



## Long Term Scheme of Work for Geography

**Curriculum Intent:** At Dashwood, our Geography curriculum inspires pupils curiosity and fascination about the world and its people, places, resources and environments that will remain with them for the rest of their lives.

**Whole School thread:** i) Understand the earth's key physical features and human process and how these have changed over time ii) Key similarities and differences between globally significant places iii) The impact humans have on the planet including our local environment

Year group	'Need to knows'	Skills	Key Vocabulary
N	<p><b><u>i) Understand the earth's key physical and human process and how these have changed over time</u></b></p> <p><b><u>ii) Key similarities and differences between different globally significant places</u></b></p> <p><b><u>iii) The impact humans have on the planet</u></b></p> <p>→ Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. <b>(ii)</b></p> <p>→ Can talk about some of the things they have observed such as plants, animals, natural and found objects. <b>(i)</b></p>	<p>→ I can comment and ask questions about where I live.</p> <p>→ I can comment and ask questions about the natural world.</p> <p>→ I can talk about my observations of the natural world.</p> <p>→ I can talk about how things happen and why things work.</p> <p>→ I can show care and concern for living things and the environment.</p>	<ul style="list-style-type: none"> <li>- Home / house</li> <li>- School</li> <li>- Plants</li> <li>- Animals</li> <li>- Nature</li> <li>- Living</li> </ul>

	<ul style="list-style-type: none"> <li>→ Talks about why things happen and how things work. <b>(i)</b></li> <li>→ Shows care and concern for living things and the environment. <b>(iii)</b></li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>→ Experience and appreciation of outside noises - <i>What can I hear outside?</i> eg: Forest school and listening walks. <b>(ii)</b></li> </ul>		
R	<p><b><u>i) Understand the earth's key physical and human process and how these have changed over time</u></b></p> <p><b><u>ii) Key similarities and differences between different globally significant places</u></b></p> <p><b><u>iii) The impact humans have on the planet</u></b></p> <ul style="list-style-type: none"> <li>→ They know about similarities and differences between themselves and others, and among families, communities and traditions. <b>(i&amp;iii)</b></li> <li>→ Children know about similarities and differences in relation to places, objects, materials and living things. <b>(ii)</b></li> <li>→ They talk about the features of their own immediate environment and how environments might vary from one another. <b>(ii)</b></li> <li>→ They make observations and explain why some things occur, and talk about changes. <b>(i)</b></li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>→ An understanding of how locations are similar and different eg: Forest school and listening walks. <b>(ii)</b></li> </ul>	<ul style="list-style-type: none"> <li>→ I can talk about similarities and differences between myself and others.</li> <li>→ I can talk about similarities and differences in relation to places, objects, materials and living things.</li> <li>→ I can talk about my environment and how environments may differ.</li> <li>→ I can observe and talk about changes explaining why some things occur.</li> <li>→ I can explain where I live and tell someone my address (safeguarding link)</li> </ul>	<ul style="list-style-type: none"> <li>- Family</li> <li>- Similar</li> <li>- Different</li> <li>- Community</li> <li>- Environment</li> <li>- Change</li> </ul>

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**i) Understand the earth's key physical and human process and how these have changed over time**

**ii) Key similarities and differences between different globally significant places**

**iii) The impact humans have on the planet**

**Map Skills**

- Using and drawing basic maps. Devising maps and using keys. **(i&ii)**
- Where does your food come from? **(i&ii)**

**Locational knowledge**

- Locating and investigating key physical and human features of our local environment. **(ii&iii)**
- Name, locate and identify landmarks of the four countries and capital cities of the United Kingdom and its surrounding seas. **(ii)**

**Place knowledge - Focus - United Kingdom cities and landmarks**

- Banbury: key human landmarks: The Cross, factory, hospital, schools, homes, shops and churches. Key physical features: the canal, the river
- Comparing the similarities and differences between countries within the United Kingdom. **(ii)**
- **England** - Largest in the UK, capital city is London, key landmarks are Buckingham Palace, Big Ben and Tower of London, The Queen lives in England, river location (like Banbury) **(ii)**
- **Scotland** - Second largest in the UK, the majority of UK's mountains are in Scotland, less populated than England, Capital city is Edinburgh, key landmarks are Edinburgh castle, coastal city **(ii)**
- **Wales** - Third largest in the UK, Capital city is Cardiff, a key landmark is Cardiff castle, coastal city **(ii)**

