



Riverside Primary School and Nursery Geography Scheme of Work

Year 1					
Unit title	Learning Objective	Vocabulary	Input	Activity	Outcome
What its like here?	To know the name of country and town that they live.	Aerial view Atlas Country City Map Land Sea Locate Key symbol	L1 Locate country and town on a map A Geography Song About the UK and its Capitals - Silly Education Songs	Use atlas / map and locate England and Maidenhead on a map and label.	Make own playground map
	To locate school on aerial photo and identify 3 features on a map		L2 Google Earth Aerial image of the school. Locate features on map of school	Chd find and identify 3 features on aerial map of school. Oracy : sort and compare features	
	To locate key features of the playground		L3/4 Chd look at the playground and features that are there.	Make a map of school playground and add 3 features. Oracy : talk detectives	
	To create a design to improve our playground		L6 Chd design their own playground.	Make their own map of playground using symbols and a key	
What is the weather like in the UK?	To locate the four countries of the UK. To identify the four compass directions.	Temperature, weather, compass, direction, map, season, autumn, spring, summer,	L1 Use google earth / atlases to locate the school and four countries. L3 Compass points: Naughty Elephants Squirt Water / video https://www.youtube.com/watch?v=...	Label the 4 countries on a map.	Present a weather forecast (Oracy). Read the symbols and advise people how to prepare. “



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		win ter,	h		“In England it will be sunny and hot, ”
	To identify seasonal changes in the UK. To understand how the weather changes with each season.		L2 What are the 4 seasons? Song - Short walk to find objects related to the season. L6 How do people prepare for the weather?	Identify clothes appropriate for the 4 different seasons. Kapow / twinkle sheet.	
	To investigate daily weather patterns.		L4 Describe the weather in the photos Identify the meaning of different weather symbols.	Draw the weather today. Begin the 5 day weather record/chart	
	To identify daily weather patterns in the UK		L5 Pupils prepare for Oracy activity by placing weather symbols on an A4 size map and forecasting the weather to their partner	Present weather forecasts for the different countries of the UK. Pupils place weather symbols on the map and describe the weather in a specific country	
What is it like to live in Shanghai?	To recognise human and physical features	continent country different directional language e.g. near, far, next to, behind, etc. key	L1/2 Look and identify physical and human features in school grounds	Chd identify human and physical features of the school grounds. Oracy : I can see a physical/ human feature It is a ...	Make a fact book about China
	To name and locate some		L3 To name and locate Europe/ Asia / England and	Chd make jigsaw of 7 continents and label and locate	



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	continents on a world map	human feature map physical feature similar symbol	China on a map	Maidenhead and Shanghai Oracy : talk detectives	
	To identify human and physical features in Shanghai		L4/5 To look at video of what it is like in China / Shanghai. Can they name the human and physical features.	Chd look at pics of China and sort human and physical features Oracy : Fed in facts Give in China/ Shanghaiphotos/ trios / where does each label go?	
	To compare Shanghai to our local area		L6 How is Shanghai different to our local area?	Chd make a fact page for a book about China.	



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Year 2						
Unit title	Learning Objective	Vocabulary	Kapow lessons	Input	Activity	Outcome
Would you prefer to live in a hot or cold place?	To name and locate the 7 continents, equator, North and South Pole	Country Continent Equator Human feature Physical feature Weather Arid Desert Map Ocean Savannah Temperate Temperature	L1-3	L1 Retrieval from year 1: Continents song (hopskotch) Interactive ppt - locating the continents	Locate and labelling the continents - A3 map SEN - cut and stick. Introduce compass points (N, S, E, W) Compass points game outside.	Debate: Would you rather live in a hot or cold place? Oracy
	To compare Kenya and England Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.		L4 + 5	Retrieval continents. Locating Kenya and England on map. L4 - Interactive presentation looking at photos of Kenya and England. L5 - Map of weather across continents. Add weather words to pictures of Kenya (arid) and England (temperate).	Oracy: sort and compare pictures of Kenya and England (including weather, human features, physical features). Vocabulary: desert, savannah, temperate, farm, arid, England, Kenya, vegetation, animals, buildings.	
	Outcome: Debate			Where would you rather live? Chldn prepare notes on what they think and why. (exploratory talk)	Conscience corridor - film debate. (presentational talk)	



