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).*
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| 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.
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| Geographical Enquiry and Investigation | * Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes.
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* 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.
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* 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.

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| 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 UKLake District or Chester(What the Romans Did for Us) |
| Location and Place knowledge | * Name and locate counties and cities of the United Kingdom.
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* A region of the United Kingdom.
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 |
| 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.
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* 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.
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| Fieldwork |  | * Use the eight points of a compass.
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* Make comparisons with their own lives and their own situation.
* Show increasing empathy and describe similarities as well as differences.
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| 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.
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| 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.
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