

New Seaham Academy Geography scheme of work

Class: 2

	<u>Aspect</u>	<u>Objectives</u>	<u>Resources/Fieldwork</u>
<u>Autumn</u>	<p>A small area of a contrasting Non-European Study - Barnaby Bear Visits Kenya - Kaptalamwa Understand geographical similarities and differences through studying the human and physical geography of Seaham and Kaptalamwa. Use Barnaby Bear Visits Kenya Name and locate the world's 7 continents and five oceans. Name and locate Africa in relation to the world's 7 continents and 5 oceans. Use world maps, atlases and globes to name, locate and identify Kenya in relation the UK and the rest of the world e.g. continents and oceans.</p>	<ul style="list-style-type: none"> -Ask geographical questions. -Use fieldwork skills to observe and record. -Communicate in different ways using geographical language. -Use secondary sources of information. -Use maps and plans. - Identify and describe what places are like. -Identify and describe where places are. -Make observations about where things are located. -Recognise how places compare with other places. <p>BV: To understand where Britain is in relation to the rest of Europe and other countries in the world. BV: To identify with different people and their cultures.</p>	<p style="color: green;">Outdoors: Compare features of our school grounds to a school in Kaptalamwa.</p>
<u>Spring</u>	<p>The local area - Seaham Use world maps, atlases and globes to name, locate and identify Seaham in relation to the 4 countries of the UK. Identify and understand to human and physical geography of Seaham. What are the unique features of Seaham? How do the features of Seaham effect how its residents live? How is Seaham different to other contrasting places?</p>	<ul style="list-style-type: none"> -Ask geographical questions. -Use fieldwork skills to observe and record. -Communicate in different ways using geographical language. -Use secondary sources of information. -Use maps and plans. - Identify and describe what places are like. -Identify and describe where places are. -Make observations about where things are located. -Recognise how places compare with other places. 	<p style="color: green;">Outdoors: Observe and record human and physical features in the streets next to our school from the school grounds.</p> <p style="color: green;">Create simple maps and plans of the local area.</p>
<u>Summer</u>	<p>Our School Where is our school? How many rooms does our school have, how are the different rooms used? How is our school set out? What is on the grounds of the school? Map the inside and out of the school, discuss corridors, stairs, doors etc.</p>	<ul style="list-style-type: none"> -Ask geographical questions. -Use fieldwork skills to observe and record. -Communicate in different ways using geographical language. -Use secondary sources of information. -Use maps and plans. -Use maps and atlases. - Identify and describe what places are like. 	<p style="color: green;">Outdoors: Create a map of the school grounds outdoors.</p> <p style="color: green;">Observe and record where things are located in the school grounds.</p>

	<p>Where is our school in its immediate locality? Use aerial photographs to recognise landmarks and basic human and physical features. Create simple maps.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p>-Identify and describe where places are.</p> <p>-Make observations about where things are located.</p> <p>-Recognise how places compare with other places</p>	
--	---	--	--

Class: 3

	<u>Aspect</u>	<u>Objectives</u>	<u>Resources/Fieldwork</u>
<u>Autumn</u>	<p>The United Kingdom</p> <p>Name, locate and identify characteristics of the four countries, flags and capital cities of the UK and its surrounding seas;</p> <p>Name and locate the world's 7 continents and five oceans.</p> <p>Use atlases and maps to locate countries in the UK and compare with own location.</p> <p>What are these places like?</p> <p>Identify the features that give these places their character.</p> <p>Compare city and country life. Use story The Town mouse and the country mouse as a stimulus.</p>	<p>-Ask geographical questions.</p> <p>-Observe and record.</p> <p>-Communicate in different ways.</p> <p>-Use secondary sources of information.</p> <p>-Use maps and plans.</p> <p>-Use maps and atlases.</p> <p>-Make maps and plans.</p> <p>- Identify and describe what places are like.</p> <p>-Identify and describe where places are.</p> <p>-to make observations about where things are located.</p> <p>Recognise how places compare with other places</p> <p>BV: To acquire an appreciation of and respect for their own and other cultures.</p>	
<u>Spring</u>	<p>Weather and Seasons</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Talk about the weather and use simple fieldwork and observational skills to study and record daily/seasonal weather changes of their school grounds.</p> <p>What effect can the weather have on the lives of people, animals etc.</p> <p>Discuss the dangers of extreme weather.</p> <p>Note characteristics of each season.</p> <p>Sort pictures/objects/events associated with each season.</p>	<p>- Identify and describe what places are like.</p> <p>-Observe and record</p> <p>-Recognise changes in physical and human features.</p> <p>-Recognise changes in the environment.</p>	<p>Outdoors: record the weather in different parts of the school grounds over a month.</p>

