New Seaham Academy Geography scheme of work

Class: 3

	Aspect	Objectives	Resources/Fieldwork
Autumn 1	**The United Kingdom** To name and locate the 7 continents of the World. To identify the 5 oceans of the World. To locate and identify the four countries of the UK and their characteristics. (Flags / Capital cities / surrounding seas etc). Take this over 2 weeks if needed. To compare Seaham with other countries. (Kenya) To use the story of the Town mouse and the country mouse to compare city and country life. To apply my knowledge of city and country life to compare with Seaham.	-Use maps and atlases. -Make maps and plans. - Identify and describe what places are like. – include features such as capitals, general landscape, surrounding seas, etc. -Recognise how places compare with other places -Use secondary sources of information. -Recognise how places compare with other places **BV: To acquire an appreciation of and respect for their own and other cultures.**	
Spring 2	**The Seaside** To identify the physical and human features of a coastal and seaside area. To identify physical and human coastal features of Seaham, and to correctly use basic geographical vocabulary related to coastal areas. To compare the physical geographical features of two contrasting seaside areas: for example Blackpool and Sydney.	Identify and describe what places are like. Identify and describe what places are like. Identify and describe what places are like. Communicate in different ways - To use basic geographical vocabulary related to coastal areas. Use secondary sources of information. Recognise how places compare with other places.	Use drone video of Seaham beach. https://www.youtube.com/watch?v=sQVSKhlTQd0

	To compare the human geographical features of two contrasting seaside areas: for example Blackpool and Sydney.	**BV: To understand human and physical features of Britain's coasts.**	
Summer 2	**Weather and Seasons** To identify seasonal and daily weather patterns in the UK. To talk about the weather and use simple fieldwork and observational skills to study and record daily/seasonal weather changes of their school grounds. To understand what is meant by extreme weather. To discuss the dangers of extreme weather. To discuss what effect the weather can have on the lives of people, animals etc over time.	- Identify and describe what places are like. -Observe and record - Use secondary sources of information. Communicate in different ways.	Outdoors: record the weather in different parts of the school grounds over a month.

Class: 4

	Aspect	Objectives	Resources/Fieldwork
Autumn 1	**UK and the World** To name and locate the 7 continents of the World. To identify the 5 oceans of the World. To identify the location of hot and cold areas of the world in relation to the Equator and the Poles.	-Use maps and atlases. -Make maps and plans. -Identify and describe where places are.	

	To locate and identify the four countries of the UK and their characteristics (Flags / Capital cities / surrounding seas/oceans etc). Take this over 2 weeks if needed. To learn to use simple compass directions and use geographical vocabulary effectively. To apply my knowledge of compass directions to a map of the UK.	- Identify and describe what places are like. – include features such as capitals, general landscape, surrounding seas, etc. -Communicate in different ways using geographical language. -Make observations about where things are located. **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.**	
Spring 1	**Rainforests** 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. Take this over 2 weeks if needed. To investigate the rainforest ecosystem and how this is being affected by human and physical influence. Take this over 2 weeks if needed. To contrast a hot area (rainforest) to a cooler area (boreal forest).	Use maps and plans. Identify and describe what places are like. Use secondary sources of information. Use secondary sources of information. Recognise how places compare with other places. **BV: To understand where Britain is in relation to the rest of Europe and other countries in the world.**	Outdoors: Observe and record physical features of the school woodland area and compare to a rainforest habitat.
Summer 1	**North and South Poles** 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.	Use maps and plans. Identify and describe what places are like. Recognise how places compare with other places. **BV: To understand where Britain is in relation to the rest of Europe and other countries in the world.**	Outdoors: Record weather patterns over a month and compare this to weather patterns near the equator and N and S poles.

	To investigate the Poles ecosystem and how this is being affected by human and physical influence. To investigate weather patterns in the Poles and contrast with a warmer area. (African Savannah).		

Class: 5

	Aspect	Objectives	Resources/Fieldwork
Autumn 1	**UK and Local Area** To name and locate the major cities of the UK. To identify human and physical features of major cities of the UK. To name and locate the counties of the UK. To identify where Seaham is located within England, the North East and County Durham. To use geographical language to describe the physical features of County Durham. To identify industry in the local area and how it has changed from past to present. To compare maps of how Seaham has changed over time.	To use atlases, globes, maps and plans and ICT for mapping and research. (Local counties; county Durham, Tyne and Wear, Yorkshire, Cumbria) To identify and describe what places are like (features - London - Thames river, Glasgow - Clyde, Swansea - Tawe, Belfast - Lagan river.) To recognise how places fit together within a wider geographical context. To use appropriate geographical vocabulary To identify how and why places change To use atlases, globes, maps and plans and ICT for mapping and research. **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.**	

