



Geography

Scheme of Work

At The Orchard we want the children to master skills and gain a deep, secure understanding of their knowledge across the curriculum. We want the children to be motivated to learn, to be able to reason and use and apply their learning. We will provide a language rich curriculum and high-quality teaching for mastery supported by thorough planning and assessment to build on prior knowledge.

Aims for Early Years

Understanding the World

The children will describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. They will explain similarities and differences between life in this country and life in other countries. They will know some similarities and differences between the natural world and contrasting environments, drawing on their own experiences. They will be able to describe processes and changes in the natural world, including the seasons.

Aims for end of Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

	EYFS	Year 1	Year 2
Locational knowledge Skills and "sticky" knowledge	<p>Culture/Countries Week: Learning about where our families are from in the world and learning about the different cultures. Investigating and exploring maps. Creating maps for a treasure hunt of places we know. Compare life in this country and life in other countries Maps of places we know (e.g. home and school)</p>	<p>Our local area: East Molesey, Hampton Court, The River Thames Maps-use a local street map, and aerial photographs of the local area to identify landmarks and basic human and physical features. Use simple map symbols and understand more about the locality and how maps work.</p>	<p>Where in the world do I live? Use aerial photographs to recognise landmarks and basic human and physical features of East Molesey and London. Compare the two from maps and aerial photographs, identifying similarities and differences. Draw simple maps of East Molesey and London, using symbols and a key.</p>

	<p>Discussing the difference between living in different communities and locations</p> <p>Locating where our families come from and identify this on a map</p> <p>Study pictures of the localities in the present</p> <p>Form opinions on the differences between where we live and other children live in the world</p> <p>Ask questions about different countries</p>	<p>Create simple maps and plans of the classroom and East Molesey using symbols and a key.</p> <p>Talk about postcodes and explain how they are used for a small area. Know their own address and the school's address.</p> <p>What are the names of, and, where are the four cities of the United Kingdom?</p> <p>Locate East Molesey on a map of the UK and identify characteristics of our locality</p> <p>Use maps and globes to locate the UK</p> <p>Be able to identify the four countries and label the capital cities</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size</p>	<p>London - locational knowledge, identify London on a map of the UK, a world map and a globe.</p> <p>Name the four countries of the United Kingdom and their capital cities Why do we have cities?</p> <p>Identify some of the other largest cities in the UK, find these on maps of the UK. Use compass references NSEW to locate them in relation to each other.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use maps and globes to locate the UK and surrounding seas in relation to Europe</p> <p>Locate the continents, oceans and seas on a paper map</p> <p>Use simple compass directions (North, South, East and West) to describe features on a map</p>
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Resources /visitors/ trips	Globes Maps Videos Story's Trips into the local area Visitors from different countries (e.g. parents) Cultural artefacts and items Photos from different countries/holidays	Globes Maps Atlases Photographs and aerial photographs Trips into the local area to compare changes over time Link to schools across the globe Visitors from different countries (e.g. parents) Cultural artefacts and items	Globes Maps Atlases Photographs and aerial photographs Post cards from around the world Visitors from different countries (e.g. parents) Cultural artefacts and items 'Katie in London'- James Mayhew
Recording	Photographs Fact writing Painting Discussions Class teacher observations of children using the skills and knowledge they have learnt	Labelling on maps Create a large-scale map Photographs of children labelling large scale map	Labelling on maps Photographs Large scale maps Cross curricular writing
Key questions	What is different about where we live compared to...? What do you notice about your area? What is your favourite part of your local area?	What is it like to live in...? How does it differ to where I live? How is the weather different? How are the lifestyles different?	Which continent would you want to live on? Why? What makes a continent a continent? How have continents changed over time? Why?
Books	'Ways into Geography: Our Local Area' 'Journey'- Arron Becker	Books linking to country of interest, this changes yearly.	'Katie in London'- James Mayhew 'A Walk in London'- Salvatore Rubbino
Key Vocabulary		City map globe England London Wales Cardiff Scotland Edinburgh Northern Ireland Belfast River Thames	Pacific Atlantic Indian Southern Arctic continent ocean seas

	EYFS	Year 1	Year 2
<p>Place knowledge</p> <p>Skills and “sticky” knowledge</p>	<p>Where we live:</p> <ul style="list-style-type: none"> -Talk about what country we live in -Discuss which countries we live near and which countries we live far away from -Share experiences of trips and holidays we have been on and where these were, what was the climate like? <p>Know and apply geographical vocabulary (see Geography Vocabulary sheet)</p> <p>Encourage children to form and express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment</p> <p>Children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p>	<p>Identify the human and physical features of East Molesey and compare to a rural location in the UK.</p> <p>Investigate locations in the UK using maps and globes (East Molesey)</p> <p>Explore human and physical comparisons between rural UK locations and the area of our school and making comparisons to country of interest</p> <p>Use simple fieldwork and observational skills</p> <p>Form opinions on the human and physical geography of the United Kingdom</p>	<p>India:</p> <p>Identify similarities and difference, studying human and physical geography (contrast with the UK)</p> <p>Investigate location in India and UK using map and globes</p> <p>Study different animals/sea life of Indian wildlife</p> <p>Explore human and physical features of locations in India</p> <p>Compare aerial photographs of London to India</p> <p>Form opinions on the human and physical geography of the United Kingdom in comparison to India.</p>