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Why is our world wonderful?	To identify geographical characteristics of the UK To locate some of the worlds most amazing places	Country Continent Ocean Human feature Physical feature Weather Map Location River Symbol Tally chart Landmark Data collection Tourist	L1+2	L1 - ppt (video) (Slim down to: Tower of London, Edinburgh castle, Snowdon, Giant's causeway L2 - ppt - locating landmarks from around the world.	Talk detective, trios discussion, post it notes. Is this a human or physical feature? Where is it located? Why is it an amazing place? Where would you like to visit?	Tourist brochure UK), focus on using capital cities and human or physical features.
	Name and locate the 5 oceans		L3	L3 - Label and name the oceans. Song and ppt.	Locate and label oceans on map.	Why should you visit? Persuade people to visit your landmark.
	Outcome: Poster			L1 - Retrieval of UK landmarks. Modelling of how to use kidrex to add extra facts about one of the landmarks. Modelled example of standard of poster	In trios create a poster showcasing one of the UK's landmarks with bubble facts. Key vocabulary to include: country, capital, important, north of ____, south of ____, next to ____ sea.	Research using a computer.
	Our local area Field work trip- (moor or town centre)		L4	Looking for human and physical features in the local area - create tally chart	Review their findings from local walk. What was spotted the most/least?	
What is it like to live by the coast?	To locate and label the oceans and seas around the UK.	North sea Irish sea Atlantic ocean English Channel Arch Bay Cliff	L1	Retrieval continents: continents song Ocean and continent quiz New: Uk in Europe, identifying 4 countries in UK, review compass points to describe	Locate and label the oceans and seas around UK.	Outcome: To create a diorama of a coast. Label and present and share learning to



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		Sea Coastline Stack Trainstation Pier Harbour Shops		locations of UK e.g. Scotland is in the North. Introduce identifying seas/oceans surrounding UK.		Y1.
	To explain what a coast is.		L2	Introduce vocab: coastline, physical and human features. Looking at photographs, adding vocabulary. What can you see?	Talk detective, trios discussion, post it notes. Discuss what is in the picture using vocab crib sheet.	
	To identify the physical and human features of a coast		L3 & 4	Review vocab of previous lesson eg. arch, cliff, coast, stack Oracy sentence stems. Fed in facts to label diagram.	Fed in facts - Label on a diagram and add the definition.	
	Outcome			Concept cartoon of instructions on making a diorama. Resources: - Shoe boxes - Cardboard - Paint - Coloured paper - Clay - Sand - Lollipop sticks	Create diorama applying:	



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Year 3						
Unit title	Learning Objective	Vocabulary	Kapow lessons	Input	Activity	Outcome
Why are rainforests important to us? (Unit A)	To locate the world's rainforest on a map. To describe the characteristics of a rainforest.	Biome, Tropic of Capricorn, Tropic of Cancer, equator, forest floor, canopy layer, understorey, emergent layer, deforestation, global warming	1 - 2	Retrieval - Mapwork (including continents, Latitude, longitude, equator & hemispheres) L 1 - Presentation: Latitude and longitude: Identify and describe biomes. Locate continents with rainforests. L 2 - Presentation: Physical features: To know the characteristics of the rainforest	L1: Mapwork - Matching biome descriptions and pictures. L2: Layers of the rainforest activity.	To write a letter to the President of Brazil to persuade him to protect the Amazon.
	To know who lives in the Amazon.		3	L3 - Retrieval - Speak like an expert using key vocabulary to describe the characteristics of the Amazon Rainforest. Watch 360 video - How do indigenous people use the rainforest? Mapwork - Comparing maps to show deforestation.	L3: Create a mindmap of how the indigenous people use the rainforest.	
	To know why rainforests are important. To understand the threats to the Amazon.		4	Read the story of indigenous people to give children an understanding of their history. Presentation - Why is the Amazon important? Watch 360 video about	Rainforest importance pyramid. Children rank reasons why the Amazon rainforest is important to people and the planet.	



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				changes to the Amazon and their impact. Presentation - Threats to the Amazon.		
	Outcome: To write a persuasive letter to the President of Brazil about the importance of the Amazon.				To write a persuasive letter.	
Are all settlements the same? (Unit C)	To define a settlement and identify different types of and use	Settlement, urban, rural, residential, commercial, industrial, leisure.	1-2	Retrieval - Countries and capital cities song. L1 - Settlement presentation slides. Identify different types of settlements - village, town, city. Urban and rural. L2 - Land use. Explain that inside settlements, space is split into different land uses - recreational, transport, agricultural, residential, commercial.	L1 - Children sort images/statements into villages, towns, and cities, identifying key features. L2 activity - Children colour code a map of the school area according to land use.	Outcome: Following on from the fieldwork children build a model settlement of their local area.
	To use maps to identify local features and	Human feature, physical feature, local, population, compass lines of	L3 and 4	L3 - Field work lesson. Enquiry question: Can I explain the location of features in my local area?	Follow a route on a map of the local area and mark/take photos of human and physical features.	



