



## Geography Scheme of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term 1	Summer 2
YR	In autumn, they explore seasonal changes, learning about weather, plants, and how time passes. Through country link work connected to RE, they find out that people live in different places around the world and compare life in India and the UK. When they make treasure maps of the school grounds, they notice landmarks, use simple position words, and learn that maps show real places.	Compare seasons, such as noticing what happens in winter, they observe changes in the weather and the natural world. Through "Let's Celebrate" activities, they learn about special events and festivals and begin to understand that people mark the seasons in different ways.	As geographers, children will start to think about villages, towns and start to notice different types of places and how people live in them. Observing winter changes outside helps them recognise how weather affects the environment, building early awareness of the seasons. We will use Google Earth to find the poles and look at photos of the coldest parts of the world.	Children will continue their learning on seasonal changes. They will observe the outdoors during spring and start to recognise: growth, warmer weather and seasonal changes in their immediate environment. Linking to RE, they will use simple maps and globes to find India and the UK, helping them to understand that people live in different places across the world.	In the Summer term, Reception children continue learning about the world around them. They explore the theme of holidays and learn that people travel to different places. They also practise giving simple directions and describing routes around the school. Children compare different areas of the school grounds and think about why birds and minibeasts choose to live in certain places.	In the Summer term, Reception children explore their school grounds to find the best places to keep cool. As they do this, they practise giving simple directions and describing routes. They also learn about looking after the environment and why it is important to care for the world around them. As part of this learning, children begin to understand where water comes from and why it is important in our daily lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<b>History: Toys</b>	<b>Geography: Maps / Local area</b> <u>Locational Knowledge:</u> Pupils learn to name and locate the four countries of the United Kingdom, their capital cities, and the surrounding seas. They will	<b>History: Space Exploration</b>	<b>Geography: Weather and seasons</b> <u>Locational Knowledge:</u> They learn that the UK experiences daily and seasonal changes in weather and begin to recognise how these patterns link	<b>History: Brilliant Broadmayne</b>	<b>Geography: Amazing Africa (Zambia)</b> <u>Locational Knowledge:</u> In this unit, children will identify where they live and where



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	<p>identify the seven continents and five oceans using maps, globes and atlases. They start to recognise where hot and cold areas of the world are found in relation to the Equator and the North and South Poles.</p> <p><b><u>Place Knowledge:</u></b></p> <p>Pupils learn about their own locality and contrast it with places in the UK and around the world. They begin to notice similarities and differences in landscapes, weather, buildings and daily life. By naming continents, oceans and countries, they start to build a sense of how places connect.</p> <p><b><u>Human and physical geography:</u></b></p> <p>They learn to identify physical features such as beaches, cliffs, coasts, forests, hills, mountains, rivers, valleys, soil, vegetation, seasons and weather. Alongside this, they explore human features like cities, towns, villages, farms, factories, houses, offices, ports, harbours and shops. Pupils begin to give examples of these features in their school grounds and local area.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>They will use maps of England, atlases and globes to locate countries, continents and oceans, and they learn the difference between an aerial photograph and a map. Through fieldwork, they</p>	<p>to the country's location. By naming the four seasons and identifying common types of UK weather, pupils build a sense of how climate varies across the year.</p> <p><b><u>Place Knowledge:</u></b></p> <p>They explore how weather affects daily life, activities and events, helping them understand that places can feel and function differently depending on the season. This supports early comparisons between their own locality and other parts of the UK.</p> <p><b><u>Human and physical geography:</u></b></p> <p>The unit develops children's understanding of physical geography by teaching them to name and describe weather types such as rain, wind, sunshine and snow. They learn how weather changes across the seasons and how these changes affect the natural environment. They also explore human geography by considering how people adapt—choosing suitable clothing.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Children build practical geographical skills by observing and recording the weather in their school grounds. They learn to describe what they see using simple geographical vocabulary</p>	<p>Mugurameno village is found. Pupils learn that they go to school in a village and begin to spot the difference between rural and urban areas. They use world maps to locate Africa and understand that people live in different types of places across the world.</p> <p><b><u>Place Knowledge:</u></b></p> <p>Through comparing their own village with Mugurameno, children explore geographical similarities and differences between a small area of the UK and a contrasting non-European location. They learn that people live in different kinds of homes and that daily life varies depending on where you live.</p> <p><b><u>Human and physical geography:</u></b></p> <p>The unit develops children's understanding of human and physical features by introducing vocabulary such as village, city, farm, house, river, forest and soil. Pupils identify examples of these features in both their own locality and in Mugurameno.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Children build practical geographical skills by using simple compass directions—North, South, East and West—to describe locations and routes. They learn to interpret aerial photographs and plan views to spot landmarks and features, and they begin to create simple maps using basic symbols</p>
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	observe and record the human and physical features around their school.		and begin to link weather conditions to real-life choices, such as clothing or outdoor activities.		in a key.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	<p><b>Geography: Magical Mapping</b></p> <p><u>Locational Knowledge:</u> Use simple compass directions (North, South, East and West). Use locational and directional language such as near/far and left/right to describe where places are (Broadmayne, Broadmayne First school, Dorset).</p> <p><u>Place Knowledge:</u> Recognise familiar landmarks using aerial photographs and plan view. (Broadmayne First School, Tadmoll Brook).</p> <p><u>Human and physical geography:</u> Identify basic human features (such as buildings and roads) and physical features (such as rivers or fields) from aerial photographs and maps.</p> <p><u>Geographical skills and fieldwork:</u> Use aerial photographs and plan perspectives to recognise</p>	<p><b>History: Significant Individuals and events.</b></p>	<p><b>Geography: Nepal</b></p> <p><u>Locational Knowledge:</u> Name and locate the world's seven continents and five oceans. Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. Locate countries and regions including the UK, Nepal, Zambia, the Arctic and Antarctica.</p> <p><u>Place Knowledge:</u> Study London and Kathmandu to understand similarities and differences between places. Compare a small area of the UK with a small area in a contrasting non-european country.</p> <p><u>Human and physical geography:</u> Explore human and physical geographical features of London and Kathmandu. Understand how geography differs between hot and cold regions of the world.</p> <p><u>Geographical skills and fieldwork:</u></p>	<p><b>History: Great Fire of London</b></p>	<p><b>Geography: Seaside Holidays</b></p> <p><u>Locational knowledge:</u> Use geographical language to describe where features are located.</p> <p><u>Place Knowledge:</u> Recognise and describe places using their physical and human features. Such as, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Physical geography:</u> Use basic geographical vocabulary to identify key physical features such as beaches, cliffs, rivers, mountains, seasons and weather. Use basic geographical vocabulary to identify key human features such as cities, towns, villages, farms, factories, ports and shops.</p>	<p><b>History: Seasides now and then.</b></p>



