

Throughout the teaching and learning opportunities within Geography, students have a clear progressive route to enable them to become responsible global citizens, fully prepared for a rapidly changing world in which they live. This scheme of work has 3 main strands that enable the development of a range of geographical skills with an understanding of the social, moral, spiritual, cultural and environmental issues. The strands are:

- To understand the world around them and where they would like to live and visit.
- To develop mapping and navigational skills so that they can use them effectively for their social lives, leisure and work.
- To enable pupils to have an insight into the management of a range of natural resources and environments and the jobs that are connected to them.

**Key:** Map knowledge and skills. Human and physical knowledge and skills Place and locational knowledge and skills. Field work knowledge and skills.

Autumn Term		To understand the world around us and where we would like to live and visit.					
Phase 2				Phase 3			
2	3	4	5	6	7	8	9
What's in the local area?	What is the country I live in like?	What is the continent of Europe like? Focus on France	What is our world like?	Why did people settle in new places?	What is it like to live with Earthquakes and Volcanoes?	Why do people from other countries want to settle in South Tyneside.	Why do people want to live in the countryside? Focus on the Lake District.
<b>Generic PFA Links</b>	To develop an awareness and understanding of community cohesion at a local, national level and global level To develop an awareness of the historical, social cultural and economic links between communities						

## Scheme of Work - Geography

<p><b>Planned PFA Links</b></p>	<p>Road safety training <a href="http://www.brake.org.uk">www.brake.org.uk</a> .</p> <p>Invite representatives from South Tyneside council to talk about their role in looking after South Tyneside. Who keeps the streets clean? Who looks after the parks?</p>	<p>Invite employees from Sunderland Foundation of Light. To talk about the importance of the football club to the local community. To also discuss and explore how sport can unite a community at a national level. Look at the different careers associated with those working for Sunderland football. Discuss why certain parts of a country become centres for particular industries.</p>	<p>Invite members of the community who have settled here from European countries. To talk about why they settled. Invite owners of specialist shops(Polish) to discuss the service they provide. Invite people associated with the twinning of Epina y into the school to talk about the links that were established.</p>	<p>Linking to their visits pupils Investigate what jobs are associated in looking after animals. What jobs are associated with looking after plants and gardens? Pupils to investigate the different career paths or voluntary work.</p>	<p>Use of public transport for visits. Housing developers - interview/visit a building site to look at jobs.</p>	<p>Look at the job roles involved with disaster relief. First responders, Fire and rescue and paramedics.</p> <p>Look at the work of the charities.</p>	<p>To learn about the role of the council in attracting people to live in South Tyneside. To explore job opportunities in South Tyneside - interview representatives from STC Visits from local businesses to talk about their history. (Minchellas, Bangladeshi restaurants).</p>	<p>Jobs in the tourist industry. Visits from outdoor education trainers and the opportunities in their area. Visit from members of the National Trust. To discuss volunteering opportunities. Investigate jobs in rural areas.</p> <p>Visit from local farmers to discuss the jobs associated with local farming.</p>
<p><b>Planned Cultural Capital Opportunities</b></p>	<p>Visit to the Word at South Shields - look at local maps over time Visit to South Shields Town hall for a tour.</p>	<p>To visit Sunderland stadium of light for a tour.</p> <p>To visit Sunderland National Glass Centre.</p>	<p>European food. Cafe theme week.(French) To hold a French cultural week in class. (A celebration of its food, art, music and culture.) To invite people associated with the Twinning of Epina y. To set up a link with a SEN/Primary school in Epina y France. Hold a video conference.</p>	<p>Visit to Sunderland Museum and Winter gardens. Learn about plants from around the world. (Plant habitats)</p> <p>Visit to Washington wetland Centre to investigate birds from around the World. (Animal habitats)</p>	<p>Visits to Arbeia, Bedesworld. St Paul's church and monastery, Visit to North East Maritime museum (South Shields) to look at traditional shipbuilding methods. Carpentry and metal work.</p>	<p>Visits from fire brigade/ first aid or paramedics.</p>	<p>Visit from the North East Sikh association. Indian food week in our cafe. Visit to Minchellas Ice cream parlour. Visit to Indian restaurant. Visits to and from different cultural centres.</p>	<p>Day trip to Keswick in the Lake District. Visit to Simonside centre to experience a carousel of outdoor adventure activities.</p>

## Scheme of Work - Geography

<b>Planned Reading Opportunities</b> FF = Fast Forward	Atlas maps Information texts. Internet.  Animal Habitats FF At the Shops FF Travelling Around FF	Atlas Maps Information texts. Internet.  Parks FF Different Cultures, Different Foods FF Animal Habitats FF	Atlas Maps Information texts. Internet.  Different Cultures, Different Foods FF Animal Habitats FF World Heritage FF The European Union FF	Atlas maps Information texts. Internet.  Different Cultures, Different Foods FF Animal Habitats FF Rainforests FF Great Barrier Reef FF African Grasslands FF The Greenbelt FF Movement Kenya FF Food from Around the World. FF The Great Wall of China FF A very Long Journey FF Antarctic Animals FF Race to the South Pole.FF 25	Atlas maps Information texts. Internet  Trains FF The Greenbelt Movement Kenya FF Ralegan Siddahi. A special Community FF Papua New Guinea. An Indigenous Society FF Life in the Amazon FF	Atlas maps Information texts. Internet  Fast Forward Orange: The Changing Map (Non-fiction) Level 16 Fast Forward Purple: Volcanoes (Non-fiction) Level 19 Fast Forward Gold: Earthquakes (Non-fiction) Level 22 Global Warming FF	Atlas maps Information texts. Internet.  Different Cultures, Different Foods FF Global Warming FF The House of Wisdom FF A Very Long Journey FF	Atlas maps Information texts. Internet.  Parks FF Animal Habitats FF Beatrix Potter stories.
<b>Planned Key Vocabulary (subject specific)</b>	weather, seasons, North, East, South, West, maps / plan / symbol/ atlas near/far/ left/right/ aerial photograph sketch map locate key/North East/North East/South East/South West/4 figure grid reference/ OS map/ scale /large scale map/medium scale map/satellite/primary sources/secondary sources/evidence/OS map symbols navigate/6 figure grid reference, investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare/ sources/evidence/influences, land use/patterns/ explain							
<b>Planned Key Vocabulary (Topic specific)</b>	house/tree/bus stop/path/road/sho p/field /train track/church/ sand/grass/ Epinayschool/busy/ quiet/ building/ playing field/ playground/ investigate . Jarrow, South Shields, Boldon, Hebburn,	United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/Belfast/ Edinburgh/Cardiff, town, city, country, hills, mountains, coast, rivers, lakes, sea.	Continent, Europe, borders, country, countries, capital city, London, Germany, Berlin, Paris, France, Spain Madrid, Rome, Italy, Epinay, South Tyneside, town, city, country, hills, mountains, coast, rivers, lakes, sea.	Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, equator, northern and southern	Invade, settle, settlers, rivers, ports, farming, trade, carpenter, black smith, craftsman, soldier, fighter, trading, ships, roads, Romans, Anglo-saxons, Vikings and Normans, food, water, village, town,	Volcano Lava Magma Active Dormant Extinct Erupt Eruption Tectonic plates Earthquake Crust Core Mantle	British Empire, Commonwealth, Asia, India, Pakistan, Bangladesh, Dhaka, New Delhi, Islamabad, culture, food, traditions, religions, Sikh, Hindu, Muslim, mosques, gurdwada, temple	Height, contour lines mountains, dome, volcanic, tectonic, plates, fold, range, Rockies, Himalayas, Andes, Mount Everest, environment, Lake District, Keswick, Scafell, Snowdon, Everest, climate, tourism,