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	explain how land is used.	latitude, lines of longitude		L4 - Display historical and current map of local area. How has land use changed?		
	To compare and contrast land use and settlement between the UK and New Delhi	commercial residential compare region facilities	L5 and 6	L5 - Land use in Delhi video. Identify human and physical features. Children identify human and physical features in New Delhi using images and maps. Discuss similarities and differences between our local area.	Create a venn diagram - Sort cards - Small population, cooler climate, lots of rural spaces nearby etc	
	Outcome: To build a model settlement of the local area.			Children design and build a model of their local area showing land use, transport and key features.		
Who lives in Antarctica? (Unit B)	To understand the significance of lines of longitude and lines of latitude.	Climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg,	L1	Retrieval: Continents song. L1: Use the globe to identify lines of longitude, latitude, Equator, Northern and Southern Hemispheres. L1 - Climate zones presentation. Discuss each zone. L2: Locate Antarctica on the	Matching activity: Match climate zone pictures with descriptions.	Outcome: Create quiz in groups for an Antarctica Visitor's Centre.



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				map.		
	To describe the human and physical features of Antarctica.	ice sheet, ice shelf, iceberg, drifting ice, glacier, polar, mountain range	L3	Retrieval: L2: Physical features presentations. Presentation: Living in Antarctica L3: Video - What's it like to live in Antarctica? Show children the links: What's it like to live in Antarctica? on BBC Newsround and Are you ready?	Antarctica physical features map activity. Children label key features (ice shelves, mountains, oceans) and describe the polar climate. Antarctic Survival Kit Design Challenge: Children design a survival kit for a scientist visiting Antarctica, explaining each item using knowledge learnt.	
	To use the four-figure grid references to plot Shackleton's route to Antarctica.	Compass points, direction, grid reference, route, map, expedition	L4	Retrieval: L5 - Compass points song L4: Presentation - Shackleton. Discuss Presentation: Four-figure grid references. Presentation: Shackleton's route.	Listen to the audio clip of Shackleton's route and plot the route on the map.	
	Interactive quiz for visitors.o create an in				Outcome: Create quiz in groups for an Antarctica Visitor's Centre.	



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Year 4

Year 4						
Unit title	Learning Objective	Vocabulary	Kapow lessons	Input	Activity	Outcome
Why do people live near volcanoes?	1) To be able to identify the continents and where the plate boundaries are	inner core, outer core, mantle, crust, magma, tectonic plate, plate boundary, fold mountain, -block mountain, volcanic mountain, atlas, composite volcano, shield volcano, magma chamber, vent, pyroclastic flow, active volcano, dormant extinct, fertile, climate change, energy index, earthquake, tsunami, fault line, epicentre, seismic waves, natural, igneous,	1- model of earth's layers Video and interactive pp Quick fire quiz 2- Presentation (continents and tectonic plates)	Y3 retrieval continents- continent song Map of continents and plate boundaries Layers of the earth kapow interactive presentation	Main- continent naming on a map, tracing plate boundary Supported- layers of the earth (kapow activity)	Holiday brochure- volcanic eruptions (pos/neg)
	2) To be able to state which continents volcanoes can be found and have an understanding of latitude/longitude/h		2- Tectonic plates	Retrieval of continents and plate boundary Language of maps/globes - latitudes/longitudes/hemispheres Compass points	Latitude/longitude co-ordinates maps. Plot volcanoes on the map.	



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	emispheres					
	3) To know the effects of a volcanic eruption		4- What are the effects of a volcanic eruption?	Pupil video- Mount Etna - Pupil video - living near a volcano	Sorting into benefits and challenges activity- pros and cons of living near a volcano	
	4) Outcome lesson - holiday brochure- positives and negatives of living or holidaying in a location with volcanoes nearby					
Where does our food come from?	1) To be able to name the different biomes and locate them on a world map in relation		Kapow- lesson 1	Retrieval- world map Input- equator and tropics (using kapow) Name biomes- locate on map	Matching food to biomes on world map that demonstrates equator and tropics	To carry out a field work inquiry at a local farm (Copas)