- I can devise a simple map of my school and Banbury.
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- I can construct basic symbols and routes.
- I can explain how the weather changes throughout the year and name the seasons.
- I can locate and name the four countries in the United Kingdom.
- I can locate and name the four capital cities in the United Kingdom and their landmarks
- I can show understanding of the similarities and differences of the local environment and countries within the UK
- I can use positional language to describe the features of a map.
- I can use a globe and atlas to locate countries.

- Beach
- River
- Hill
- Field
- Canal
- Park
- Coast
- Sea
- Weather
- Season
- City
- Shop
- House
- Flat
- Farm
- Capital (city)
- Near
- Far
- Left
- Right
- Atlas
- Globe
- Factory
- Soil

	<p>→ <b>Northern Ireland</b> - Smallest in the UK key landmarks include 'Giants Causeway', capital city is Belfast which has Belfast castle as a landmark, coastal city. (ii)</p> <p><b>Human and physical geography - weather</b></p> <p>→ Weather investigation including weather symbols (i)</p> <p>→ Identify seasonal and daily weather patterns in the United Kingdom. (i)</p> <p><b>Fieldwork:</b></p> <p>→ KQ: How do trees change over the year? (Terms 1,2 4 and 6 tree investigation) Observe what seasonal changes occur in our local environment eg: look for similarities and differences in the local environment - seasonal change sketching / photos. (i&amp;ii)</p> <p>→ KQ: What are the key human and physical features in my local area? (Term 1 local walk) To describe where a feature is located using near, far, left and right (i)</p>		
2	<p><b><u>i) Understand the earth's key physical and human process and how these have changed over time</u></b></p> <p><b><u>ii) Key similarities and differences between different globally significant places</u></b></p> <p><b><u>iii) The impact humans have on the planet</u></b></p> <p><b>Maps Skills</b></p> <p>→ Know the compass directions (North, South, East and West) to locate features of a map. (ii)</p> <p>→ Know that an aerial photo is taken from above</p> <p><b>Locational knowledge</b></p> <p>→ Know that a continent is a large block of land and an ocean is a vast expanse of salt water</p> <p>→ Know and name the seven continents and five</p>	<p>→ I can explain some of the main things that are in hot and cold places.</p> <p>→ I can identify seasonal and daily weather patterns in different locations such as the Equator and North and South Poles.</p> <p>→ I can compare and contrast two localities naming key physical and human features such as buildings, rivers and landscape.</p> <p>→ I can name similarities and differences of a contrasting non-European country.</p> <p>→ I can name the continents of the world and locate them on a map.</p> <p>→ I can name the world oceans and locate them on a map.</p> <p>→ I can name the capital cities of England, Wales, Scotland and Ireland and identify characteristics of those cities.</p> <p>→ I can name and locate the seas surrounding the United Kingdom</p>	<ul style="list-style-type: none"> <li>- Physical</li> <li>- Human</li> <li>- Cliff</li> <li>- Forest</li> <li>- Mountain</li> <li>- Ocean</li> <li>- Soil</li> <li>- Valley</li> <li>- Vegetation</li> <li>- Office</li> <li>- Port</li> <li>- Harbour</li> <li>- Continent</li> <li>- Equator</li> <li>- European</li> <li>- Route</li> <li>- Aerial photos</li> <li>- Compass</li> </ul>

- oceans. **(ii)**
- Know and name seas around the United Kingdom. **(ii)**

Banbury and London comparison

- Know the similarities and differences between London and Banbury including: landmarks (buildings), rivers, tourism e.g art galleries/museums, population **ii**)

