

**ASHTON WEST END PRIMARY ACADEMY
LONG TERM PLAN FOR SCHEME OF WORK**

SUBJECT Geography	Foundation	YEAR GROUP Years 1 and 2
	<i>*literacy opportunities suggestions</i>	

CYCLE	NC PROGRAMMES OF STUDY.	TITLE	KEY SKILLS	RESOURCES INCLUDING VISITS
YEAR 1				
AUTUMN 1	Location Knowledge: 1. Place knowledge: 1. Human and Physical geography: 2. Geographical skills and fieldwork: 1. 2. 3. 4.	Our School * <i>Questions</i> <i>Descriptions</i> <i>instructions</i>	Take part in enquiry process. Use geographical terms. Undertake field work. Follow directions. Make maps and plans. Locate home locality. Follow a route. Use secondary sources. Compass directions Digital mapping	Map of school. Aerial view maps. Local maps eg large scale. Ordnance survey maps. Street maps. Computer software for drawing simple maps. Pictures of school from inside and outside. Local newspapers. Physical and Human features of the school.
AUTUMN 2	Location Knowledge: 1. Place knowledge: 1. Human and Physical geography: 2. Geographical skills and fieldwork: 1. 2. 3. 4.	Our Local Area- Ashton * <i>Report</i> <i>Labels</i> <i>captions</i>	Use geographical terms. Use maps and plans. Identify major geographical features. Use secondary sources. Human and Physical geography o the area. Where are we? World continents and oceans in relation to Ashton. Compass directions.	Ks1 globe and atlases. Postcards and pictures of places Espresso
SPRING 1				
SPRING 2				
SUMMER 1				
SUMMER 2	Location Knowledge: 1.	Australia *	Ask geographical questions. Geographical vocabulary	Atlases. Pictures and photographs of an island.

	<p>2.</p> <p>Place knowledge:</p> <p>1.</p> <p>Human and Physical geography:</p> <p>2.</p> <p>Geographical skills and fieldwork:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p><i>Story map</i> <i>Description</i> <i>retell</i></p>	<p>Express own views. Communicate in different ways. Use geographical vocabulary. Use globes, maps and plans. Use secondary sources. Make maps and plans. Compare and contrast between home and this place. Map work Compass directions. Labelling Australia on a map of the world in relation to Ashton.</p>	<p>Materials for making a collage. Coordinates map of Australia. Pictorial map of Australia.</p>
YEAR 2				
AUTUMN 1	<p>Location Knowledge:</p> <p>1.</p> <p>Place knowledge:</p> <p>1.</p> <p>Human and Physical geography:</p> <p>2.</p> <p>Geographical skills and fieldwork:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>Barnaby Bear- The UK coast.</p>	<p>Use geographical terms. Undertake field work. Make maps and plans.</p>	<p>Fieldwork visit. Photographs of the local area. Simple graphing software. Street plans. Visit off a Road safety Officer or lollipop person. City bricks etc</p>
AUTUMN 2				
SPRING 1	<p>Location Knowledge:</p> <p>1.</p> <p>2.</p> <p>Place knowledge:</p> <p>1.</p> <p>Human and Physical geography:</p> <p>1.</p> <p>Geographical skills and fieldwork:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>Weather Patterns</p> <p>*</p> <p><i>Labels</i> <i>Captions</i> <i>Report</i></p>	<p>Use geographical terms. Use maps and plans. Identify major geographical features. Use secondary sources.</p>	<p>KS1 globes and atlases. Barnaby Bear. Postcard and pictures of places Barnaby Bear visits. Wall maps Materials for constructing a bear Where in the world is BB Espresso</p>
SPRING 2				
SUMMER 1	<p>Location Knowledge:</p> <p>1.</p>	<p>Hot and Cold</p> <p>*</p>	<p>Use geographical terms. Take part in enquiry process. Use maps and plans</p>	<p>maps, Globes., atlas Pictures of the seaside from modern and earlier times.</p>

