

New Geography Scheme of Work – based on Kapow Scheme – March 2023

Whole school overview:

Year group	Autumn	Spring	Summer
1	What is it like here? Vid	What is the weather like in the UK? Weather report from different parts of the country	What is it like to live in Shanghai? A3 Spread
2	Would you prefer to live in a hot or cold place? Double page spread	Why is our world wonderful? Seesaw Based (Curriculum Week)	What is it like to live by the coast? Partner PowerPoint
3	Why do people live near volcanoes? Double page spread/poster	Who lives in Antarctica? Video/Seesaw	Are all settlements the same? PowerPoint
4	Why are rainforests important to us? PowerPoint	Where does our food come from? Seesaw	What are rivers, and how are they used? Double Page Spread
5	Where does our energy come from? Seesaw	Why do oceans matter? A3 Poster	Would you like to live in the desert? Partner PowerPoint
6	What is life like in the Alps? Double Page Spread	Can I carry out an independent fieldwork enquiry? Seesaw	Why does population change? Google Slides

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1	<p align="center"><u>What is it like here?</u></p> <p>To locate the school on an aerial photograph. To create a map of the classroom. To locate key features of the playground. To draw a simple map. To investigate how we feel about our playground. To create a design to improve our playground.</p>	<p align="center"><u>What is the weather like in the UK?</u></p> <p>To locate the four countries of the UK. To identify seasonal changes in the UK. To identify the four compass directions. To investigate daily weather patterns. To identify daily weather patterns in the UK. To understand how the weather changes with each season.</p>	<p align="center"><u>What is it like to live in Shanghai?</u></p> <p>Awaiting - should be released 21st April</p>
	<p>Ongoing:</p> <p>UK: name and locate the 4 countries of the UK. World: name and locate Europe, Africa, Asia, N America; name and locate Atlantic and Pacific Ocean.</p>		

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2	<p><u>Would you prefer to live in a hot or cold place?</u></p> <p>To name and locate the 7 continents. To locate the North and South poles. To locate the equator on a world map. To compare the UK and Kenya. To investigate local weather conditions. To identify key features of hot and cold places.</p>	<p><u>Why is our world wonderful?</u></p> <p>To identify geographical characteristics of the UK. To locate some of the world's most amazing places. To know the names of the five oceans and locate them on a map. To understand how to draw human and physical features on a sketch map. To investigate local habitats and record findings. To understand how to present findings in a bar chart.</p>	<p><u>What is it like to live by the coast?</u></p> <p>To locate the seas and oceans surrounding the UK. To explain what the coast is. To identify the physical features of the coast. To identify human features on the coast. To investigate how people use the local coast. To present findings on how people use the local coast.</p>
	<p>Ongoing: UK: name and locate the surrounding seas of the UK; name and locate the 4 capital cities of the UK. World: name and locate all 7 continents; name and locate all 5 oceans; locate the poles and equator.</p>		

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3	<p><u>Why do people live near volcanoes?</u></p> <p>To name and describe the layers of the Earth.</p> <p>To explain how and where mountains are formed.</p> <p>To explain why volcanoes happen and where they occur.</p> <p>To recognise the negative and positive effects of living near a volcano.</p> <p>To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings.</p>	<p><u>Who lives in Antarctica?</u></p> <p>To understand the position and significance of lines of latitude.</p> <p>To describe the location and physical features of Antarctica.</p> <p>To describe the human features of Antarctica.</p> <p>To use four-figure grid references to plot Shackleton's route to Antarctica.</p> <p>To plan a simple route on a map using compass points.</p> <p>To follow instructions involving compass points and map a simple route.</p>	<p><u>Are all settlements the same?</u></p> <p>To describe different types of settlements.</p> <p>To identify the human and physical features in the local area.</p> <p>To discuss why physical and human features are in particular locations.</p> <p>To describe how land use in the local area has changed.</p> <p>To identify land use in New Delhi.</p> <p>To compare land use in two different locations.</p>
	<p>Ongoing:</p> <p>UK: name and locate the surrounding seas of the UK; name and locate the 4 capital cities of the UK; to know the names of major cities in the UK (Manchester, Birmingham, Glasgow, Swansea); locate the Thames; know the names of the nearest counties to the school (Surrey, Kent, Sussex)</p> <p>World: name and locate all 7 continents, and all 5 oceans; locate the poles and equator; locate some countries in Europe (France, Germany, Italy, Spain, Greece, Ireland), and know their capital cities; locate the "ring of fire", and other significant volcanoes (Vesuvius, Etna.)</p>		