Spring 1	**Coastal geography** To identify the physical features of the coast. (Arch, groyne, sea caves, sea stacks, stair hole.) To understand how the physical features of the coast are formed. To understand how coastal erosion impacts upon human environments. To identify the human features of the coast. To explore the ways in which we alleviate coastal erosion. To explore how coastal erosion has impacted upon Seaham. To identify the preventive measures taken at Seaham to stop coastal erosion.	To use appropriate geographical vocabulary To identify how and why places change To recognise how places fit together within a wider geographical context To use appropriate geographical vocabulary Recognise and explain patterns made by individual physical and human features in the environment To use atlases, globes, maps and plans and ICT for mapping and research. To recognise how places fit together within a wider geographical context **BV: To understand human and physical features of Britain's coasts.**	
Summer 2	**Study of UK Region - Cornwall** To identify where Cornwall is located within England, the South West and the surrounding waters. To identify, name and compare physical features of Cornwall. To identify, name and compare human features of Cornwall. To use maps, images and aerial photographs including digital images to describe Cornwall's location and land use. To use 4 figure grid references, symbols and keys to build knowledge of Cornwall and places within it.	To identify and describe what places are and like. To use atlases, globes, maps and plans and ICT for mapping and research. To recognise how places fit together within a wider geographical context. **BV: To understand human and physical features of a region of Britain.**	Outdoors: In school grounds, practise using 4 figure grid references to locate human features. Cornwall drone video. https://www.youtube.com/watch?v=5srKzgqxzS8

Class: 6

	Aspect	Objectives	Resources
Autumn 1	**UK Regions:** To name and locate UK countries, their main cities and surrounding waters. To name and locate UK regions and counties (and identify the region they are in). To name and locate the geographical regions of the UK and identify their human and physical features. To describe key land use patterns of regions of the UK. To identify and describe the largest mountain areas of the UK. To identify major rivers of the UK and the seas that surround the UK. To apply my knowledge of physical features and create a map of the UK.	To describe where places are. To use atlases, globes, maps and plans and ICT for mapping and research. - e.g. North East, West Midlands, Wales etc Recognise and explain patterns made by individual physical and human features in the environment To identify and describe what places are like To recognise how places fit together within a wider geographical context (Three longest rivers – the Severn, the Trent and the Thames. The seas around the UK – the English Channel, The Irish Sea, the North Sea) To describe where places are (mountains, rivers and seas.) **BV: To understand human and physical features of a region of Britain.**	
Spring 1	**Mountains:** To 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. To locate different mountain ranges on maps and atlases, throughout the world.	To identify how and why places change To use atlases, globes, maps and plans and ICT for mapping and research. To use appropriate geographical vocabulary To identify how and why places change	

	To understand the formation of fold mountains and the location of them in the world. (Himalayas, Alps, Andes, Rockies, Urals - look more in depth at one of these). To understand the formation of fault block mountains and the location of them in the world. (Sierra Nevada mountains in North America). To understand the formation of dome mountains and volcanoes. To locate the dome mountains and volcanoes in the world. To understand the formation of plateau mountains and the location of them in the world. (For example, the New Zealand Alps.)	To recognise how places fit together within a wider geographical context To recognise how places fit together within a wider geographical context **BV: To understand human and physical features of Britain's mountains.**	
Summer 1	**Study of UK Region - Lake District** To identify the location of the Lake District, its physical features and climate. To understand how the climate of the Lake District contributed to the physical features and how does the weather impact the Lake District today? To use maps, images and aerial photographs, including digital images to describe The Lake District's human features and land use. To compare the landscape and land use between Seaham and the Lake District. To use 4 figure grid references, symbols and keys to build knowledge of the Lake District and places within it.	To identify and describe what places are like 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 **BV: To understand human and physical features of regions of Britain.**	Outdoors: In woodlands, practise using 4 figure grid references to identify physical features

Class: 7

	Aspect	Objectives	Resources/Fieldwork
Autumn 1	**European geography:** To identify where Europe is located. To identify which countries are our neighbours. To collect and record evidence of where we have visited in Europe. To describe how countries in Europe are similar or different to the UK. To research a specific region of a European country. To identify key physical and human features of a European country. To apply my knowledge of a specific European region to create a poster using geographical vocabulary.	To use atlases, globes, maps and plans and ICT for mapping and research. To describe where places are Learn to ask geographical questions and collect and record evidence To identify and describe what places are like To use atlases, globes, maps and plans and ICT for mapping and research. (Sicily, Italy.) To use appropriate geographical vocabulary **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.**	
Spring 1	**Rivers:** To use geographical vocabulary to identify and describe the main features of a river. To explain how river features are formed over time. To understand the impact weather has on river formation. To identify the features of the River Wear from source to mouth. To recognise and explain how humans have changed the River Wear.	**Rivers:** To use geographical vocabulary to identify and describe the main features of a river. To explain how river features are formed over time. To understand the impact weather has on river formation. To identify the features of the River Wear from source to mouth.	Suggested lesson. 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.