	What happens to the trees in each season? Order the seasons.		
<u>Summer</u>	<p>The Seaside</p> <p>To identify human and physical features of a coastal and seaside area.</p> <p>To identify how seaside areas have changed over time through human and physical influences.</p> <p>To correctly use basic geographical vocabulary related to coastal areas.</p> <p>To compare the geographical features of two contrasting seaside areas: Blackpool and Roscoff (France)</p> <p>Barnaby Bear visits Blackpool and Roscoff</p>	<ul style="list-style-type: none"> -Ask geographical questions. -Observe and record. -Communicate in different ways - To use basic geographical vocabulary related to coastal areas. -Use secondary sources of information. -Use maps and plans. - Identify and describe what places are like. -Identify and describe where places are. -Make observations about where things are located. -Recognise how places compare with other places. <p>BV: To understand human and physical features of Britain's coasts.</p>	<p>Use drone video of Seaham beach.</p> <p>https://www.youtube.com/watch?v=sQVSKhITQd0</p>

Class: 4

	<u>Aspect</u>	<u>Objectives</u>	<u>Resources/Fieldwork</u>
<u>Autumn</u>	<p>UK and the World</p> <p>Name, locate and identify characteristics of the four countries, flags and capital cities of the UK and its surrounding seas;</p> <p>What are these places like?</p> <p>Identify the features that give these places their character.</p> <p>Name and locate the world's 7 continents and five oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use atlases and maps to locate countries in the UK in relation to countries, continents and oceans.</p>	<ul style="list-style-type: none"> -Ask geographical questions. -Observe and record. -Communicate in different ways. -Use secondary sources of information. -Use maps and plans. -Use maps and atlases. - Identify and describe what places are like. -Identify and describe where places are. -Make observations about where things are located. -Recognise how places compare with other places. -Recognise similarities and differences between physical features of places. <p>BV: To understand where Britain is in relation to the rest of Europe and other countries in the world.</p>	

		BV: To acquire an appreciation of and respect for their own and other cultures.	
<u>Spring</u>	<p><u>Rainforests</u> To be able to identify the locality of the rainforests in the world. To be able to identify the main geographical features of rainforests. To investigate weather patterns in rainforests and the effects this has on animal and plant life. To investigate the rainforest ecosystem and how this is being effected by human and physical influence. To identify hot and cold areas of the world in relation to the equator and the North and South Poles. To contrast a hot area (rainforest) to a cold area.</p>	<ul style="list-style-type: none"> -Ask geographical questions. -Observe and record. -Communicate in different ways. -Use secondary sources of information. -Use maps and plans. - Identify and describe what places are like. -Identify and describe where places are. -Make observations about where things are located. -Recognise how places compare with other places. <p>BV: To understand where Britain is in relation to the rest of Europe and other countries in the world.</p>	<p>Outdoors: Observe and record physical features of the school woodland area and compare to a rainforest habitat.</p>
<u>Summer</u>	<p><u>North and South Poles</u> To be able to identify the locality of the N and S Poles in the world. To be able to identify the main geographical features of N and S Poles. To investigate weather patterns in the Poles and the effects this has on animal and plant life. To investigate the Poles ecosystem and how this is being effected by human and physical influence. To identify hot and cold areas of the world in relation to the equator and the North and South Poles. To contrast a cold area (N and S Poles) to a hot area.</p>	<ul style="list-style-type: none"> -Ask geographical questions. -Observe and record. -Communicate in different ways. -Use secondary sources of information. -Use maps and plans. - Identify and describe what places are like. -Identify and describe where places are. -Make observations about where things are located. -Recognise how places compare with other places. <p>BV: To understand where Britain is in relation to the rest of Europe and other countries in the world.</p>	<p>Outdoors: Record weather patterns over a month and compare this to weather patterns near the equator and N and S poles.</p>

