Thomas Gray Primary Geography Scheme of Work (Key Learning) Years 3/4

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| Year 3/4 Cycle 2 | | | | |
|  | Topic 1 | | Topic 2 | Topic 3 |
|  | Volcanos &  Earthquakes  (Rock and Roll) | Recycling  (The Great Plague) | | Rivers  (Water Water Everywhere) |
| Location and Place knowledge | * Locate the world’s countries. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. | * Name and locate counties and cities of the United Kingdom *(relevant to your location and to this theme).* | | * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America. * Name and locate counties and cities of the United Kingdom. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. |
| Human and Physical Geography | * Describe and understand key aspects of: * physical geography including volcanoes and earthquakes. * human geography including types of settlement and land use. | * Describe and understand key aspects of **human** geography including types of land use. | | * Describe and understand key aspects of: * **physical** geography, including rivers and the water cycle. * **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 *(focusing on those aspects relating to rivers).* |
| Mapping | * Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. * Use maps at more than one scale. * Recognise patterns on maps and begin to explain what they show. * Use the index and contents page of atlases. * Link features on maps to photos and aerial views. | * Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. * Use a wider range of maps (including digital), and atlases to locate features studied. * Use maps and diagrams from a range of publications *e.g. recycling/waste site maps and plans from the local Council website.* * Use maps at more than one scale. * Recognise that larger scale maps cover less area. * Recognise patterns on maps and begin to explain what they show. * Use 4 figure coordinates to locate features on maps. * Use plan views. * Recognise some standard OS symbols.   Link features on maps to photos and aerial views | | * Use a wider range of maps (including digital), atlases and globes to locate features studied. * Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. * Use maps at more than one scale. * Recognise patterns on maps and begin to explain what they show. * Use the index and contents page of atlases. * Label maps with titles to show their purpose. * Recognise that contours show height and slope. * Use four figure coordinates to locate features on maps. * Create maps of small areas with features in the correct place. * Recognise some standard OS symbols. * Link features on maps to photos and aerial views. * Use a scale bar to calculate some distances. |
| Fieldwork | * Use the eight points of a compass. * Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. * Make links between features observed in the environment to those on maps and aerial photos. | * Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices. | | * Use the eight points of a compass. * Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. * Make links between features observed in the environment to those on maps and aerial photos. |
| Geographical  Enquiry and Investigation | * Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. | Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. | | * Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. * Make comparisons with their own lives and their own situation. * Show increasing empathy and describe similarities as well as differences. |
| Communication | * Identify and describe geographical features, processes (changes), and patterns. * Use geographical language relating to the physical and human processes detailed in the programmes of study. * Communicate geographical information through a range of methods including presentations. | * Identify and describe geographical features, processes (changes), and patterns. * Use geographical language relating to the physical and human processes. * Communicate geographical information through a range of methods including graphs and presentations. * Express opinions and personal views about what they like and don’t like about specific geographical features and situations. | | * Identify and describe geographical features, processes (changes), and patterns. * Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. * Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. * Express opinions and personal views about what they like and don’t like about specific geographical features and situations. |
| Technology/ICT | * Use the zoom facility on digital maps to locate places at different scales. * View a range of satellite images. * Use presentation/multimedia software to record and explain geographical features and processes. * Make use of geography in the news – online reports and websites. | * Add a range of text and annotations to digital maps to explain features and places. * View a range of satellite images. * Add photos to digital maps. * Use spreadsheets, tables and charts to collect and display geographical data.   Make use of geography in the news – online reports and websites. | | * Use the zoom facility on digital maps to locate places at different scales. * View a range of satellite images. * Use presentation/multimedia software to record and explain geographical features and processes. * Use spreadsheets, tables and charts to collect and display geographical data. * Make use of geography in the news – online reports and websites. |
| Year 3/4 Cycle 2 | | | | |
|  | Topic 1 | Topic 2 | | Topic 3 |