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	Newcastle, Sunderland.		hot, cold, holiday, visit, travel North Pole, South Pole.	hemisphere, Arctic and Antarctic Circle. climate, climate zone, desert, arid, polar, temperate, tropical, Mediterranean, tropical and mountains.	livestock, crops, country, travel. Arabia, fort, Bedesworld, monks, monastery, church,	Ash Mount Etna Pompeii	Christian clothing, restaurants, language, music, film, trade, economic, social, immigration,	recreation, hiking, walking, climbing, sailing, kayaking, mountain biking, pollution, positive and negative
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# Scheme of Work - Geography

<p>To be able to contribute to making a whole class map of the local area based on a shared experience..</p> <p>They can talk about the features of their own immediate environment and how environments might vary from one another</p> <p>To look at photographs of the local area and identify different human and physical features.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Begin to identify seasonal and daily weather patterns in their local area.</p> <p>To be able to say where they live and where their school is.</p> <p>To be able to say the names of some local towns and cities.</p>	<p>To be able to read a map of the UK to locate its countries, capital cities and surrounding seas.</p> <p>Use an Infant atlas to locate places in the UK with support.</p> <p>Have experience of aerial photographs and try to identify known places in the UK with support</p> <p>To be able to understand what is meant by human and physical features.</p> <p>Identify and describe what places are like in the UK.</p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Identify and describe where places are in the UK</p> <p>Make simple comparisons between features of different places in the UK.</p>	<p>To be able to read a map of the continent of Europe, to locate some of its countries, capital cities and surrounding seas.</p> <p>Use an Infant atlas to locate places in Europe..</p> <p>Have experience of aerial photographs and try to identify known places and features. in Europe.</p> <p>To be able to understand and compare the human and physical features of the UK and France.</p> <p>Recognise human and physical features of European countries studied.</p> <p>Identify seasonal weather patterns in Europe. (In the context of holiday destinations)</p> <p>Identify cold areas of the world in relation to the North Pole. (In the context of</p>	<p>To be able to read a map that shows the world's seven continents and five oceans. To be able to locate and identify them.</p> <p>To be able to read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle.</p> <p>Use an infant atlas to locate places. Begin to use contents and index.</p> <p>Use aerial photographs and try to identify known places and features. in the world.</p> <p>Begin to use maps sites on internet (google)</p> <p>To be able to understand and compare the human and physical features of countries in the seven continents.</p> <p>Recognise human and physical</p>	<p>To be able to read a historical map of the countries of Europe.</p> <p>To be able to compare different maps from the past and relate to the present day.</p> <p>Use maps To locate and identify the original lands of the Roman, Anglo-saxons and Vikings.</p> <p>Use maps to locate and identify the places in the UK the Roman, Anglo-saxons and Vikings settled..</p> <p>Use a junior atlas to find information about the past. Use the contents and index.</p> <p>Use a variety of atlases and maps, including OS to identify the origins of place names.</p> <p>Use satellite images and aerial photographs to extend learning within topic</p> <p>Use maps sites on internet (google)</p>	<p>To be able to read a map that shows the world's tectonic plates and volcanoes.</p> <p>To be able to locate tectonic plates on a range of maps.</p> <p>Use a junior atlas to find information about volcanoes and earthquakes. Use the contents and index.</p> <p>Use satellite images and aerial photographs to extend learning within topic</p> <p>Use maps sites on internet (google)</p> <p>To describe and understand key aspects of physical geography in the context of what is under the Earth's surface.</p> <p>To describe and understand key aspects of physical geography in the context of volcanoes.</p>	<p>To be able to read a map that shows the continent of Asia and the countries, cities and areas of India, Pakistan and Bangladesh</p> <p>To use a variety of maps to locate key human and physical features of the countries studied.</p> <p>To use a variety of maps to locate where different groups have settled in South Tyneside.</p> <p>Use a junior atlas and globes to find out about other features and information about places e.g. population, industry, agriculture and weather patterns Use the contents and index confidently.</p> <p>Begin to use primary and secondary sources of information for evidence</p>	<p>To be able to read a map that shows the main mountain ranges of the world. To be able to understand the use of keys to explain main topographical features.</p> <p>To be able to read a range of maps (Different scales) to locate information. Including OS maps.</p> <p>To understand the use of contour lines on maps.</p> <p>Use a range of atlases and globes to find out about other features and information about places e.g mountain ranges, tourism, trade. population, industry, agriculture and weather patterns Use the contents and index confidently.</p> <p>To use primary and secondary sources of information for evidence</p> <p>Use satellite images and aerial photographs to</p>
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<p>To know that they live in the country England</p> <p>To begin to use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To explore their surroundings and discuss what they can see.</p> <p>Express their own views about places and the local area.</p> <p>Draw simple features they observe in the local area</p>	<p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>They can answer questions about places, using maps, pictures, photographs and/or text they are given</p>	<p>European countries near the North Pole.)</p> <p>Identify and describe where places are in Europe. To be able to identify hot and cold parts of Europe. Make simple comparisons between features of different places in Europe.</p> <p>Recognise how places are linked to other places in Europe. (Use the context of the link with Epinay) Ferry, airport and channel tunnel.</p> <p>Compare and contrast a small area of the United Kingdom with a small area in a European country. South Tyneside and Epinay in France.)</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>They can choose useful information</p>	<p>features of countries in the seven continents.</p> <p>Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Begin to identify climate zones. Compare UK climate with other climates.</p> <p>Identify and describe where the seven continents are around the world</p> <p>Begin to identify significant places and environments. Begin to identify climate zones around the world.</p> <p>Compare and contrast the United Kingdom climate with other climates.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>They can choose useful information from maps, pictures, texts, and</p>	<p>To be able to understand how the physical and human features of the world have shaped what we know today. To apply this knowledge find out why places were chosen as settlements.</p> <p>To identify land use in an Anglo saxon farm settlement. (Bedesworld)</p> <p>To learn about trade links between countries in the past.</p> <p>To identify significant places. Hadrians Wall, Jarrow Monastery</p> <p>Identify and describe other locations around the world where the Romans, Vikings and Anglo-saxons settled.</p> <p>Compare and contrast an Anglo-saxon settlement with a Viking settlement. (York )</p> <p>To use geographical terms and words.(Linked to</p>	<p>To know key features of volcanoes.</p> <p>To describe and understand key aspects of physical geography in the context of earthquakes.</p> <p>To understand what tectonic plates are.</p> <p>To describe and understand key aspects of human geography in the context of living in a volcanic/earthquake area.</p> <p>To know the names of significant volcanoes.</p> <p>To identify the location of the “Ring of Fire.”</p> <p>To identify and describe a range of volcanic locations around the world.</p> <p>To compare a volcanic area to a non-volcanic area.</p> <p>To use geographical terms and words. (Linked to their</p>	<p>Use satellite images and aerial photographs to extend learning within topic.</p> <p>To be able to understand how the physical and human geography of the world are affected by settlements.To relate this to why people from other countries chose to settle in the area.</p> <p>To learn about links between countries in the past and present (trade, economic political, British Empire, Commonwealth)</p> <p>To learn about the impact immigration has on a country. (social, cultural and economic impact )</p> <p>To identify and describe the countries, capital cities of the countries studied.</p> <p>To identify and describe key physical features of the countries</p>	<p>extend learning within topic.</p> <p>To be able to understand how the physical and human geography of the local and wider world connect to the decisions made by people in the community/ and world around us.</p> <p>Recognise and describe key mountains around the world and the UK</p> <p>To describe how mountains are formed and the different types.</p> <p>To describe the main features of a mountain environment.</p> <p>To find out the positive and negative aspects of tourism in mountain environments.(Focus on Lake District)</p> <p>To find out about the different jobs in the countryside.</p>
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# Scheme of Work - Geography