Banbury and Chembakoli comparison

**Place knowledge -**

- Know the similarities and differences in human and physical geography between the **United Kingdom (Banbury)** and a **India (Chembakolli)** country including their their seasons: **(i&ii)**
- Know the **physical** similarities and differences between the Uk and India including: location, bordering seas, capital city, climate (weather patterns and seasons), where it lies in relation to the equator, famous landmarks, rivers and mountains
- Know the **human** similarities and differences between the UK and India including: religion, population, culture, festivals, wildlife and currency
- Know that India used to part of the British Empire but now is an independent country
- Know the differences and similarities between life of a child in Banbury and Chembakolli including: transport (tuk-tuks), wildlife, traditional foods, school life and traditional games and leisure activities

Banbury and Bournemouth (link with Jewel Academy Bournemouth)

- Know the similarities and difference between the human and physical features of Banbury and Bournemouth including: ports, harbours, beach, cliffs, tourism **(i&ii)**

- I can use simple compass directions to describe the locations of features and routes on a map.
- I can use a world map, atlas and globe to identify where I live.

- North, South, East, West
- Coast
- Beach
- Sea
- Ocean
- Village
-

	<p>Seasonal Patterns:  → Know the seasonal patterns for India and UK i)</p> <p><b>Fieldwork</b>  → KQ: What are the key human and physical features in my local area of Banbury compared to the city of London? (Term 1 London trip) To describe where a feature is located using North, south, East and West (iii)  → KQ: Using aerial photographs and maps, how do Banbury/London and or India compare?</p>		
3	<p><b><u>i) Understand the earth's key physical and human process and how these have changed over time</u></b></p> <p><b><u>ii) Key similarities and differences between different globally significant places</u></b></p> <p><b><u>iii) The impact humans have on the planet</u></b></p> <p><b>Locational knowledge</b>  → Know some counties (Oxfordshire, Northamptonshire, Warwickshire) and cities (London, Birmingham, Manchester, Bristol and Liverpool) in the United Kingdom ii)  → Know that Banbury and Horley are in the county of Oxfordshire  → Know that the land in areas changes and develops over time e.g that Dashwood Academy used to be a cattle market and the development of the canal has encouraged the expansion of Banbury town (link to Tooley's Boat Yard)  → Know that communities were developed over time along the River Nile due to the resources/trade on the river</p>	<p>→ I can name and locate counties and cities of the United Kingdom.</p> <p>→</p> <p>→ I can compare land use in two contrasting areas identifying how some of these aspects have changed over time.</p> <p>→</p> <p>→ I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>→</p> <p>→ I can identify, describe and understand key aspects of rivers and mountains.</p> <p>→</p> <p>→ I can use maps, digital/computer mapping and globes to locate countries within the UK.</p> <p>→</p> <p>→ I can describe and understand the distribution of natural resources including energy and land use.</p> <p>→</p> <p>→ I can use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<ul style="list-style-type: none"> <li>- County</li> <li>- Land use</li> <li>- Sustainable</li> <li>- Region</li> <li>- Natural resources</li> <li>- Energy</li> <li>- River</li> <li>- Delta</li> <li>- Mouth</li> <li>- Tributaries</li> <li>- Estuary</li> <li>- Meander</li> <li>- Erosion</li> <li>- Mountains</li> <li>- Trade</li> </ul>

**Place knowledge - Horley village and Banbury comparison**

- Know the human and physical similarities and differences between a village (Horley) and a town (Banbury) **ii**) e.g canal, transport links, links to industry, buildings
- Know that Horley is a village and Banbury is a town but they are both in the county of Oxfordshire

**Egypt**

- Know some of the physical and human features of Egypt e.g types of settlement river, climate, vegetation belt (grassland), food sources, trade, population, natural resource distribution and energy **i&ii**)

**Human and physical geography Rivers**

- Know the features of a river e.g river source, river delta, tributaries, mouth **i**)
- Know the role mountains play in river development
- Know that rivers are key for transportation of resources, farming, religion **ii**)
- Know the role of the water cycle
- Know the cause and effect of river pollution and know how it can be reduced **iii**)

**Fieldwork and Geographical skills**

- KQ: What role does the canal play in the success of Banbury?
- KQ: How does the use of land change as you move further away from the school? **ii&iii**)
- Know the 8 points of a compass
- Know 4 figure grid references
- Investigate the difference between Banbury and Horely
- Horley village trip and fieldwork sketches. **(ii)**

