanley Marsh (link to Science)	• Use UK and world / European maps at a range of scales. • Locate Equator, Tropic of Capricorn/Cancer, Arctic Circle and to introduce line of latitude and longitude. • Use a range of secondary sources (for example, internet, pictures, photographs, information texts, videos, Google Earth) to identify human and physical characteristics, key topographical features and land-use patterns of the county of Yorkshire and regions in Europe.
Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	**Rome** • Use maps and Google Earth to locate the region. • To recognise impact of tourism on the area. • To compare the area of Rome to another area within Italy.	• A study of a region in a European country (Rome Province) • Use a wide range of secondary sources of information to study its human and physical geography to understand the geographical similarities and differences with other places in the same country and elsewhere in the world (for example, comparing a village with a part of a city in the same country). • Consider how people can impact upon an environment.

Human and physical geography describe and understand key aspects of: • Physical geography, including: climate zones, mountains and volcanoes. • Human geography, including: economic activity including trade links.	**Climate zones, mountains and volcanoes** • To include a STEM ambassador to talk about volcanoes and mountains. • To include trade links with Yorkshire.	• Study climate zones, mountains and volcanoes, (link this with work on a region of a European country). • Study types of settlement, land use and economic activity in the European region, including trade links. • Study some physical and human processes [for example, volcanic eruptions, a factory closure] focusing on the given region in a European country.
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-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.	• To use an orienteering activity where children navigate the field, using maps to find words and sentences in order to solve a problem. • To visit Stanley Marsh to use fieldwork skills.	**Links can be made to topic areas:** • Use maps, atlases, globes, Google Earth. • Use of aerial photographs and secondary sources for local area, the county of Yorkshire or a region within a European country. • Link work on compass points and direction to work in PE and orienteering. • Collect and record evidence, analyse evidence and draw conclusions.

Geography

Year 5

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Suggested activities
Locational knowledge • Locate the world's countries, using maps to focus on 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.	**Locational knowledge:** • To include map work, covering the whole world. • To use latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • To identify land-use in the local area, including where mining took place. • To visit National Coal Mining Museum in Wakefield to understand how aspects of land-use have changed over time. Use globes and maps of the world, focusing on mountains and rivers. • Visit the local area / region of Yorkshire or other counties on class trips.	• To understand the relative sizes of places (for example Stanley vs Leeds)Use keys and symbols to identify major road and rail networks. • Use a range of secondary sources (for example, internet, pictures, photographs, information texts, videos, Google Earth) to identify human and physical characteristics, key topographical features and land-use patterns of the counties and cities of England, and countries / major cities of North and South America. • To name and locate human an physical features (mountains and rivers) • Use UK and world maps at a range of scales. • To recap locating: Equator, Tropic of Capricorn/Cancer, Arctic Circle and to introduce line of latitude and longitude.
Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.	**A region within North or South America: California and The Amazon** • To study maps of North America, focusing on mountains and rivers.	• Study Earthquakes in the region of San Francisco. • A study of a region within North or South America (North America: California and South America: Amazon Rainforest) • Use maps and Google Earth to locate the region. • Use a wide range of secondary sources of information to study its human and physical geography to understand the geographical similarities and differences with other places in the same country and elsewhere in the world (for example, comparing a village with a part of a city in the same country). • Consider how people can impact upon an environment.

		• Describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
Human and physical geography describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, and earthquakes. • Human geography, including: types of settlement and land use, and economic activity including trade links.	**3. Human and physical geography –** **Climate zones, earthquakes, biomes and vegetation belts** • To invite a STEM ambassador to speak about Earthquakes and recap volcanoes.	• Study climate zones, earthquakes, biomes and vegetation belts (link to study of North America, for example earthquakes on west coast, coniferous forests or Tundra or Rocky mountain environments). • Recognise some physical and human processes [for example, earthquakes, deforestation] • Use appropriate geographical vocabulary (for example, to describe in detail the physical elements of an earthquake) and explain how these can cause changes in places and environments. • To study the different layers of the Amazon Rainforest. • To understand types of settlements in the Amazon Rainforest (tribes). • To understand that deforestation is used for economic gain and how deforestation affects land use. • Study economic activity including trade links from North / South America to other parts of the world (for example, produce from the Rainforests).
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.	**4. Geographical skills and fieldwork** • To use an orienteering activity where children navigate the school, using maps to find words and sentences in order to solve problems. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps). • To use GPS mapping device at Robinwood Activity Centre.	**Links can be made to topic areas:** • Use maps, atlases, globes, Google Earth. • Use of aerial photographs and secondary sources for local area, counties and cities of England or regions with North / South America. • Communicate in ways appropriate to the task and audience • Link work on compass points and direction to work in PE and orienteering. • Collect and record evidence, analyse evidence and draw conclusions. • 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)

Geography

Year 6

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Suggested activities
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)	**1. Locational knowledge** • To include map work, covering the whole world. • To consolidate use of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	• Use globes of the world. • Use UK and world maps at a range of scales. • Use keys and symbols to identify major road and rail networks. • Visit the local area / region of Yorkshire or other counties on class trips. • Use a range of secondary sources (for example, internet, pictures, photographs, information texts, videos, Google Earth) to identify human and physical characteristics, key topographical features and land-use patterns of the counties and cities of the United Kingdom, and a region with Europe, North or South America.
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	**2. Place knowledge -** **A region within Europe and a region within North or South America.** • To study maps that focus on Europe and the Americas.	• A study of a region within a continent of Europe and North or South America (for example, the deserts /rainforests in Guyana and North/South America). • Use maps and Google Earth to locate the region. • Use a wide range of secondary sources of information to study its human and physical geography to understand the geographical similarities and differences with other places in the world, recognising how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent

		[for example, through the supply of goods, movements of people]. • Consider how people can impact upon an environment. • Link this to work on Biomes, Vegetation Belts and Climate Zones.
Human and physical geography describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts. • 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.	**3. Human and physical geography –** **Climate zones, biomes and vegetation belts**	• Study climate zones, biomes and vegetation belts of a region within a continent of Europe and North or South America. • Study types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in one of the regions of Guyana and Italy. • Study processes, both physical and human, in these places and environments (for example, deforestation of a rainforest in Australia).
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, 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.	**4. Geographical skills and fieldwork** • To use GPS devices whilst at Nostell Priory. • To consulate orienteering activities where children navigate the school, using maps to find words and sentences in order to solve problems. • Use consolidate using eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).	**Links can be made to topic areas:** • Use maps, atlases, globes, Google Earth. • Use of aerial photographs and secondary sources for local area, counties and cities of the United Kingdom or within a continent of Europe and North or South America. • Link work on compass points and direction to work in PE and orienteering. • Collect and record evidence, analyse evidence and draw conclusions.