			<p>from the maps, pictures and texts they are given when answering geography questions.</p>	<p>the internet when answering geography questions.</p>	<p>their work. See vocabulary list)</p> <p>They can choose useful information from maps, atlases, pictures, texts, the internet and their own observations when answering geography questions.</p>	<p>work. See vocabulary list)</p> <p>They can choose useful information from maps, atlases, pictures, texts, the internet and their own observations when answering geography questions about volcanoes and earthquakes.</p>	<p>studied. (Rivers, mountains, climate)</p> <p>To identify and describe main areas where communities are based in South Tyneside..</p> <p>To identify and describe main religious buildings. (Mosques, Gurdwada, temple)</p> <p>Compare and contrast the UK and the countries studied.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>When answering geography questions, they make sensible choices when selecting the best sources of information and evidence.</p>	<p>To compare the availability of services between urban and rural communities</p> <p>Investigate how decisions about places and environments affect the future quality of people's lives. Recognise how people can improve an environment or destroy it.</p> <p>To identify and describe the main mountain ranges and mountains around the world</p> <p>To identify and describe the main mountain ranges and mountains in the UK.</p> <p>To identify and describe the Lake District and other National Parks.</p> <p>Compare and contrast rural and urban locations in the UK.(South Tyneside and the Lake District)</p> <p>To use geographical terms and words.(Linked to</p>
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								<p>their work. See vocabulary list)</p> <p>When answering geography questions, they make sensible choices when selecting the best sources of information and evidence.</p> <p>They can follow a line of enquiry and collect relevant evidence, including numerical data.</p> <p>They suggest sensible conclusions.</p>
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<b>Spring Term</b>	<b>To develop mapping and navigational skills so that they can use them effectively for their social lives, leisure and work.</b>						
<b>Phase 2</b>						<b>Phase 3</b>	
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>What's in our school?</b>	<b>What is in the school grounds?</b>	<b>How are our local parks used?</b>	<b>What types of shops are in our town centre?.</b>	<b>What can you do at our local beaches?</b>	<b>What can you do at beaches outside of SouthTyneside?</b>	<b>Where do I find services in the local area?</b>	<b>What recreational opportunities are there in the local area?</b>

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<p><b>Generic PFA Links</b></p>	<p>To learn to be responsible for the environments around them. To know that people can have a positive and negative impact on their environment.</p>							
<p><b>Planned PFA Links</b></p>	<p>Look at the different job roles in our school: Teachers Classroom support. Cleaners Caretaker Cooks and midday supervisors. Invite them in to be interviewed on why they chose to work in a school.</p>	<p>Invite a school playground designer into school. What skills qualifications do they need? Look at other jobs which involve design/art skills.</p>	<p>Look at the role of South Tyneside in maintaining local parks. Grounds people. Park volunteers. Discuss who is involved in designing new features in parks? Look at any new developments (North and South Marine Parks)</p>	<p>Investigate the range of shops and services and the related jobs and opportunities. Examine skills and qualifications that are needed to work as a sales assistant, driver, security etc.</p>	<p>Investigate seasonal jobs at tourist locations. Ask why they are not needed all year round. Pupils should explore the good and bad points of seasonal jobs.</p>	<p>Investigate seasonal jobs at tourist locations. Ask why they are not needed all year round. Pupils should explore the good and bad points of seasonal jobs. Compare with job opportunities in South Tyneside. Look at how people would travel to work.</p>	<p>Investigate job opportunities with the Care sector. (Old peoples homes, learning disabilities). Identify college courses and apprenticeship routes/specialist providers  Develop pupils' use of apps for mobile devices. (Nexus, Stage Coach) To support independent travel.</p>	<p>Investigate jobs in the recreational industry, health and fitness. Invite representatives from the Foundation of Light, Haven Point to talk about job opportunities. Invite a self employed fitness trainer to talk about why they chose to be self-employed.</p>
<p><b>Planned Cultural Capital Opportunities</b></p>	<p>Great British Spring break litter pick - schoolyard and field. Link with other schools for collaborative opportunities.</p>	<p>RSPB Bird watch January - what do we see in our school grounds? Great British Spring break litter pick. school grounds. Link with other schools for collaborative opportunities.</p>	<p>Visit to South Marine Park. Visit North Marine Park  Great British Spring break litter pick - local park. Link with other schools for collaborative opportunities.</p>	<p>Visit to South Shields town centre and market. Visit to Eldon Square shopping centre.  Great British Spring break litter pick. Collaborative litter pick with other schools in the town centre.</p>	<p>Visit Sandhaven Beach. Visit Whitburn Coastal Park. Bird watching and orienteering.  RSPB Bird watch January - what do we see on the coastline?  Great British Spring break litter pick. Collaborative litter pick with other schools at a local beach</p>	<p>Visit beaches at Tynemouth and Cullercoats; Seaham. (Collect seaglass)  RSPB Bird watch January - what do we see on the coastline?  Great British Spring break litter pick. Collaborative litter pick with other schools at one of the beaches.</p>	<p>All visits to use either bus or metro routes. All to make use of mobile apps if possible. Visit the "Word" South Shields library. Visit to Cleadon Park Primary Care Centre.  Great British Spring break litter pick. Collaborative litter pick with other schools and</p>	<p>Visit to Haven point and Jarrow Focus sports centres. Orienteering course at Whitburn Coastal park. Cycle trip along designated cycle route. (Keelmans Way, C2C)  Great British Spring break litter pick Collaborative litter pick with other schools and volunteer groups from the community</p>