|  | Geography of UK  (A Kingdom United) | Local Geography (Liverpool)  (No Place Like Home) | | Other area of UK  Lake District or Chester  (What the Romans Did for Us) |
| Location and Place knowledge | * Name and locate counties and cities of the United Kingdom. | * Name and locate counties and cities of the United Kingdom. * A region of the United Kingdom. | | * Name and locate counties and cities of the United Kingdom. * A region of the United Kingdom. |
| Human and Physical Geography | Describe and understand key aspects of:   * **physical** geography, including: vegetation belts, rivers, mountains. * **human** geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. | * Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc. | | Describe and understand key aspects of:   * **physical** geography, including: vegetation belts, rivers, mountains. * **human** geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. |
| Mapping | * Use a wider range of maps (including digital), atlases and globes. * Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. * Use maps at more than one scale. * Recognise that larger scale maps cover less area. * Make and use simple route maps. * Recognise patterns on maps and begin to explain what they show. * Label maps with titles to show their purpose. * Recognise that contours show height and slope. * Use four figure coordinates to locate features on maps. * Recognise some standard OS symbols. * Link features on maps to photos and aerial views. * Use a scale bar to calculate some distances. | * Use a wider range of maps (including digital), atlases and globes. * Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. * Use maps at more than one scale. * Recognise that larger scale maps cover less area. * Make and use simple route maps. * Recognise patterns on maps and begin to explain what they show. * Label maps with titles to show their purpose. * Create maps of small areas with features in the correct place. * Use plan views. * Recognise some standard OS symbols. * Link features on maps to photos and aerial views. * Relate measurement on large scale maps to measurements outside. | | * Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. * Use maps at more than one scale. * Recognise that larger scale maps cover less area. * Make and use simple route maps. * Recognise patterns on maps and begin to explain what they show. * Use the index and contents page of atlases. * Label maps with titles to show their purpose. * Recognise that contours show height and slope. * Use four figure coordinates to locate features on maps. * Recognise some standard OS symbols. * Link features on maps to photos and aerial views. * Use a scale bar to calculate some distances. |
| Fieldwork |  | * Use the eight points of a compass. * Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. * Make links between features observed in the environment to those on maps and aerial photos. | | * Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. * Make links between features observed in the environment to those on maps and aerial photos. |
| Geographical  Enquiry and Investigation |  | * Ask more searching questions including, ‘how?’ and ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. | | * Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. * Make comparisons with their own lives and their own situation. * Show increasing empathy and describe similarities as well as differences. |
| Communication | * Identify and describe geographical features, processes (changes), and patterns. * Use geographical language relating to the physical and human processes. * Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. * Express opinions and personal views about what they like and don’t like about specific geographical features and situations. | * Identify and describe geographical features, processes (changes), and patterns. * Use geographical language relating to the physical and human processes. * Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. * Express opinions and personal views about what they like and don’t like about specific geographical features and situations. | | * Identify and describe geographical features, processes (changes), and patterns. * Use geographical language relating to the physical and human processes * Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. * Express opinions and personal views about what they like and don’t like about specific geographical features and situations. |
| Technology/ICT | * Use the zoom facility on digital maps to locate places at different scales. * Add a range of text and annotations to digital maps to explain features and places. * View a range of satellite images. * Add photos to digital maps. * Draw and follow routes on digital maps. * Use presentation/multimedia software to record and explain geographical features and processes. * Make use of geography in the news – online reports and websites. | * Use the zoom facility on digital maps to locate places at different scales. * Add a range of text and annotations to digital maps to explain features and places. * Add photos to digital maps. * Draw and follow routes on digital maps. | | * Use the zoom facility on digital maps to locate places at different scales. * Add a range of text and annotations to digital maps to explain features and places. * View a range of satellite images. * Add photos to digital maps. * Use presentation/multimedia software to record and explain geographical features and processes. * Make use of geography in the news – online reports and websites. |