

KS2 suggested Scheme of work	Autumn	Spring	Summer © Chris Trevor
<p>Year 3 Geographical skills and fieldwork throughout the year whenever applicable</p>	<p>Rock stars Rocks Ask the children to bring a stone or pebble back from the local area to write the story of my stone</p> <p>Is the UK the same all over? Do the rocks influence the landscape? Pebble in my Pocket The street beneath my feet UK: name & locate geographical regions & their identifying human and physical characteristics, key topographical features (hills & mountains & coasts) Always referring back to the North West as our regional study. See chapter 13 of teaching primary geography.</p> <p>Physical geography: mountains, hill The UK in maps p. 40 and coasts p.44 – link to rocks See - NLS Maps Geology</p> <p>use 8 points of a compass, 4-fig. grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK Use fieldwork to observe, measure, record and present the human and physical feature (uses of rock) in the local area (or residential visit area) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Fieldwork : uses of rock in the local area Use NLS map & go for a local walk – annotate on local map.</p>	<p>Early Changes When would you rather to live: Stone age Bronze Age or Iron Age? Stone Age Boy A street through time Visitors: 10,000 Years BC workshop. / Beeston – Bronze Age House.</p> <p>Changes in Britain Stone Age to Iron Age HA SoW. (N.B. track the changes in landscape from Stone to Iron Age in addition to Homes, tools and clothes) Light (How did prehistoric man make light at night. How did he make shadows when making cave art?) Animals including Humans UK Physical geography: The UK in maps p. 14 UK rivers (not naming, features – link to earliest settlements) Human Geography – Types of settlement (on a river) Understand how land-use patterns changed over time- link to earliest settlements. Stone Age to Iron Age.</p>	<p>Early city builders. What did all four ancient civilisations have in common? Westlandia by Paul Fleischman</p> <p>Physical geography: importance of rivers, mountains Link to earliest civilisations (not features) - use maps atlases globes & digital/computer mapping to locate countries, describe features studied- use 8 points of a compass, symbols & key to build knowledge</p> <p>Fieldwork : World Museum Liverpool general look at the galleries.–move onto the Museum of Liverpool – 1st timeline plus – fieldwork overlooking the Mersey – skyline sketches of the importance of the river to settlements now.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China See HA Publication 73 and HA SoW The world in maps p. 12-15</p> <p>First half term – overview – Start with the commonalities e.g. all on a river! On the same line of latitude, all developed early writing, number systems etc.</p> <p>Plants – need for water! Forces (link to Ancient civilisations) and Magnets discrete</p>

<p>Year 4 Geographical skills and fieldwork throughout the year whenever applicable</p>	<p>Are we still part of Europe? N.B. In 2020 we may need to move this to the Summer term to allow for Pathways to Write. Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries, and major cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied (Use EU resources, world geography games website.) The Return of the Iron Man The Iron Man Sound Electricity Links to The Iron Man, with links to Geography & SMSC. Visit: What would the Iron man eat on a visit to Wharton? Go for a walk – map the metal seen on a walk – story map!</p> <p>Use maps atlases globes & digital/computer mapping to locate countries and Use 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK Use fieldwork to observe, measure, record and present the human and physical features in in a river study, using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>How has Europe changed Past and Present.? ? Pathways to write suggestion Percy Jackson and the Lightening thief. Greek myths and legends</p> <p>Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries and cities cont Use maps atlases globes & digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water (e.g. Why did the Ancient Greeks want these?) Understand geographical similarities and differences through the study of human and physical geography of a region in a European country Carcassonne. Ancient Greece – a study of Greek life and achievements and their influence on the western world (achievements and influences of the western world). N.B. Warrington Museum has Greek artefacts to loan! EU website – let’s explore Europe. See CT’s planning for links to History and Geography. Animals including Humans (Greeks who starting dissecting bodies.) Living things & their habitats through the year - recognise that environments can change and that this can sometimes pose dangers to living things. Visit: Walker Art Gallery (Liverpool) Including Field Work-park opposite the gallery – sketch Greek influence on buildings/ signs of Democracy etc.. Traffic problems</p>	<p>Disasters – Was it a disaster that the Romans invaded? What did the Romans ever do for us? Escape from Pompeii by Christina Balit The Roman Empire and its impact on Britain Democracy – SMSC See CT planning Visit: Grosvenor Museum – for visits or loan collections book early! Fieldwork – Why did the Romans build Deva on the river? Also visit River Weaver EGPGF p. 32 and Ch 19 of TPG. Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries, and cities cont.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Naples/ Pompeii regions compared to NW England – Manchester & Liverpool will have been visited). https://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/AC_11_351_grtrade/AC_11_351_grtrade.html Disasters in the Geographical world Describe & understand key aspects of physical geography: the water cycle flooding etc. UK: key topographical features (including hills & rivers linked to water cycle) describe features of rivers studied Describe and understand key aspects of physical geography: volcanoes, earthquakes.</p> <p>Living Things and their habitats cont - recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>States of matter- the water cycle etc.</p>
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