Class: 5

	<u>Aspect</u>	<u>Objectives</u>	<u>Resources/Fieldwork</u>
<u>Autumn</u>	<p>Coastal geography Features: arch, groyne, sea caves, sea stacks, stair hole. Which of these can be seen in the local area? How are these features formed over time? Can we identify them on pictures and maps?</p> <p>Coastal erosion: What causes coastal erosion? Weather conditions which affect coastlines. What are the effects of coastal erosion on the landscape and on the people in the area? What measures are taken to prevent it? Study on coastal erosion in our local community. What signs are erosion can we see at the beach? What measures have been taken to alleviate them?</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To describe where places are To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment</p> <p>BV: To understand human and physical features of Britain's coasts.</p>	
<u>Spring</u>	<p>UK Name and locate counties and cities of the UK. Identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers e.g.: London - Thames river, Glasgow - Clyde, Swansea - Tawe, Belfast - Lagan river. Local counties; county Durham, Tyne and Wear, Yorkshire and counties across UK.</p> <p>Local Area Where is it located? Place within England, then the North East then county Durham. What are the physical features of the area? When and why did it become a settlement? Industry in the area, in the past and present. Comparing maps - how has Seaham changed over the years?</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To describe where places are To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment</p> <p>BV: To understand where Britain is in relation to the rest of Europe and other countries in the world. BV: To acquire an appreciation of and respect for their own and other cultures.</p>	

<p><u>Summer</u></p>	<p>Study of UK Region - Cornwall Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Cornwall) Where is Cornwall? What is its key physical geography (coastal)? What is its key human geography (types of settlement and land use, economic activity)? Why do people visit Cornwall? Use maps, images and aerial photographs including digital images to describe Cornwall's location and land use. Use 4 figure grid references, symbols and keys to build knowledge of the UK and places within it.</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are and like. To identify how and why places change To recognise how places fit together within a wider geographical context. Recognise and explain patterns made by individual physical and human features in the environment BV: To understand human and physical features of a region of Britain.</p>	<p>Outdoors: In school grounds, practise using 4 figure grid references to locate human features.</p> <p>Cornwall drone video.</p> <p>https://www.youtube.com/watch?v=5srKzqgxzS8</p>
-----------------------------	--	---	---

Class: 6

	<u>Aspect</u>	<u>Objectives</u>	<u>Resources</u>
<p><u>Autumn</u></p>	<p><u>UK Regions:</u> To name and locate UK countries, counties and cities. To name and locate the geographical regions of the UK: e.g. North East, West Midlands, Wales etc and identify their human and physical characteristics. Can describe the key topographical features of the regions of the UK (including hills, mountains, coasts and rivers), and land use patterns. What are the main physical features of the UK? Largest mountain areas: Scotland - Grampians Wales - Cambrian Mountains England - Pennines and Lake District Northern Ireland - The Mourne Rivers: Three longest rivers - the Severn, the Trent and the Thames. The seas around the UK - the English Channel, The Irish Sea, the North Sea Locate physical features on maps</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To describe where places are To identify how climate impacts physical features To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment BV: To understand human and physical features of a region of Britain.</p>	