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							volunteer groups from the community	
<b>Planned Reading Opportunities</b> FF = Fast Forward	School prospectus maps Information texts. Internet. Reduce, Reuse, Recycle. FF	School prospectus. maps Information texts. Internet. Google maps Animal Habitats. FF Reduce, Reuse, Recycle. FF	Atlas maps Information texts. Council and tourist leaflets and maps Internet. Google maps Parks FF Animal Habitats. FF Reduce, Reuse, Recycle. FF	Atlas maps Information texts. Council and tourist leaflets and maps Internet. Google maps At the Shops FF Travelling Around FF	Atlas maps Information texts. Council and tourist leaflets and maps Internet. Google maps Surfing FF Great Barrier Reef. FF Saving Coral Reefs. FF Animal Habitats. FF Reduce, Reuse, Recycle. FF At the Shops FF Travelling Around FF	Atlas maps Information texts. Council and tourist leaflets and maps Internet. Google maps Surfing FF Great Barrier Reef. FF Saving Coral Reefs. FF Animal Habitats. FF Reduce, Reuse, Recycle. FF At the Shops FF Travelling Around FF	Atlas maps Information texts. Council and tourist leaflets and maps Internet. Google maps At the Shops FF Travelling Around FF	Atlas maps Information texts. Council and tourist leaflets and maps Internet. Google maps Parks FF Travelling Around FF
<b>Planned Key Vocabulary (subject specific)</b>	North, East, South, West, maps / plan / symbol/ atlas near/far/ left/right/ aerial photograph sketch map locate key/North East/North East/South East/South West/4 figure grid reference/ OS map/ scale /large scale map/medium scale map/satellite/primary sources/secondary sources/evidence/OS map symbols navigate/6 figure grid reference investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare/ sources/evidence/influences, land use/patterns/ explain							
<b>Planned Key Vocabulary (Topic specific)</b>	Classroom, desk, table, chairs, plan, map, corridor, toilets, hall, doors, carpet, Beside, next to, above, under, up, down, left, right, cookery room, cafe, dining hall, changing rooms,	Field, trees, bushes, playground, yard, car park, cafe, school, woodland walk, outdoor gym, football pitch, chicken pen,, symbol, key, map, aerial view, coordinates, compass points, North, East, South , West near/far, left/right forward, backwards, up, down	park, trees, ponds, playgrounds, climbing frame, slide, roundabout, seats, tables, benches, paths, bushes, trees, flowers. flower beds, birds, wildlife, cafes, litter bin. symbol, key, map, aerial view, coordinates, compass points, North, East, South , West	Town centre, shops, shopping centre, supermarket, grocers, butchers, fish, clothes, toys, off licence, electricals, carpet, furniture, cafes market, market stalls, symbol, key, map, aerial view, coordinates, compass points, North, East, South , West	beach, sand, pebbles, rock pools, sun cream, shade, paddle, swim, life-guard, coast guard, surf, wind surf, fun fair, amusements, parks, festival, attractions, cafes, restaurants, toilets, holidays, litter, tourism, information leaflet, symbol, key, map, aerial view, coordinates, compass points,	beach, sand, pebbles, rock pools, sun cream, shade, paddle, swim, life-guard, coast guard, surf, wind surf, fun fair, amusements, parks, festival, attractions, cafes, restaurants, toilets, holidays, litter, tourism, information leaflet, symbol, key, map, aerial view, coordinates, compass points,	local, services, shops, town centre, garages, schools, hospitals, doctors, dentist, police, restaurants, cafes, parks, transport, bus, metro, Nexus, ferry, natural and human features. time tables symbol, key, map, aerial view, coordinates, compass points,	local services, clubs, gyms, sport, fitness, exercise, recreation, leisure, park, national parks, Leas, National trust, wildlife park, nature reserve, cycle path, footpath, health, well-being, venue, hub, orienteering, navigate, locate, geocaching, gps, satellite, ordnance survey, bearing,

# Scheme of Work - Geography



					North, East, South , West, North East, North West, South East, South West	North, East, South , West, North East, North West, South East, South West	North, East, South, West, North East, North West, South East, South West latitude, longitude.	symbol, key, map, aerial view, coordinates, compass points, North, East, South , West, North East, North West, South East, South West, latitude, longitude.
	<p>To be able to contribute to making a whole class plan of the classroom and the school building based on a shared experience.</p> <p>Begin to be able to make and read a simple plan of a classroom and parts of the school. (for example the dining hall.)</p> <p>To discuss the location of objects in the classroom and school using simple directional language such as near/far, left/right, next to, up, down.)</p> <p>To know about similarities and differences in relation to places, objects, materials and living things in the school buildings.</p>	<p>To be able to make and read a simple plan.</p> <p>To be able to follow a simple map of the school grounds</p> <p>Follow verbal directions including N,S,E,W</p> <p>Have experience of maps and attempts to make own, real or imaginary</p> <p>Use own symbols on a map</p> <p>Follow a route on a map using directional language such as near/far, left/right forward, backwards, up, down</p> <p>Have experience of aerial photographs and try to identify known places with support</p>	<p>To be able to read a simple map of a local park and identify its features.</p> <p>To be able to follow a map of a local park.</p> <p>Follow a given route on a map using N, S, E, W</p> <p>Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo</p> <p>Understand symbols on real maps and its key.</p> <p>Begin to have experience of large scale maps .</p> <p>Follow a route on a map using directional language such as near/far, left/right and understand how to use a key</p>	<p>To be able to read a large scale map of the local area. and identify a range of features.</p> <p>To be able to follow a large scale map of the local area, highlighting their route .</p> <p>Write directions for someone to follow using N,S,E,W.</p> <p>Begin to use letter number coordinates to locate features on a map.</p> <p>Begin to have experience of OS maps and their symbols</p> <p>Follow a route on larger scale maps using a greater range of directional knowledge.</p> <p>Begin to use maps sites on internet (google)</p>	<p>To be able to read a variety of maps (Large and medium scales) of the local area. and identify a range of features.</p> <p>To be able to navigate a route using a map of the local area</p> <p>Begin to use eight compass points to follow or give directions using a known route .</p> <p>Use letter number coordinates to locate features on a map.</p> <p>Use letter number coordinates to plot/.describe a journey.</p> <p>Begin to use number grid references as coordinates to locate features on a map.</p>	<p>To be able to read a variety of maps (Large and medium scales) of an area. and identify a range of features.</p> <p>To be able to navigate a route using a map of an area</p> <p>Begin to use eight compass points to follow or give directions using a new route</p> <p>Use letter number coordinates to locate features on a map.</p> <p>Use letter number coordinates to plot/.describe a journey.</p> <p>Begin to use number grid references as coordinates to locate features on a map.</p>	<p>To be able to read a variety of maps (Large, medium and small scales) of the local area. and identify a range of features.</p> <p>To be able to navigate a route of the local area, highlighting their route, noting landmarks that they pass.</p> <p>Use eight compass points to follow or give directions using a known route</p> <p>Use number grid references as coordinates to locate features on a map.</p> <p>Begin to use number grid references as coordinates to plot/describe a journey using a map.</p>	<p>To use and apply their mapping and navigation skills in the sport of orienteering. Including the use of GPS, as in geocaching.</p> <p>To be able to navigate a route of the local area of their choosing, taking into consideration the features and roads of the local area.</p> <p>Use eight point compass points well and applying them into a context when navigating</p> <p>Use number grid references as coordinates to plot/describe a journey using a map.</p> <p>Use four-figure grid references.</p>