Resources/ visitors/trips	Walk in nature garden Walk in the local area looking at building sites producing new buildings and old land marks Visitors of varying generations to discuss how the area has changed Photographs of the local area in different time periods (Digimaps) Look at map of the school	Walk in the local area Maps Videos and photographs of different locations Research projects on human and physical UK features	Maps Videos and photographs of different locations
Recording	Children taking photographs Teacher recording quotes from children Messy maps Recreating human and physical geography they have seen in EAD Writing postcards to differing locations asking questions	Messy maps of our area Plotting on aerial photographs Creating own map Taking photos of our area Presentations	Aerial photographs used to plot landmarks and human & physical features Devise a simple map with a key Fact books Photographs taken on walk Writing comparisons noticed between the differing locations
Key questions	Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"	Looking at photographs of rural and built-up areas ask questions such as: What do you notice is different about these locations? What do you notice is similar between these locations?	What differences do you notice between ... and ...? What similarities do you notice between ... and ...? What makes a city a city? Why do we have cities?
Books	'Journey' by Arron Becker 'Tabari Jumps' by Gaia Cornwall	'Here We Are' by Oliver Jeffers	
Key Vocabulary		city, town, village, factory, farm, house, office, and shop	coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

	EYFS	Year 1	Year 2
<p>Human and physical geography</p> <p>Skills and “sticky” knowledge</p>	<p>Weather and Seasons: Talk about the features of their own immediate environment and how environments might vary from one another. Know the names of the seasons. Talk about the different weather we experience in different seasons. Talk about the effect of the weather in different seasons.</p> <p>Ask questions about our weather</p> <p>Record as a class the pattern of weather</p> <p>Form opinions on the different seasons; which is our favourite and why</p> <p>Form opinions on the changes of weather over the day</p>	<p>Changing seasons: Asking and answering questions.</p> <p>Observe changes across the four seasons</p> <p>Name the four seasons in order</p> <p>Observe and describe weather associated with the seasons</p> <p>Observe and describe how day length varies</p> <p>Why don't we need to wear so many clothes in summer?</p> <p>Why are there so many leaves on the ground in autumn? What impact does the weather have?</p>	<p>London: Where is London on a map?</p> <p>Why do we have cities?</p> <p>London landmarks: human/physical features including Thames</p> <p>Similarities and differences between London and East Molesey.</p> <p>London landmarks: human/physical features including Thames</p> <p>What causes it to rain more in England than in other parts of the world?</p> <p>Understanding Geographical similarities and differences, studying human and physical geography (focus on UK and contrast with India)</p> <p>Know the main differences in human and physical features between a</p>

		<p>Can they talk about weather variation in different parts of the world?</p> <p>Identifying and classifying.</p> <p>Gathering and recording data.</p> <p>Hot and cold places- Physical Geography To explain different features of a hot and cold places To locate different places in the world in relation to the equator. To know about the people who live in hot and cold places? Ask questions about the weather in differing locations</p> <p>Record patterns in our daily weather over a day/week</p> <p>Form opinions on the daily changes to our weather</p> <p>Form opinions on the changes of weather over time (climate change)</p>	<p>place in England and that of a small place in a non-European</p> <p>Ask questions about the weather in differing locations</p> <p>Form opinions on the difference in human and physical geography of hot and cold areas of the world</p> <p>Locate the equator on maps and globes</p> <p>Comparing the human and physical features of London and India.</p>
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Resources/ visitors/ trips	Watching weather forecasts Postcards from different countries Watch weather forecasts from different locations around the world Link to Science Week Maps showing weather		
Recording	Classroom 'What is the weather today' calendar Photographs Videos of children doing	Simple graphs News reports Recorded weather reports Photographs	
Key questions	What season are we currently in? How do we know this? What is the next season? Which season has the most rain/snow/wind/sun? If you went on a trip to ... what would you need to pack?	What is climate change? What impact does climate change have on our weather? What countries have more/ less rain than England?	What causes it to rain more in England than in other parts of the world? How do our seasons differ from the seasons in India?
Books	<i>Tree</i> by Patricia Hegarty	<i>Seasons</i> by Hannah Pang	

Key Vocabulary	season spring summer autumn winter	season spring summer autumn winter months weather hot cold equator north and south poles	Physical features-beach cliff coast forest hill mountain sea ocean river soil valley vegetation Human features-city town village
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