	To use my knowledge of the River Wear to write a non-chronological report. To consolidate my knowledge of the River Wear by completing a non-chronological report.	To recognise and explain how humans have changed the River Wear. To use my knowledge of the River Wear to write a non-chronological report.	
Summer 2	**The Water Cycle:** The learn the processes involved in the water cycle: Evaporation/transpiration, condensation, precipitation. To complete an investigation on the processes involved in the water cycle. To understand how weather impacts the water cycle. (Drought, flooding). To understand the consequences of drought or flooding. To understand the impact of drought or flooding and the measures to people take to prevent them.	To use appropriate geographical vocabulary 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	

Class: 8

	Aspect	Objectives	Resources/Fieldwork
Autumn 1	**Climate zones, biomes and vegetation belts** To describe and understand key aspects of climate zones (Polar, temperate, arid, tropical, Mediterranean, mountains). To research and identify biomes of the World. To use maps, atlases, globes and digital/computer mapping to locate regions and describe features studied. (Can be consolidated to week before).	To identify and describe what places are like - (Polar, temperate, arid, tropical, Mediterranean, mountains) To use atlases, globes, maps and plans and ICT for mapping and research. (aquatic, deserts, forests, grasslands, tundra).	Outdoors: Collect natural materials and create a mini biome in a bag.

	To apply my knowledge of climate zones and biomes (aquatic, deserts, forests, grasslands, tundra) to create a non-chronological report. Can take this over 2 weeks if needed (planning and writing). To identify and describe where the World's vegetation belts are. To identify the position and significance of latitude, longitude, equator, Northern and Southern Hemisphere. To apply my previous knowledge of latitude, longitude, equator, Northern and Southern Hemispheres.	To use appropriate geographical vocabulary To describe where places are To use appropriate geographical vocabulary Learn to ask geographical questions and collect and record evidence	
Spring 2	**Volcanoes and Earthquakes:** To understand how volcanoes are formed through plate tectonics and to learn if there are any volcanoes found in Europe and identify them and their locality. To understand what causes earthquakes and where they occur. To understand how earthquakes are measured and how people try to predict when the next earthquake might occur. To understand how have people tried to minimise the damage dealt from earthquakes and volcanoes. (To use ICT and secondary sources to research an earthquake and the impact it had upon human environments).	To identify how and why places change To use atlases, globes, maps and plans and ICT for mapping and research. To describe where places are Recognise and explain patterns made by individual physical and human features in the environment Recognise and explain patterns made by individual physical and human features in the environment To use atlases, globes, maps and plans and ICT for mapping and research.	
Summer 1	**Study of a region in South America (e.g. Amazon Basin S.America).** To understand geographical similarities and differences through the study of human geography of a region in South America. To understand geographical similarities and differences through the study of physical geography of a region in South America.	To identify and describe what places are like To recognise how places fit together within a wider geographical context **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.**	

	To 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. Can take this over 2 weeks if needed. To consolidate my knowledge of the River Wear by completing a fact file.		

Class: 9

	Aspect	Objectives	Resources/Fieldwork
Autumn 1	Geography in the news: To use appropriate geographical vocabulary to describe different types of dangerous weather. To describe how dangerous weather can affect people's lives and the economy (can link to a region). To locate areas and places of the world that have been affected by dangerous types of weather. To understand how other countries, support and provide relief for disaster-stricken places in the world? To look at current and past newspaper articles about areas affected by dangerous types of weather. To apply my knowledge of dangerous types of weather to plan and write my own newspaper report. To consolidate my knowledge of dangerous types of weather to write my own newspaper report.	To use appropriate geographical vocabulary (cyclones, hurricanes, flooding, tsunamis) To identify how and why places change (Haiti – hurricanes). To use atlases, globes, maps and plans and ICT for mapping and research. To recognise how places fit together within a wider geographical context Learn to ask geographical questions and collect and record evidence To use appropriate geographical vocabulary **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.**	

Spring 1	The world: To know the continents of the world and how are the continents divided up into major countries. Including capital cities of major world countries. To identify countries on a globe, atlas and maps of different scales. To 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: - To understand the physical features of (selected continent). - To identify the human impact on the region. - To identify any current issues there related to geography (pollution, erosion etc). - To identify how the regions impacts upon other areas of the world. (trade links, resources, pollution, etc.).	To use atlases, globes, maps and plans and ICT for mapping and research. To recognise how places fit together within a wider geographical context To use atlases, globes, maps and plans and ICT for mapping and research. Recognise and explain patterns made by individual physical and human features in the environment Learn to ask geographical questions and collect and record evidence 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.**	
Summer 1	Mapping skills and fieldwork: - **Covered on residential.** To use OS maps of different scales. 8 points of the compass. Six figure grid references. To use a map and compass to navigate around a given area. To describe a location from information gleaned only from a map. To 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).	To recognise how places fit together within a wider geographical context To use appropriate geographical vocabulary Recognise and explain patterns made by individual physical and human features in the environment Learn to ask geographical questions and collect and record evidence **BV: To understand human and physical features of Britain's rivers, coasts etc.**	Outdoors: Use compass points and six figure grid references with a map to orienteer in the school grounds and woodland area.