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<p>To talk about the different classrooms/areas in the school and how they are used.</p> <p>To be able to say where certain rooms are located and their purpose.</p> <p>To begin to use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To explore their surroundings and discuss what they can see.</p> <p>Express their own views about areas in the classroom and the school.</p> <p>Draw simple features they observe in the classroom and the school</p> <p>They can ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p>	<p>To be able to understand what is meant by human and physical features.</p> <p>Recognise human and physical features in the school grounds</p> <p>Recognise how places have become the way they are and how they continue to change in relation to the school grounds.</p> <p>Identify and describe what places are like.</p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Identify and describe where places are in the school grounds.</p> <p>Make simple comparisons between features of the school grounds.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p>	<p>Have experience of aerial photographs and try to identify known places</p> <p>To be able to understand and compare the human and physical features of the places that they study.</p> <p>Identify seasonal and daily weather patterns in the UK . Apply these to how the park is used by people during the different seasons.</p> <p>Make comparisons between features of different parks.</p> <p>Recognise how places are linked to other places in the world.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry regarding local parks.</p>	<p>Have experience of aerial photographs and identify known places</p> <p>To be able to understand and apply their knowledge of human and physical features to a place of study, making connections between the feature and their purpose</p> <p>Identify seasonal and daily weather patterns in the UK . Apply these to indoor shopping centres and outdoor markets.</p> <p>To recognise the location of major shopping centres and markets in the local area.</p> <p>To compare and contrast the features of shopping centres.</p> <p>To compare and contrast a local market with a market in another part of the UK.</p>	<p>Use OS maps and their symbols</p> <p>Follow a route on larger scale maps using a greater range of directional knowledge.</p> <p>To use maps sites on internet (google)</p> <p>Use satellite images and aerial photographs to extend learning within topic</p> <p>To be able to understand how the physical and human features of the world have shaped what we know today.</p> <p>Identify seasonal and daily weather patterns in the UK . Apply these to the tourist season.</p> <p>Begin to recognise how and why people may seek to manage the beach environments.</p> <p>Begin to recognise the location of significant seaside resorts in the UK.</p>	<p>Use OS maps and their symbols</p> <p>Follow a route on larger scale maps using a greater range of directional knowledge.</p> <p>To use maps sites on internet (google)</p> <p>Use satellite images and aerial photographs to extend learning within topic</p> <p>To be able to understand how the physical and human features of the world have shaped what we know today.</p> <p>To recognise the main physical features of a beach.</p> <p>To recognise how and why people may seek to manage the beach environments.</p> <p>To recognise the location of significant seaside resorts in nearby local authorities.</p> <p>To compare and contrast these with</p>	<p>Begin to use four-figure grid references.</p> <p>Begin to know latitude and longitude.</p> <p>Recognise and use OS map symbols</p> <p>Use medium scale land range OS maps (approx. scale 1:25000/1:5000)</p> <p>Start to follow a short route on an OS map</p> <p>To be able to understand how the physical and human geography of the world are affected by settlements.</p> <p>To Identify the range of services available in the local area.</p> <p>To understand why the services are needed and who would need them.</p> <p>To recognise the location of</p>	<p>Begin to use six-figure grid references.</p> <p>To know and use latitude and longitude.</p> <p>Recognise and use OS map symbols and describe features shown on a OS map</p> <p>Follow a short route on an OS map independently</p> <p>To be able to understand how the physical and human geography of the world are affected by settlements and the need for recreational facilities.</p> <p>To Identify the range of recreational services available in the local area and throughout the UK.</p> <p>To understand why the services are needed and who would need them</p> <p>Investigate how decisions about places and</p>
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		<p>Investigate their surroundings</p> <p>Make observations about where things are e.g. around school and local area</p> <p>Express their own views about places and the local area.</p> <p>Draw simple features they observe in the local area</p> <p>They can answer questions about places, using maps, pictures, photographs and/or text they are given</p>	<p>Begin to collect and record evidence with modelled support</p> <p>Use simple fieldwork and observational skills to study local parks.</p> <p>They can choose useful information from the maps, pictures and texts they are given when answering geography questions.</p>	<p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry by comparing places within their study</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps</p> <p>Draw a sketch of a simple feature from an observation or photo</p>	<p>Begin to recognise the location of significant seaside resorts in other countries.</p> <p>To compare and contrast these with the UK.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry about the wider world using secondary sources to support them</p> <p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location</p> <p>Begin to use a variety of sources of evidence to express views about the school</p>	<p>beaches in South Tyneside</p> <p>To recognise the location of significant seaside resorts in other countries.</p> <p>To compare and contrast these with the UK.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry about the wider world using secondary sources to support them</p> <p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location</p> <p>Begin to use a variety of sources of evidence to express</p>	<p>significant services in the local area.</p> <p>To compare and contrast the range of services in different locations of the UK. (For example comparing health facilities in the town compared to the country.)</p> <p>To compare and contrast public services with other countries</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry about the wider world using comparison skills to draw to a conclusion. (For example how does the NHS compare to other countries?)</p> <p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g.</p>	<p>environments affect the future quality of people's lives. Recognise how people can improve an environment or destroy it. (For example ;Case study of reclaimed colliery sites to wildlife sanctuaries and recreational parks)</p> <p>To recognise the location of significant recreational services in the local area.</p> <p>To know the location of National Parks.(Lake District, Northumberland, Yorkshire Dales)</p> <p>To compare and contrast the range of services in different locations of the UK. (For example comparing sporting facilities in the town compared to the country.)</p> <p>To compare and contrast UK National Parks with other countries. (For example National State parks in the USA.)</p>
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					<p>Begin to use recordings for their investigation</p>	<p>views about the school</p> <p>Begin to use recordings for their investigation</p>	<p>compare historical maps of varying scales, temperature of various locations, influence on people everyday life</p> <p>Use a variety of sources of evidence to express views about the local area</p>	<p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry about their place of study by using secondary sources, comparing skills, the purpose of land use and how they have all changed over time in order for places to stay connected.</p> <p>Collect and record evidence in their preferred way</p> <p>Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it</p>
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## Scheme of Work - Geography