<p><u>Spring</u></p>	<p><u>Mountains:</u> Explain the idea of plate tectonics and how the movement of plates on the earth's surface has caused the landscape to change over many years. Look at the different mountains formations possible. Locate different mountain ranges on maps and atlases, throughout the world. <u>Fold mountains</u> make up the world's biggest ranges. Two land carrying plates collide head on. Himalayas, Alps, Andes, Rockies, Urals (look more in depth at one of these). <u>Fault block mountains:</u> chunks of the earth's crust are pushed upwards Sierra Nevada mountains in North America <u>Dome mountains and volcanoes:</u> both caused by magma (molten rock) breaking through the earth's surface. In volcanoes it actually flows out as lava, but in dome mountains it stays under the surface. <u>Plateau Mountains:</u> Mountains that are formed by erosion over time. For example, the New Zealand Alps.</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To describe where places are To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment BV: To understand human and physical features of Britain's mountains.</p>	
<p><u>Summer</u></p>	<p><u>Study of UK Region - Lake District</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Lake District) Where is The Lake District? What is its key physical geography (Mountainous)? How has the climate of the Lake District contributed to the physical features? How does the weather impact the Lake District today? What is its key human geography (types of settlement and land use, economic activity, natural resources)? Why do people visit The Lake District? Use maps, images and aerial photographs including digital images to describe The Lake Districts location and land use. Use 4 figure grid references, symbols and keys to build knowledge of the UK and places within it.</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To describe where places are To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment BV: To understand human and physical features of regions of Britain.</p>	<p>Outdoors: In woodlands, practise using 4 figure grid references to identify physical features</p>

Class: 7

	<u>Aspect</u>	<u>Objectives</u>	<u>Resources/Fieldwork</u>
<u>Autumn</u>	<p><u>The Water Cycle:</u> The processes involved in the water cycle: Evaporation/transpiration, condensation, precipitation Weather impacts - How does the system break down in times of drought or how can torrential rain and flooding occur? What can be the consequences of drought or flooding? What measures to people take to alleviate the symptoms or prevent them happening?</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To describe where places are To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment</p>	
<u>Spring</u>	<p><u>Rivers:</u> How are rivers formed? How do they change over time (erosion and deposition)? The impact the weather has on river formation. What are some of the main features of a river? Source, waterfalls, meanders, tributary, stream, eddies, ox bow lakes, delta, mouth... How are these features formed over time? Study the River Wear from source to mouth looking at the features along the way. Source in Weardale, meander in Durham, mouth at Sunderland etc. How have humans used or changed the River Wear?</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To describe where places are To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment BV: To understand human and physical features of Britain's rivers.</p>	<p>Outdoors: Use woodland area to build river beds and model the erosion and deposition process by pouring water down a gradient and observing the path it takes.</p>
<u>Summer</u>	<p><u>European geography:</u> Where is Europe located? - using globes, atlases and maps. What are the environmental regions in European Countries? Which European countries are our neighbours? Where have children visited in Europe? How are countries in Europe similar or different to the UK? Look in more detail at one specific region in a European country (Paris Basin, Sicily Italy, Murcia Spain, Bavaria Germany): its key physical and human features (locate these on maps), land use and industry, people and traditions, trade links, and the</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To describe where places are To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and</p>	

	<p>distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate regions and describe features studied.</p>	<p>explain patterns made by individual physical and human features in the environment</p> <p>BV: To understand where Britain is in relation to the rest of Europe and other countries in the world.</p> <p>BV: To acquire an appreciation of and respect for their own and other cultures.</p>	
--	---	--	--

Class: 8

	<u>Aspect</u>	<u>Objectives</u>	<u>Resources/Fieldwork</u>
<u>Autumn</u>	<p>Climate zones, biomes and vegetation belts Describe and understand key aspects of physical geography, including climate zones (Polar, temperate, arid, tropical, Mediterranean, mountains), Biomes (aquatic, deserts, forests, grasslands, tundra) and vegetation belts.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate regions and describe features studied.</p> <p>Identify the position and significance of latitude, longitude, equator, Northern and Southern Hemisphere.</p>	<p>Learn to ask geographical questions and collect and record evidence</p> <p>To use appropriate geographical vocabulary</p> <p>To use atlases, globes, maps and plans and ICT for mapping and research.</p> <p>To identify and describe what places are like</p> <p>To describe where places are</p> <p>To recognise how places fit together within a wider geographical context</p> <p>Recognise and explain patterns made by individual physical and human features in the environment</p>	<p>Outdoors: Collect natural materials and create a mini biome in a bag.</p>
<u>Spring</u>	<p><u>Volcanoes:</u> How are they formed? Do we have any volcanoes in the UK? Are there any that are still active? Locate UK volcanoes on a map. Are there any volcanoes in Europe? Locate on a map and look in more detail at one of the Italian volcanoes. Other interesting volcanic activity in the UK - the Giant's Causeway</p> <p><u>Earthquakes:</u> What causes earthquakes? Movement of plates alongside one another. How are they measured? How do people try to predict when the next earthquake might occur? Case study: San Andreas fault - California. Forms boundary between the Pacific plate and the North American plate. How have people tried to minimise the earthquakes caused by the movement of the plates?</p>	<p>Learn to ask geographical questions and collect and record evidence</p> <p>To use appropriate geographical vocabulary</p> <p>To use atlases, globes, maps and plans and ICT for mapping and research.</p> <p>To identify and describe what places are like</p> <p>To describe where places are</p> <p>To identify how and why places change</p> <p>To recognise how places fit together within a wider geographical context</p> <p>Recognise and explain patterns made by individual physical and human features in the environment</p>	