→

- I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**i) Understand the earth's key physical and human process and how these have changed over time**

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**Locational knowledge**

- Know the location of Europe on a globe/map
- Know the names and location of some European countries including France, Poland, **Spain**, Italy, Finland and Russia **(ii)**
- Know the capital cities of some countries in Europe
- Know the difference between some countries environmental regions e.g Tatra Mountains in Poland and Russia's varied biomes

**Place knowledge - Focus - Europe : France, Poland, Spain, Italy, Finland and Russia**

- Know the similarities and differences between some European countries human and physical features **(i&ii)** e.g environmental regions (biomes), use of land, wildlife, climate, culture, population, rivers, mountains, cities, tourism
- Know the surrounding seas and oceans

**Human and physical geography**

- Know the process of the Water cycle. **(i)**
- Know that natural resources are wood, coal, oil, water **ii&iii)**
- Know that countries trade these natural resources to support economic activity

**Fieldwork**

KQ: Investigate which country would be best suited to...?

- I can use maps, digital/computer mapping and globes to locate countries within Europe.
- 
- I can identify major capital cities across Europe.
- 
- I can identify key physical and human characteristics of the countries and major cities in Europe.
- 
- I can use the eight points of a compass, four figure grid references, symbols and keys to build my knowledge of European countries.
- 
- I can identify environmental regions within Europe and their key characteristics.
- 
- I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country.
- 
- I can describe and understand the distribution of natural resources including energy, foods, minerals and water.
- 
- I can describe and understand key aspects of the water cycle in a geographical context.

- Environmental regions
- Minerals
- Water cycle
- Condensation
- Evaporation
- Transpiration
- Precipitation



	<ul style="list-style-type: none"> <li>→ Investigate a countries differing biomes through the use of digital images</li> <li>→ Residential - orienteering. (ii)</li> </ul>		
5	<p><b><u>i) Understand the earth's key physical and human process and how these have changed over time</u></b></p> <p><b><u>ii) Key similarities and differences between different globally significant places</u></b></p> <p><b><u>iii) The impact humans have on the planet</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>→ To know the key physical and human characteristics of a non-European countries e.g Peru in South America (i)</li> <li>→ To know the capital cities of some major major non-European cities (ii) including Cairo, Rio de Janeiro, Mumbai</li> <li>→ To know the that the lines of latitude and longitude are imaginary lines</li> <li>→ To know that climates vary in different zones e.g it is warmer near the equator ii)</li> </ul> <p><b>Place knowledge - Focus - Lake Titicaca, South America</b></p> <ul style="list-style-type: none"> <li>→ To know some geographical similarities and differences through the study of human and physical geography in a region of a country outside of Europe. (i&amp;ii) e.g environmental regions (biomes), use of land, wildlife, climate, culture, population, rivers, mountains, cities, tourism</li> <li>→ To know some similarities and differences in population, physical and human features eg: land use, development, tourism, economic stability, environmental sustainability</li> </ul> <p><b>Human and physical geography</b> Volcanoes and earthquakes/tsunamis (i)</p>	<ul style="list-style-type: none"> <li>→ I can use maps, digital/computer mapping and globes to locate non-European countries.</li> <li>→ I can identify environmental regions, key physical and human characteristics in non-European countries.</li> <li>→ I can identify major cities in continents other than Europe.</li> <li>→ I can describe and understand the key aspects of economic activity and trade links.</li> <li>→ I can identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn and the Arctic and Antarctic circles.</li> <li>→ I can understand geographical similarities and differences through the study of human and physical geography in a region of a country outside of Europe.</li> <li>→ I can describe and understand key aspects of volcanoes and earthquakes</li> <li>→ I can use the eight points of a compass, four figure grid references, symbol and keys to build knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>- Economics</li> <li>- Trade links</li> <li>- Latitude</li> <li>- Longitude</li> <li>- Northern hemisphere</li> <li>- Southern hemisphere</li> <li>- Tropics of cancer and capricorn</li> <li>- Arctic and Antarctic circles</li> <li>- Volcanoes</li> <li>- Earthquakes</li> <li>- Rictor scale</li> <li>- Tectonic plates</li> </ul>