<b>Summer Term</b>	<b>To enable pupils to have an insight into the management of a range of natural resources and environments; and the jobs that are connected to them.</b>							
<b>Phase 2</b>						<b>Phase 3</b>		
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	
<b>What food do we get from farms?</b>	<b>What food do we get from the sea?</b>	<b>What do UK woods and forests provide?</b>	<b>What do rainforests provide?</b>	<b>How do we use our rivers? Focus on the Tyne and Wear.</b>	<b>What is it like to live in a desert?</b>	<b>How does the National Trust manage our coasts?</b>	<b>How does Northumbrian Water manage our water?</b>	
<b>Generic PFA Links</b>	<p>To learn about where resources come from and the links between communities.                      To learn how to manage these resources responsibly.                      To learn about the jobs that are involved around these resources.                      To become aware of the positive impact of these resources on their physical and mental health.</p>							
<b>Planned PFA Links</b>	<p>Visit from local farmers to discuss the jobs associated with local farming. What makes them decide on which things to farm? Explore the role of farm shops and markets. Investigate how farm produce is distributed to</p>	<p>Visit from local fishermen to discuss the jobs associated with the fishing industry. What makes them decide on what they should fish. Ask questions such as: "Has the industry changed?" "What happens if the fish start to run out?"</p>	<p>Look at the work of Forestry commission England and how they manage the forests. What jobs are involved: managing the trees, logging, education, cafes, tourism and other service jobs.</p>	<p>Build upon PFA links from previous year. Invite local and national environmental groups. Investigate opportunities to work in such organisations. (paid or as a volunteer.)</p>	<p>Investigate jobs associated with rivers: Port of Tyne authority, Environment agency Fish quay, Ship building, Recreational opportunities:</p>	<p>Invite representatives from Northumbria water to discuss how we can conserve our water.</p>	<p>Look at the work of the National Trust wardens at Souter Lighthouse and the Leas. Explore the range of jobs. Discuss qualifications and experience that is needed. Learn about the role of volunteers at the National Trust, and other similar</p>	<p>Look at the work of Northumbrian water. Investigate the range of jobs within the organisation. Look at the skills and personal qualities that they look for in all employees..</p>

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	shops. What jobs are involved?	Investigate how the fish is sold and distributed. What jobs are involved? Learn about the role of the coast guard and RNLI.	Investigate job opportunities for woodwork. Look at the work of Groundwork who manage the West Boldon Centre. Discuss the opportunities they have for people to volunteer at their centre. (Volunteer Education Assistants and site maintenance)				organisations. Talk to a member of the coast guard and RNLI. Explore the opportunities for voluntary work	
<b>Planned Cultural Capital Opportunities</b>	Visit to a farm. (Hall Hill farm) Visit a farm shop. Visit a farmers market. (Take their own produce to sell)	Visit to Fish Quay. Visit to Blue reef aquarium. Visit to fishmongers. (Latimers at Seaburn) Visit to Colmans Fish and Chip restaurant. (UK winner) Sandcastle challenge	Visit to West Boldon Lodge. Visit to local forests - Kielder, Gibside, Hamsterley or Chopwell. Complete the Gruffalo orienteering challenge at Hamsterley forest.	Visit Sunderland Museum and Winter Garden for Rainforest Explorer session.  Observe a children's organised environment protest.	Visit Port of Tyne Authority to learn about the River Tyne and how goods are imported and exported around the world.  Use the pedestrian tunnel to travel under the River Tyne. Explore different banks of the River Tyne <b>Summer residential. One night on school grounds.</b>	Visit Marsden beach to see geological evidence that the area used to be desert over 150 million years ago.	Series of visits to Souter Lighthouse looking at different aspects of the role of the National Trust. Coastal management, Education (Rock pooling.) Preservation. Wildlife conservation. Tourism. <b>Summer residential. One night at Souter Lighthouse grounds.</b>	Visit Kielder reservoir. Visit a water treatment plant Attend Northumbrian Water Innovation Festival  <b>Summer residential. Two nights at Lake District. (Thurston)</b>
<b>Planned Reading Opportunities FF = Fast Forward</b>	Atlas maps Information texts. Food labels and packaging. Snail Farms. FF Food from Around the World. FF	Atlas maps Information texts. Surfing FF Great Barrier Reef. FF Saving Coral Reefs. FF	Atlas Maps Information texts James and the Giant Peach by Roald Dahl The magic and mystery of trees by Jen Green	Atlas maps Information texts. Horrible Geography - Booming rainforests Orangutanka: A Story in Poems by	Atlas maps Information texts. Once Upon a Raindrop: The Story of Water by James Carter The Water Cycle FF Water World FF	Atlas maps Information texts. Desert Animals and Plants for Kids: Habitat Facts, Photos and Fun Why Oh Why Are Deserts Dry?	Atlas maps Information texts. Dinosaur Scientists FF Surfing FF Great Barrier Reef. FF	Atlas maps Information texts. The Water Cycle FF Water World FF Wet and Dry FF Fish FF Animal Habitats FF