<p><u>Summer</u></p>	<p>Study of a region in North or South America (e.g. Basin and Range (N. America or Amazon Basin S.America).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of south/North America.</p> <p>Describe and understand key aspects of 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.</p>	<p>Learn to ask geographical questions and collect and record evidence</p> <p>To use appropriate geographical vocabulary</p> <p>To use atlases, globes, maps and plans and ICT for mapping and research.</p> <p>To identify and describe what places are like</p> <p>To identify how and why places change</p> <p>To recognise how places fit together within a wider geographical context</p> <p>Recognise and explain patterns made by individual physical and human features in the environment</p> <p>BV: To understand where Britain is in relation to the rest of Europe and other countries in the world.</p> <p>BV: To acquire an appreciation of and respect for their own and other cultures.</p>	
-----------------------------	---	---	--

Class: 9

	<u>Aspect</u>	<u>Objectives</u>	<u>Resources/Fieldwork</u>
<p><u>Autumn</u></p>	<p><u>Geography in the news:</u></p> <p>Dangerous types of weather: cyclones, hurricanes, flooding, tsunamis</p> <p>How can this affect people's lives and the economy of a regions (e.g. Haiti)?</p> <p>How do other countries support and provide relief for disaster-stricken places in the world?</p> <p>Locate these places on globe, atlases and maps.</p> <p>Look at current and past newspaper articles.</p>	<p>Learn to ask geographical questions and collect and record evidence</p> <p>To use appropriate geographical vocabulary</p> <p>To use atlases, globes, maps and plans and ICT for mapping and research.</p> <p>To identify and describe what places are like</p> <p>To identify how and why places change</p> <p>To recognise how places fit together within a wider geographical context</p> <p>Recognise and explain patterns made by individual physical and human features in the environment</p> <p>BV: To understand where Britain is in relation to the rest of Europe and other continents in the world.</p> <p>BV: To acquire an appreciation of and respect for their own and other cultures.</p>	

<p><u>Spring</u></p>	<p><u>The world:</u> The continents of the world. How are continents divided up? Capital cities of major world countries. Identify countries on a globe, atlas and maps of different scales. Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich Meridian and time zones (including day and night). Choose a continent of the world and carry out independent research: Physical feature Human impact on the region Any current issues there related to geography (pollution, erosion etc) Describe and understand key aspects of 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.</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment BV: To understand where Britain is in relation to the rest of Europe and other continents in the world. BV: To acquire an appreciation of and respect for their own and other cultures.</p>	
<p><u>Summer</u></p>	<p><u>Mapping skills and fieldwork:</u> Using OS maps of different scales. 8 points of the compass. Six figure grid references. Using a compass with a map. Describing a location from information gleaned only from a map. Use a map and compass to navigate around a given area. Use fieldwork to observe, measure record and present human and physical features in the local area using a range of methods. (local study, rivers, coasts, traffic).</p>	<p>Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary To use atlases, globes, maps and plans and ICT for mapping and research. To identify and describe what places are like To identify how and why places change To recognise how places fit together within a wider geographical context Recognise and explain patterns made by individual physical and human features in the environment BV: To understand human and physical features of Britain's rivers, coasts etc.</p>	<p>Outdoors: Use compass points and six figure grid references with a map to orienteer in the school grounds and woodland area.</p>