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4	<p><u>Why are rainforests important to us?</u></p> <p>To describe and give examples of a biome and find the location and some features of the Amazon rainforest.</p> <p>To describe the characteristics of each layer of a tropical rainforest.</p> <p>To understand the lives of indigenous peoples living in the Amazon rainforest.</p> <p>To describe why tropical rainforests are important and understand the threats to the Amazon.</p> <p>To understand how local woodland is used using a variety of data collection methods.</p> <p>To analyse and present findings on how local woodland is used.</p>	<p><u>Where does our food come from?</u></p> <p>To explain the impact of food choices on the environment.</p> <p>To understand the importance of trading responsibly.</p> <p>To describe the journey of a cocoa bean.</p> <p>To map and calculate the distance food has travelled.</p> <p>To design and use data collection methods to find where our food comes from.</p> <p>To discuss the advantages and disadvantages of buying both locally and imported food.</p>	<p><u>What are rivers, and how are they used?</u></p> <p>To describe how the water cycle works.</p> <p>To recognise the features and courses of a river.</p> <p>To name and locate some of the world's longest rivers.</p> <p>To describe how rivers are used.</p> <p>To identify and locate human and physical features on a map.</p> <p>To collect data on the features of a local river.</p>
	<p>Ongoing:</p> <p>UK: name and locate the surrounding seas of the UK; name and locate the 4 capital cities of the UK; to know the names of major cities in the UK (Manchester, Birmingham, Glasgow, Swansea); locate the Thames; know the names of the nearest counties to the school (Surrey, Kent, Sussex)</p> <p>World: name and locate all 7 continents, and all 5 oceans; locate some countries in Europe (France, Germany, Italy, Spain, Greece), and know their capital cities; to locate some countries in North and South America, and name some of their major cities; locate major rivers of the world (Nile, Ganges, Amazon, Mississippi, Yangtze).</p>		

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5	<p><u>What is life like in the Alps?</u></p> <p>To locate the Alps on a map. To locate the key physical and human characteristics of the Alps. To describe the physical and human features of an Alpine region. To investigate what there is to do in the local area using data collection. To understand similarities and differences between the local area and an Alpine area. To understand the human and physical geography of the Alps.</p>	<p><u>Why do oceans matter?</u></p> <p>To explain the importance of our oceans. To locate and describe the significance of the Great Barrier Reef. To explain the impact humans have on coral reefs and oceans. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. To collect data on the types of litter polluting a marine environment. To present, analyse and evaluate data collected.</p>	<p><u>Would you like to live in the desert?</u></p> <p>To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats facing deserts. To explore the similarities and differences between two physical environments.</p>
	<p>Ongoing:</p> <p>UK: name and locate the surrounding seas of the UK; to know the names of major cities in the UK; know the names of many counties and cities in the UK.</p> <p>World: name and locate all 7 continents and all 5 oceans; locate many countries in Europe (France, Germany, Italy, Spain, Greece), and know their capital cities of most of them; to locate many countries in North and South America, and name some of their major cities; locate world's most significant mountain ranges on a map (Himalayas, Alps, Atlas, Andes, Rocky); locate major rivers of the world</p>		

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6	<p><u>Why does population change?</u></p> <p>To understand the change and distribution of the global population. To define birth and death rates and describe why they change. To recognise the push and pull factors influencing migration. To begin to understand the impact climate change can have on the global population. To collect data showing how population impacts the amount of traffic and litter in an area. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</p>	<p><u>Where does our energy come from?</u></p> <p>To know why energy sources are important. To understand the benefits and drawbacks of different energy sources. To understand how a settlement has grown around an energy source. To know how energy sources are distributed in an area. To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds.</p>	<p><u>Can I carry out an independent fieldwork enquiry?</u></p> <p>To develop an enquiry question. To determine the most effective data collection methods for fieldwork. To plan a route for a fieldwork trip. To collect the data to answer the enquiry question. To determine an answer to the enquiry question. To present my findings.</p>
	<p>Ongoing:</p> <p>UK: name and locate the surrounding seas of the UK; to know the names of major cities in the UK; know the names of many counties and cities in the UK.</p> <p>World: name and locate all 7 continents and all 5 oceans; locate many countries in Europe (France, Germany, Italy, Spain, Greece), and know the capital cities of most of them; to locate many countries in North and South America, and name some of their major cities; locate world's most significant mountain ranges on a map (Himalayas, Alps, Atlas, Andes, Rocky); locate major rivers of the world</p>		