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	to the equator and tropics of cancer and capricorn					
	2) To understand responsible trading and fair trade (including chocolate)		Kapow lesson 2 and 3	Retrieval biomes/ equator/ tropics Input- meaning of fair/ trade (link to trading cards etc) Journey of cocoa bean (linking in fair trade chocolate)	Journey of cocoa bean (kapow lesson 3)	
	3) To know where our food comes from		Kapow lesson 4 and 5	Retrieval - journey of cocoa bean + fair trade	Finding the location of food on packets (mixture from around the world) recording on a world map	
	Trip to local farm- Copas? Is it better to source food locally or to import?					
What are rivers and how are the	1) The water cycle	condensation delta	Kapow lesson 1	Water cycle video	Recreating a water cycle Understanding and applying	Create a large scale river



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formed?		estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall			new vocab - word to definition matching	model to share at a class assembly to parents.
	2) How a river is formed		Kapow lesson 2	How a river is formed video	Recreate the 3 main water courses and label parts of a river	
	3) Where rivers can be found and how they are used		Kapow lessons 3 and 4	Retrieval water courses/ water cycle Oracy- what do you think rivers are used for	Find and map major rivers on a world map, use atlases / laptops to support	
	Field trip- streams/ water ways/ river thames and jubilee					

Year 5						
Unit title	Learning Objective	Vocabulary	Kapow lessons	Input	Activity	Outcome
What is life like in the Alps?	To locate The Alps on a map	Longitude Latitude Northern hemisphere	1	Retrieval- Continents (use kapow song) Alps- immerse video https://www.youtubeeducation.com/watch?v=75D-ciab6_U Presentation- Where are The	Label world map with: longitude, latitude, continents. Label Europe map: countries The Alps go through- using atlas to find where each	BBC short film on the Alps. Use pre-prepared slides and



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		Southern hemisphere The Alps Mountain range		Alps (kapow) show location, explore longitude/latitude/north & south hemisphere. Eight countries. Model using visualiser using an atlas to locate countries (contents page/index page).	country is. note* some countries have code-model using code/key- long country names) Final activity- True/false team quiz (kapow slides)	create a script.
	To locate and describe the physical and human features & characteristics of The Alps.		2/3	Part 1: Retrieval-L2 (The Alps quiz) BBC video: A tour of The Alps https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/zb3ywtv Do activity 1 Part 2- Focus in on a town-Innsbruck https://www.youtube.com/watch?v=bFv1OL87Jr4&t=75s Watch video. Continue to use google earth to look around Innsbruck. Share slide of activities (L2) + categories- population, climate, vegetation, transport, Leisure.	L2- Alps images (Chamonix, Lake Worthersee, Pasterze Glacier, Mont Blanc, Hohensalzburg Fortress and Nordkette cable car) Give children a pre-made map of the Alps with country names. Children use google Earth to find features and draw lines to location on the map. Share different websites- children research to add more information about 'things to do' in The Alps to their posters with features on.	
	To understand the similarities and differences of our local area and an Alpine area.		4/5			
Why do oceans matter?	To locate The Great Barrier Reef. To know why oceans are so important.	Biodegradable coral bleaching coral reef decompose Disposable ecosystem erosion	1, 2	L1: Yr 4 retrieval- oceans: name and place; Ocean Song. Our Ocean- video. Class mind map- importance of oceans. L2: Coral reef video. Order benefits of coral reef statements.	Atlas work- Australia- find key facts Order benefits of coral reef statements.	Speech to parents. Children to have supporting resources to present.



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	To know why our oceans are suffering. To know what we can do to help our oceans.	habitat human footprint Marine microplastics ocean current renewable energy	3,4	Retrieval- why are coral reefs important. Video-nature is speaking. Presentation- why are our oceans suffering? Explore presentation- healthy oceans- mind map. How we help. Video- marine life being saved.	Fed in facts (print slides). Human impact of one area- notes & present to class. Add notes to research. How to help. Templates in the planning folder.	
	To create a google presentation about keeping the oceans clean.		n/a	Retrieval- share class book Recap why oceans are suffering/what we can do to help. Plan persuasive sentences: It is vital that.. We must.. If we don't..then.. It is essential that.. Oceans depend on.. It is critical that..	Time to write up speech + create resources to support	
			n/a	Presentation to parents		
Would you like to live in the desert?	To summarise the characteristics of a desert biome.	agriculture airstrip arid barren biome climate desert desertification drought flash flood	L1	Recap, recall Matching activity whole class Main event (use torch to demonstrate sunlight on the equator) Desert postcard	Write a postcard to a friend or family member about a visit to the Mojave Desert and the characteristics of this biome.	Conscience alley
	To locate and explore features & physical features of deserts.		L2/3	L2 continents song starter Global deserts presentation (use map to support) L3 Main event watch video + use chromebooks to complete Desert features activity Go through desert features slide to check learning	Use a chromebook to research desert features to complete activity worksheet	
	To explain the different ways humans can use deserts.		L4	Recap & recall Main event + introduce question: Would you live in the desert? Opportunity to start adding ideas to a working document to work towards conscience alley outcome	Mindmap of reasons for living in a desert	
	To describe some of		L5	Main event + watch video	Letter + adding to mindmap for reasons	