	Place knowledge: 1. Human and Physical geography: 1. 2. Geographical skills and fieldwork: 1. 2. 3. 4.	<i>postcards</i> <i>Labels</i> <i>Captions</i> <i>Recount</i> <i>report</i>	Identify major geographical features. Use secondary sources.	Travel brochures Lucy and Tom go to the seaside by Shirley Hughes visit to the seaside eg Southport. Pictures and photographs of the seaside place. Seaside mat
SUMMER 2				

SUBJECT Geography		KS 2	YEAR GROUP 3 and 4	
CYCLE	N.C. PROGRAMME OF STUDY	TITLE	KEY SKILLS	RESOURCES INCLUDING VISITS
YEAR 3				
AUTUMN 1	Human and physical geography: 1a Geographical skills and fieldwork: 1	Volcanoes and Earthquakes Where are what are volcanoes and earthquakes? What causes them? * <i>Information texts</i> <i>Reports</i> <i>Creative writing</i> <i>Research questions</i>	Map work Label maps and geographical diagrams Collect and record information Physical features of a volcano or earthquake	Atlases Globes Ipads with apps Materials to make a volcano
AUTUMN 2				
SPRING 1	Location knowledge: 1 Human and physical geography: 1a 1b Place Knowledge: 1	Lakes * <i>Explanations</i> <i>Information texts</i> <i>Reports</i> <i>Question writing</i>	Use and read globes, maps and plans. Draw and make plans. Using secondary sources and artefacts. Analyse evidence and draw conclusions. Identify and describe what places are like, for eg, weather and tourism.	Maps, pictures and photographs of lakes Globes. Information and books related to Lakes. Artefacts. Ipads and apps ICT resources

	Geographical skills and fieldwork: 1 2		Recognise the physical characteristics of Lakes Explain why places are like they are.	
SPRING 2	Location knowledge: 1 Human and physical geography: 1a 1b Place Knowledge: 1 Geographical skills and fieldwork: 1 2	Lakes * <i>Explanations</i> <i>Information texts</i> <i>Reports</i> <i>Question writing</i>	Use and read globes, maps and plans. Draw and make plans. Using secondary sources and artefacts. Analyse evidence and draw conclusions. Identify and describe what places are like, for eg, weather and tourism. Recognise the physical characteristics of Lakes Explain why places are like they are.	Maps, pictures and photographs of lakes Globes. Information and books related to Lakes. Artefacts. Ipads and apps ICT resources
SUMMER 1				
SUMMER 2				
<u>YEAR 4</u>				
AUTUMN 1				
AUTUMN 2				

<p>SPRING 1 SPRING 2</p>	<p>Location knowledge: 1</p> <p>Place knowledge: 1</p> <p>Human and physical geography: 1a 1b</p> <p>Geographical skills and fieldwork: 1</p>	<p>France</p> <p>An investigation into the similarities and differences between our area and the human and physical features of an area of France.</p> <p>*</p> <p><i>Information texts</i> <i>Creative writing</i> <i>Research questions</i> <i>Reports</i></p>	<p>Map work</p> <p>Label maps and geographical diagrams</p> <p>Physical and human features of France</p> <p>Comparisons</p> <p>Collect and record evidence</p> <p>Use photographs</p> <p>Use secondary sources</p> <p>Explain why places are like they are</p>	<p>Atlases</p> <p>Maps</p> <p>Globes</p> <p>ICT resources</p> <p>Secondary sources</p> <p>Photographs</p>
<p>SUMMER 1</p>				
<p>SUMMER 2</p>	<p>Location knowledge: 2</p> <p>Place knowledge: 1</p> <p>Human and physical geography: 1b</p> <p>Geographical skills and fieldwork: 2 3</p>	<p>Investigating our local area- including mapping skills</p> <p>*</p> <p><i>Interview adults and children to find out if our locality has all the facilities that we need.</i></p> <p><i>Devise and complete a questionnaire on amenities on our local area and amenities that could be in our local area.</i></p>	<p>Collect and record evidence.</p> <p>Undertake fieldwork</p> <p>Use and read maps and plans.</p> <p>Use photographs.</p> <p>Use secondary sources.</p> <p>Identify features and changes of a place.</p> <p>Questioning.</p> <p>Collecting and analysing data.</p>	<p>Aerial photographs and maps of Saddleworth Moor and the Peak District.</p> <p>Globes.</p> <p>Atlases.</p> <p>Data base/graphing software.</p> <p>Questionnaires related to jobs in local area.</p> <p>Visit to Ashton.</p>

