



Broadmayne First School Geography Scheme of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term 1	Summer Term 2
YR	<p>Our school grounds Autumn - changes outside Car mat & small world</p> <p>Going on a Bear Hunt: in the woods, in the hall, small world</p>	<p>Look at the globe to see where Santa has to fly!</p> <p>Winter - changes outside</p> <p>Links to RE - finding India and UK on Google maps - festival of Diwali</p>	<p>Villages and towns Winter - changes outside</p> <p>Finding the poles on the globe (Google Earth) (frozen topic), looking at photos of the coldest parts of the world.</p> <p>Links to RE - Chinese New Year - find China and UK on the map British New Year - where is Scotland? Physical features of Scotland.</p>	<p>Spring - changes outside</p> <p>Links to RE - finding India and UK on a map - festival of Holi</p> <p>Links to RE - finding Iran and UK on Google maps - festival of Nowruz/Persian New Year</p> <p>Small worlds: for dinosaurs, featuring volcanoes, swamp/ body of water.</p>	<p>Holidays Directions/ routes Continuing with the school grounds aspects of contrasting areas- why creatures (birds/ minibeasts) choose to live in the different areas.</p> <p>Natural Art in the Woods using objects found on the way to and within the woods.</p> <p>Potential trip to the Wash Ponds</p>	<p>Summer - where are the best places in our grounds to keep cool?</p> <p>Song "I Turn on the Tap!" Where do we get water from? How about people in other countries? Read "The Water Princess" by Georgie Badiel</p> <p> Water Walk ...</p>
<p><u>People, Culture and Communities</u> To name the 4 countries of the UK Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>The Natural World</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons.</p>						
Y1		<p>Maps / Local area</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical</p>		<p>Weather and seasons To name the 4 countries of the UK .</p> <p>To identify seasonal and daily weather</p>	<p>Brilliant Broadmayne</p> <p>To begin to locate local towns on a simple map including Dorchester, Weymouth and the Island of Portland.</p> <p>To describe the</p>	<p>Amazing Africa (Zambia) To understand geographical similarities and differences through studying the human and physical</p>



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		<p>features of its surrounding environment (school grounds)</p> <p>To begin to know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>		<p>patterns in the United Kingdom.</p>	<p>location of features and routes on maps using locational and directional language.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Broadmayne.</p> <p>To 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 Broadmayne.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features (in the UK) Looking at Broadmayne and surrounding area.</p> <p>To name the 4 countries of the UK-revisit</p>	<p>geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Mugaremeno Village</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (to include Africa, Zambia, UK, Antarctica and countries of significance to the class).</p>
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<p>Y2</p>	<p>Magical Mapping</p> <p>How do we know where we are going?</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>To devise a simple map; and use and construct basic symbols in a key</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right)</p> <p>To describe the location of features and routes on a map</p>	<p>Magical Mapping</p> <p>To locate local towns on a simple map including Dorchester, Weymouth and the Island of Portland.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Introduction)</p>	<p>Great Fire of London</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Nepal Topic</p> <p>To name and locate the world's seven continents and five oceans</p> <p>To 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 Focus on London/ Kathmandu</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and North and South poles Including Nepal, Zambia, Antarctica, Arctic, UK</p>	<p>Seaside Holidays</p> <p>To identify and record information about daily weather patterns in the UK</p> <p>To use the 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 (Weymouth Study)</p>	<p>Habitats</p> <p>To use the 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</p> <p>To devise a simple map; and use and construct basic symbols in a key (map of playground. School areas, where they live, map of an imaginary place incorporating necessary facilities etc)</p>
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<p>Y3</p>	<p>Dorset/United Kingdom European Geography</p> <p>What do you know about Dorset? How could we describe different places in Dorset?</p> <p>To 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</p> <p>To Understand geographical similarities and differences through studying the human and</p>			<p>Climate Zones Physical geography: including: climate zones, biomes and vegetation belts,</p> <p>How does climate change around the world? What is the difference between weather and climate?</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>To describe features studied using geographical vocabulary - Understand geographical similarities and differences of human and physical characteristics (<i>in different climate areas around the world</i>)</p>		<p>Physical geography, Volcanoes and Earthquakes</p> <p>What is a volcano?</p> <p>Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns - Describe and understand key aspects of physical geography including volcanoes and earthquakes. (Volcanoes) - Use maps, atlases, globes and digital/computer mapping to locate countries - Describe features studied using geographical vocabulary</p> <p>Understand geographical similarities and differences</p>
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	<p>physical geography of a region in the United Kingdom</p> <ul style="list-style-type: none"> - Understand how land use changes over time. - Use maps, atlases, globes and digital/computer mapping to locate countries - Learn the eight points of a compass, 					<p>through studying the human and physical geography of a region in the United Kingdom, a region in a European Country (Italy)</p> <p><u>New focus.</u> (Cornwall has been called 'Little Italy - Compare Italy to Cornwall)</p>
<p>Y4</p>	<p>Rivers</p> <p>What is a river? How are rivers formed? What shape does a river make when it travels? Where are the world's longest rivers? Why do humans settle near rivers? What effect does flooding have on humans? How do humans affect rivers?</p>		<p>North America: Where is North America and what is it like?</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and</p>	<p>Let's Count Census work</p> <ul style="list-style-type: none"> - Traffic sampling - Land use 	<p>South America: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	



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<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, the water cycle</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technologies.</p> <p>To use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the UK and the wider world</p>		<p>Capricorn, Artic Circle and Antarctic Circle, Greenwich Meridian and timezones.</p> <p>To locate the world's countries and continents (including Europe, Russia, N and S America), using maps concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p>		<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, the water cycle</p> <p>To describe and understand types of settlements and their characteristics: villages, towns, cities.</p> <p>To understand land use, economic activity in modern Britain. Including trade links, distribution of natural resources eg)energy, food, minerals and water. Focus on Brazil's exports.</p>	
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