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	the threats of desert environments.			Write a letter to the family, giving their opinion on whether the family should move to the Mojave Desert.	against living in a desert	
			L6	Split into two groups: for & against. Time to look over learning + start writing down ideas for the conscience alley.	Conscience alley	



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Year 6						
Unit title	Learning Objective	Vocabulary	Kapow lessons	Input	Activity	Outcome
Why does population change?	To understand the change and distribution of the global population. To define birth and death rates and describe why they change.	Population, densely/sparsely populated, birth rate, push rate, migration, pull rates	1/2	Presentation: continents of the world. Presentation: population density - snip slide + chn annotate using atlases to find countries (3 most + 3 least and add reason why. Include UK, Bulgaria + Oman) Presentation: birth + death rates (L2)	Labelled map with populations Birth + death rates sorting (team jotter to make presentation notes)	Oracy outcome using google slides presentation board which has been added to over the lessons. Answer the question: why does population change?
	To recognise the push and pull factors influencing migration. To begin to understand the impact climate change can have on the global population.		3/4	Presentation: Push and pull factors + add symbols for environmental, social + economic (focus). Migrants presentation. Presentation: climate change in the UK. Video + jotters.	Poster: half about push and pull factors + other half climate change.	
			n/a	Retrieval - class book + jotters. Time to prepare.	Oracy outcome presentation	



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Where does our energy come from?	To be able to understand why energy sources are important?	energy source power natural gas coal biofuel crude oil hydro	1/2	Energy timeline, energy sources presentation. Atlas + mapping energy outcome (L1) (L2)Sort energy sources into renewable and nonrenewable. Diamond activity: energy source sorting of importance.	Using an atlas to find, shade and label countries to show trading routes. Whole class sorting activity. Diamond nine activity: order of importance.	Dragons Den pitch: 'Where is the best place for a solar panel on the school grounds?'
	To understand the benefits and drawbacks of different energy sources		4	L4 retrieval UK cities. Class debate: agree or disagree, 'everyone should be using renewable energy sources now'. Presentation: Energy Consumption.	Class debate	
	To explain the reasons for choosing an energy source		5	Audio: Urban Planner - listen + which renewable energy source is best. City planning presentation. Children to design their proposed town.	Children work in small groups to design their own proposed town, including the human and physical features the urban planner mentioned.	
Can I carry out an independent fieldwork enquiry?	To develop an enquiry question	analyse audience impact improvement		Discuss various data collection methods. Issues facing locality and wider region. Naming some regions in UK. Decide on local issue they want to investigate.	Complete activity on regions of the uk. Identify issues in local area. Develop an enquiry question to investigate. Complete table	Present the outcome of the geographical enquiry question. Design



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	To create data collection methods	recommendati on		Discuss data collection methods and decide the most suitable. Tally's photos. Discuss quantitative and qualitative.	Complete activity about data collection methods	a poster a to share findings
	To plan a route for a fieldwork trip			Select start and end of route and plot points of route where data will be collected	Arrange the children into the same groups of six as in Lessons 1 and 2 and hand out the OS maps of the fieldwork area (one per group). Display the <i>Presentation: OS map</i> , showing the local area the children will be using for their fieldwork (alternatively share any relevant image or web page on the interactive whiteboard). Describe the boundary of the area they will be allowed to use to collect data during their fieldwork.	
	To analyse data		4	Discuss what the data shows Does you data suggest your chosen location has any positive points. What improvements could be made to your chosen lobation	In pairs, ask pupils to create a digital map to record their findings in the data collection locations visited during their fieldwork. Provide the children with the name of the location or postcode Download maps to be used in final presentation What went well during the fieldwork? How would you amend your fieldwork in the future? Do you think you have collected enough data to answer the enquiry question.	



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	To present data					
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