	<p>→ To know the Earth is made up of different layers: core, mantle and crust</p> <p>Describe the key aspects of a volcano located in South America (i):</p> <p>→ To know an opening in the Earth's crust where red-hot rocks break to the surface from underground.</p> <p>→ To know they occur on weak spots on the Earth's surface; often on or near places where 'tectonic plates' meet or part.</p> <p>→ To know and understand the terms <i>active</i>, <i>dormant</i> and <i>extinct</i></p> <p>Describe the key aspects of an earthquake that has occurred in South America (i&amp;iii):</p> <p>→ To know they occurs when plates slide past each other and bump into each other or lock together - a plate boundary or fault line</p> <p>→ To know that major earthquakes that happen in South America, especially on the edge of the "Ring of Fire," can result in tsunamis.</p> <p><b>Fieldwork</b></p> <p>Research and analyse how land use differs - farm land. Present findings using data. (i&amp;ii)</p> <p>KQ: How does land change throughout the seasons?</p> <p>→ Greatworth Hall - Measuring fields/vegetables, field sketching, observing and measuring changes in a tree throughout the seasons (human and physical features). (ii&amp;iii)</p> <p>→ Estimating before measuring (ii)</p>		
6	<p><b><u>i) Understand the earth's key physical and human process and how these have changed over time</u></b></p> <p><b><u>ii) Key similarities and differences between different globally significant places</u></b></p>	<p>→ I can use maps, digital/computer mapping and globes to locate countries within North and South America.</p> <p>→ I can identify environmental regions, key physical and human characteristics, countries, and major cities in North and South America.</p> <p>→ I understand geographical similarities and differences through the study of human and</p>	<ul style="list-style-type: none"> <li>- Time zones</li> <li>- Climate zones</li> <li>- Biomes</li> <li>- Vegetation belts</li> </ul>

### **iii) The impact humans have on the planet**

#### **Locational knowledge**

Locate countries in North and South America. **(ii)**

- Recap: a continent is a large landmass made up of groups of countries
- To know that North and South America are two of the world's seven continents made up of several countries and islands
- To know that lines of latitude and longitude are imaginary lines to help pinpoint geographical locations (along with coordinates and grid reference)
- To know that time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole and goes through Greenwich in London (Prime Meridian) i)
- To know that the Prime Meridian splits the world into eastern and western hemispheres.
- To know that the world is divided into 24 different time zones. One for each hour in a day.
- To know key physical and human characteristics, countries, and major cities in North and South America. **(i&ii)**

#### **Place knowledge - Focus - North and South America**

Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. **(i&ii)**

- Amazon Rainforest (South America), Amazon River (South America), Slums (South America - Rio, Brazil), beaches in Canada (North America - longest shoreline in the world), skyscrapers (North America - New York), Rocky Mountains (North America)

#### **Human and physical geography**

Describe different climate zones, biomes and vegetation belts **(i)**

physical geography of a region within North or South America.

- I can use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of North and South America.
- I can study the Prime/Greenwich Meridian and time zones (including day and night).
- I can describe and understand key aspects of climate zones, biomes and vegetation belts.

- To know a biome is a large geographical area or region with a distinctive community of plants and animals that have adapted to the climate there. They are not fixed but constantly evolving.
- To know that biomes stretch across the continents in belts
- To know the five main biomes worldwide: forest, grassland, desert, tundra and aquatic.
- To know that climate is a key factor in determining the nature and extent of a biome.
- Recap: climates vary in different zones

Sustainability across the world. **(iii)**

- To know that growth that is unmanaged and unsustainable will lead to a decline of the state of the environment
- To know that The Galapagos Islands hold many unique ecosystems and an abundance of animal and plant life, the Islands need to be carefully managed to ensure that they remain highly diverse.

Water cycle. **(i)** (recap)

**Fieldwork**

Research, analyse and draw conclusions about how Banbury can become more sustainable. **(iii)**

KQ: How can we preserve the things we value most within our community? (park, leisure centre)

Residential - orienteering. **(ii)**