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		Animal Habitats. FF	Animals of Farthing Wood by Colin Dann The children's forest by Anna Richardson The Gruffalo by Julia Donaldson Animal Habitats. FF	MS Margarita Engle The Rainforest Grew All Around by Susan.K Mitchell Rainforests FF Life in the Amazon Jungle FF Animal Habitats FF World Heritage FF Global Warming FF	Wet and Dry FF Fish FF Animal Habitats FF Global Warming FF	All About Deserts by Tish Rabe Wet and Dry FF Animal Habitats FF Global Warming FF	Saving Coral Reefs. FF Animal Habitats. FF Reduce, Reuse, Recycle. FF	Global Warming FF Surfing FF Great Barrier Reef. FF Saving Coral Reefs. FF Animal Habitats. FF Reduce, Reuse, Recycle. FF
<b>Planned Key Vocabulary (subject specific)</b>	North, East, South, West, maps /plan / symbol/ atlas near/far/ left/right/ aerial photograph sketch map locate key/North East/North East/South East/South West/4 figure grid reference/ OS map/ scale /large scale map/medium scale map/satellite/primary sources/secondary sources/evidence/OS map symbols navigate/6 figure grid reference investigate/ fieldwork/collect/record/ observe/analyse/draw conclusions/ compare/ sources/evidence/influences, land use/patterns/ explain, human, physical, environment, location, positive, negative, develop, pollution..							
<b>Planned Key Vocabulary (Topic specific)</b>	farm, farmer, fields, trees, hills, farming, animals, chickens, cows, sheep, market, milk, cheese, eggs, shops, transport, buy, sell, village, town, country	coast, coastal, beach, sand, pebbles, rocks, cliffs, environment, rockpools, tourism, holidays, quay, quayside, trawler, marine, fishing -nets, sustainability.	Kielder, Gibside, Hamsterley, Chopwell Shelter, Plants, seeds, bulb, leaf, stem, petal, pollen, leaves, flowers, fern, nettles, Berries, Woodland, woods, forest, clearing, Trees, native, introduced, wildlife, Habitat, River, steam, brook, pond, Seasons, Autumn, Winter, Spring, Summer	South America, Brazil, woods, trees, forest rainforest, Amazon, canopy, biome, climate, habitats, tropical, farming, timber, logging, deforestation, adapted, settlements	flood plain, meanders, waterfall, valley, mouth, source, spring, stream, tributaries, delta, erosion, dam, reservoir, ferry, port, harbour, dock, boats, ships, building, trade, pollution, leisure, industry, fish, cruise, Tyne, Wear	Desert, Climate, Weather, Habitat, Dry, Arid, Sahara, Hot, Erosion, Sand dunes, Salt flats, Arches, Canyons, Adapt, Nomad, Nomadic, Oil, Desertification	coast, coastal, beach, sand, pebbles, rocks, cliffs, erosion, arches, caves, stacks, environment, rockpools, tourism, National Trust, Souter, Whitburn coastal park, pollution, marine, sea, ocean	Northumbrian Water, water rates, water meter, sinks, taps, toilets, drains, sewers, waste, pollution, water cycle, canal, sea ocean, river, lake, reservoir, dam, hydropower, Kielder reservoir, condensation, evaporation, rain, precipitation,

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<p>To be able to contribute to making a whole class map of a farm based on a shared experience..</p> <p>To know about similarities and differences in relation to places, objects, materials and living things on a farm.</p> <p>To understand the difference between pet animals and farm animals</p> <p>To explore what farms are and why they are important.</p> <p>Begin to identify seasonal and daily weather patterns and how this affects farming.</p> <p>To investigate farm animals on the school grounds.</p> <p>To know what produce is grown in the school grounds.</p> <p>To visit and know the location of the</p>	<p>To be able to make and read a simple plan. (For example a plan for a restaurant.)</p> <p>To be able to read and understand a simple map to find seaside locations.</p> <p>To be able to understand what is meant by human and physical features. Linked to the coast.</p> <p>Recognise human and physical features by the coast</p> <p>Recognise how places have become the way they are and how they continue to change . (Fish quay, Fish and chip shops)</p> <p>Identify and describe what places are like.</p> <p>Identify seasonal and daily weather patterns in the UK in relation to fishing.</p> <p>Identify and describe where the</p>	<p>To be able to read a simple map of a local wood/forest and identify its features.</p> <p>To be able to follow a map of a local wood/forest</p> <p>To use a map to locate forests in the UK.</p> <p>Understand symbols on real maps and its key.</p> <p>Use an Infant atlas to locate places in Europe.</p> <p>Have experience of aerial photographs and try to identify known places</p> <p>To be able to understand and compare the human and physical features of the woods/forest environments</p> <p>Identify seasonal and daily weather patterns in the UK . Apply these to how woods/forests are used by people during the different seasons.</p>	<p>To be able to read a large scale map of South America and identify a range of features.</p> <p>Begin to use letter number coordinates to locate features on a map.</p> <p>Begin to have experience of OS maps and their symbols</p> <p>Use an infant atlas to locate places. Begin to use contents and index.</p> <p>Begin to use maps sites on internet (google)</p> <p>Have experience of aerial photographs and identify known places</p> <p>To be able to understand and apply their knowledge of human and physical features of the Amazon rainforest making connections between the feature and their purpose</p>	<p>To be able to read a variety of maps (Large and medium scales) of the local area. and identify a range of features.</p> <p>To identify, locate and name significant rivers of the UK (specifically Tyne, Wear) on a map</p> <p>Use letter number coordinates to locate features on a map.</p> <p>Begin to use number grid references as coordinates to locate features on a map.</p> <p>Use a variety of atlases and maps, including OS to identify the world's major rivers and those in the UK (specifically Tyne and Wear).</p> <p>To use maps sites on internet (google)</p> <p>Use satellite images and aerial photographs to extend learning within topic</p>	<p>To identify, locate and name significant deserts of the world on a map</p> <p>Use letter number coordinates to locate deserts on a map.</p> <p>Begin to use number grid references as coordinates to locate deserts on a map.</p> <p>Use a variety of atlases and maps, including OS to identify the world's major deserts.</p> <p>To use maps sites on internet (google)</p> <p>Use satellite images and aerial photographs to extend learning within topic</p> <p>To describe and understand key aspects of physical geography, including: climate zones and biomes.</p> <p>To describe and understand the climate and weather of deserts.</p>	<p>To be able to read a variety of maps (Large, medium and small scales) of the local area. and identify a range of features.</p> <p>To identify, locate and name coastal regions of the UK on a map</p> <p>Use number grid references as coordinates to locate features on a map.</p> <p>Begin to use four-figure grid references.</p> <p>Use a junior atlas and globes to find out about other features and information about places Use the contents and index confidently.</p> <p>Begin to use primary and secondary sources of information for evidence</p> <p>Use satellite images and aerial photographs to extend learning within the topic.</p>	<p>To be able to read a variety of maps (Large, medium and small scales) of the local area. and identify a range of features.related to water. (Rivers, lakes, seas, oceans,) To understand the use of keys to explain main topographical features. (sea levels.)</p> <p>To be able to read a range of maps(Different scales) to locate information. Including OS maps.</p> <p>Use a range of atlases and globes to find out about other features and information about places e.g seas, oceans, rivers, lakes, water usage, effects of global warming, sea levels,and weather patterns Use the contents and index confidently.</p> <p>To use primary and secondary sources of information for evidence</p>
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<p>following places: school garden, Green house, vegetable garden, chicken hut, school cafe.</p> <p>To be able to say the names and location of places where they can buy food.</p> <p>To use the appropriate geographical vocabulary linked to the topic.</p> <p>To explore their surroundings and discuss what they can see.</p> <p>Express their own views about farms and farm food.</p>	<p>fish quay is. Identify and know the location of fish and chip shops.</p> <p>Identify and know where you can buy fish and other sea food.</p> <p>Make simple comparisons between different places where you can buy fish and seafood. ( For example, a fish quay, market, shop, and cooked from a takeaway or restaurant.)</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. around school and local area</p> <p>Express their own views about places and the local area.</p> <p>Draw simple features they observe in the local area</p>	<p>To be able to understand the purpose of a man-made forest.</p> <p>To be able to compare the features of a natural and a man-made forest.</p> <p>To understand how and why people may seek to manage environments sustainably.</p> <p>Identify and know the location of local woods/forests.</p> <p>Make comparisons between features of different woods/forests in the UK.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry regarding local woods/forests.</p> <p>Begin to collect and record evidence with modelled support</p>	<p>Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Begin to identify climate zones and biomes. Focus on rainforests and compare them with UK.</p> <p>To understand how and why people may seek to manage environments sustainably and the negative effects if they don't. (Deforestation and Global warming.)</p> <p>To find out about the people and settlements of the rainforest.</p> <p>To explore why the rainforest is under threat and the measures taken to protect it.</p> <p>Identify and know the location of rainforests across the world.</p>	<p>To be able to understand how the physical and human features of the world have shaped what we know today.</p> <p>To identify the main features of a river.</p> <p>To understand the water cycle and the role of rivers.</p> <p>To explore how people use rivers for recreational use (Royal Quays marina, Sunderland marina, SS boat club, Tynemouth yacht club).</p> <p>To find out about jobs that are located on our rivers.</p> <p>To find out why industries need and use rivers.</p> <p>To identify how the river provides transport (Nissan car carriers, Tyne</p>	<p>To describe and understand the different types of desert formations.</p> <p>To describe and understand how deserts are used by humans.</p> <p>To understand the causes and effects of desertification.</p> <p>To describe and understand how humans have adapted to live in the desert.</p> <p>To describe and understand how animals and plants have adapted to live in the desert.</p> <p>Identify and know the location of deserts across the world.</p> <p>To compare and contrast different deserts.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry about the</p>	<p>To be able to understand how the physical and human geography of the world are affected by settlements.</p> <p>To find out what coasts are and how they are formed.</p> <p>To find out about the physical features of coasts and the processes of erosion that affect them.</p> <p>To be able to identify different types of beaches.</p> <p>To learn about the role of the National Trust in managing the coastline in South Tyneside.</p> <p>To explore different strategies of coastal management.</p> <p>To explore how people use the</p>	<p><b>Use satellite images and aerial photographs to extend learning within topic.</b></p> <p>Investigate how decisions about places and environments affect the future quality of people's lives. Recognise how people can improve an environment or destroy it.</p> <p>To learn about distribution of natural resources including energy.</p> <p>To understand the role of Northumbria Water in managing our water supply.</p> <p>Describe and understand key aspects of the water cycle in the context of learning about the water treatment process.</p> <p>To explain the causes and effects of flooding.</p>
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# Scheme of Work - Geography