SUBJECT Geography	KS 2	YEAR GROUP 5 and 6
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CYCLE	N.C. PROGRAMME OF STUDY	TITLE	KEY SKILLS	RESOURCES INCLUDING VISITS
<u>YEAR 5</u>				
AUTUMN 1				
AUTUMN 2				
SPRING 1				
SPRING 2 SUMMER 1	<p>Location knowledge: 1 2 3</p> <p>Place knowledge: 1</p> <p>Human and physical geography: 1a, 1b</p> <p>Geographical skills and fieldwork: 1</p>	<p>A contrasting locality with a focus on climate zones, biomes and vegetation belts. Look at the different features of climates available in the UK and the Amazon, what grows, is harvested and examine trade links involved in this area to different parts of the world.</p> <p>Amazon Rainforest * <i>Adverts</i> <i>Report-comparison</i> <i>Instruction</i> <i>persuasive(debate)</i> <i>recount</i> <i>report</i></p> <p>UK locality compared with the Amazon</p>	<p>Collect and record evidence. Analyse and communicate. Use geographical vocabulary Undertake field work Make maps and plans Use atlases and maps Use secondary sources</p>	<p>Ordnance survey maps Street maps and base maps of the Amazon Sketching and coloured pencils A stop watch Clip boards Maps, photographs and information on the Amazon. Rainforest artefacts CDs and CD Roms</p>
SUMMER 2	<p>Location knowledge: 2</p> <p>Place knowledge: 1</p> <p>Geographical skills and fieldwork: 1 2</p>	<p>Investigating Rivers - from mountain to the coast. Look at the formation and features of the River Goyt at Marple and perform an in-depth study of the river. It's source to end, inhabitants, flow rates as an example.</p> <p>* <i>Explanations</i> <i>Letters</i> <i>Persuasion</i> <i>Debates</i> <i>reports</i></p>	<p>Observe and question Collect and record. Evidence Analyse and communicate Use geographical vocabulary Undertake field work Make maps and plans Use globes, atlases and maps Use secondary sources Use ICT</p>	<p>Information on River Goyt Local maps Measuring tapes Ranging rods Floats stopwatches clipboards Globes maps Atlases Access to the internet. BBC Active. Trip to River Goyt</p>
<u>YEAR 6</u>				
AUTUMN 1				
AUTUMN 2				
SPRING 1				

<p>SPRING 2</p>	<p>Location knowledge: 3</p>	<p>Arctic and Antarctic</p> <p>Analyse and look at the composition of the world in the sense of the tropics of Capricorn, the Arctic and Antarctic circle, look at time zones including day and night. Study on the features of life and climates of the Arctic and Antarctic as a focus.</p> <p>*</p> <p><i>Explanations</i> <i>Debates</i> <i>Reports</i> <i>Information texts</i> <i>Adverts</i></p>	<p>Observe and question Use geographical vocabulary Use globes, atlases and maps Use digital mapping Use secondary sources Use ICT</p>	
<p>SUMMER 1 SUMMER 2</p>	<p>Location knowledge: 2</p> <p>Human and physical geography: 1a</p> <p>Geographical skills and fieldwork: 1 2 3</p>	<p>Investigating Rivers- from mountain to the coast. Look at the formation and features of the River Goyt at Marple and perform an in-depth study of the river. It's source to end, inhabitants, flow rates as an example.</p> <p>*</p> <p><i>Explanations</i> <i>Letters</i> <i>Persuasion</i> <i>Debates</i> <i>reports</i></p>	<p>Observe and question Collect and record. Evidence Analyse and communicate Use geographical vocabulary Undertake field work Make maps and plans Use globes, atlases and maps Use secondary sources Use ICT</p>	<p>Information on River Rhine and River Tame. Local maps Measuring tapes Ranging rods Floats stopwatches clipboards Globes maps Atlases Access to the internet. BBC Active. Trip to River or Goyt</p>