		<p>They can answer questions about places, using maps, pictures, photographs and/or text they are given</p>	<p>Use simple fieldwork and observational skills to study local woods/forests.</p> <p>They can choose useful information from the maps, pictures and texts they are given when answering geography questions.</p>	<p>Make comparisons between features of different woods/forests in the UK and the Amazon rainforest.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry by comparing places within their study</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps</p>	<p>Tunnel, pedestrian tunnel)</p> <p>To find out about the causes of river pollution and the effect it has on the environment.</p> <p>To recognise the location of significant rivers in the UK (Tyne and Wear).</p> <p>To compare and contrast the River Tyne with another significant river in the UK.</p> <p>To recognise the location of significant rivers in other countries. (For example: Nile, Amazon, Yangtze)</p> <p>To compare and contrast these with river use in the UK.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry about the wider world using</p>	<p>wider world using secondary sources to support them</p> <p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location</p> <p>Begin to use a variety of sources of evidence to express views about an issue.</p>	<p>coast for recreational use.</p> <p>To learn how changes in land use will affect people and the environment in different ways.(Study of Marsden Colliery and the creation of Whitburn coastal park.)</p> <p>To find out about jobs that are linked to a coastal settlement.</p> <p>To identify and describe other locations that the National Trust manages.</p> <p>To identify and describe key physical features of coastal locations. (See vocabulary)</p> <p>Compare and contrast the role of other organisations in managing the coastal/marine</p>	<p>To explore why we need water and how we use it.</p> <p>To compare the difference in water availability and usage in the UK and a contrasting country, such as Zambia.</p> <p>To explore how water can be used for power to contribute to a sustainable future.</p> <p>To identify and describe the location of significant bodies of waters. North Sea, Kielder reservoir, River Tyne and explain how they are connected in relation to the water cycle.</p> <p>To identify and describe the different climate zones and the role of water in the ecosystem.</p> <p>To compare and contrast the role of other organisations in managing natural resources.</p>
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## Scheme of Work - Geography

					<p>secondary sources to support them</p> <p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location</p> <p>Begin to use a variety of sources of evidence to express views about an issue.</p> <p>Begin to use recordings for their investigation.</p>	<p>environment. (Local, national and International)</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry about the wider world using comparison skills to draw to a conclusion. (For example: How do the UK beaches compare to other countries?)</p> <p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life</p> <p>Use a variety of sources of evidence to express views</p>	<p>To compare and contrast locations in the world which are water scarce and those which are not.</p> <p>To use geographical terms and words.(Linked to their work. See vocabulary list)</p> <p>To be able to investigate their line of enquiry about their place of study by using secondary sources, comparing skills, the purpose of water use and how they have all changed over time in order for places to stay connected.</p> <p>Collect and record evidence in their preferred way</p> <p>Analyse evidence and draw conclusions e.g. field work, data on water use, comparing water use data, look at patterns and explain reasons behind it</p> <p>Use a variety of sources of evidence to express views about water usage.</p> <p>To be able to identify, name and</p>
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# Scheme of Work - Geography



							about the local area	describe areas of water on a map / globe.
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