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<p>features. Devise a simple map, use and create basic symbols and a key and describe the location of features and routes on a map.</p>		<p>Use maps and globes to locate continents, oceans, countries and climate zones.</p>		<p><b><u>Geographical skills and fieldwork:</u></b> Devise simple maps of familiar and imaginary places. Use and create basic symbols and keys on maps. Map locations such as the playground, school, local area and imaginary place.</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y3</p>	<p><b>Geography:</b> Dorset</p> <p><b><u>Locational Knowledge:</u></b> Children learn that Dorset is a county and can locate it on a map of the UK. They also discover that Dorchester is the county town and begin to name several towns and villages within Dorset.</p> <p><b><u>Place Knowledge:</u></b> They learn about the human and physical characteristics of the county, including settlements, land use and key features such as hills, coasts and rivers.</p> <p><b><u>Human and physical geography:</u></b> Pupils will explore physical features such as hills, rivers, coasts and alongside human features like towns, villages and</p>	<p><b>History:</b> Stone age, bronze age, iron age</p>	<p><b>Geography:</b> Weather and Climate</p> <p><b><u>Locational Knowledge:</u></b> This unit develops pupils' understanding of where places sit on the Earth by introducing the Equator, the North Pole and the South Pole. They explore how climate varies across the world and start to locate major global features such as hemispheres and key lines of latitude, helping them understand why different regions experience different weather patterns.</p> <p><b><u>Place Knowledge:</u></b> Through studying climate zones, pupils compare how different parts of the world experience different weather over time. They learn that climate describes long-term weather patterns and begin to contrast regions near the Equator with those closer to the poles.</p>	<p><b>History:</b> The Romans</p>	<p><b>Geography:</b> Volcanoes and Earthquakes</p> <p><b><u>Locational Knowledge:</u></b> In this unit, the children will locate North America on maps, atlases and globes. Children learn to name and find several American states and identify the continent's capital city. They also explore the position and significance of key global lines such as latitude and longitude, and begin to understand how the Northern and Southern Hemispheres help us describe where places sit on the Earth.</p> <p><b><u>Place Knowledge:</u></b> By comparing their own local area with a state in North America, pupils explore geographical similarities and differences between two contrasting places. They learn about the physical landscapes of North America, including the Rocky Mountains and Mount St Helens.</p>	<p><b>History:</b> Anglo Saxons</p>



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<p>land-use patterns. Pupils learn how these features influence how people live and work, and how some aspects of Dorset's geography have changed over time.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Pupils will learn to use the eight points of a compass and begin working with four- and six-figure grid references to describe locations accurately. These skills support their ability to explore Dorset confidently and describe what they find using accurate geographical language.</p>		<p><b><u>Human and physical geography:</u></b></p> <p>They explore how the Earth's tilt and position influence global temperature patterns and learn why some areas are hot, some are cold and others experience more varied conditions. Pupils begin to explain how climate affects the way people live, work and adapt.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Children develop key geographical skills by using maps, atlases and globes to locate the Equator, hemispheres and lines of latitude. They interpret global maps to identify climate zones and use geographical vocabulary to describe what they find..</p>		<p><b><u>Human and physical geography:</u></b></p> <p>They will explore major North American landscapes, including mountain ranges and volcanic regions. They learn about the Rocky Mountains' physical features and how people use them for recreation, and they investigate the impact of the 1980 and 2004 eruptions of Mount St Helens.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Children develop key geographical skills by using maps, atlases and globes to locate North America, identify states and apply lines of latitude and longitude. By interpreting physical features on maps and linking them to real-world locations, pupils build the skills needed to explore and compare places with increasing accuracy.</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p><b>History: Mayan Civilisation</b></p>	<p><b>Geography: Rivers</b></p> <p><b><u>Locational Knowledge:</u></b></p> <p>This unit develops pupils' locational knowledge by teaching them to name and locate four major rivers in Britain using maps, atlases and digital mapping tools. Children</p>	<p><b>History: World War 1</b></p>	<p><b>Geography: North America</b></p> <p><b><u>Locational Knowledge:</u></b></p> <p>Pupils use maps, atlases and globes to locate North America and identify key features. They name and locate at least five states, identify the capital city, and use lines of latitude</p>	<p><b>History: World War 2</b></p>	<p><b>Geography: South America: Rainforest</b></p> <p><b><u>Locational Knowledge:</u></b></p> <p>In this unit the children will understand where the major world regions are by teaching them to locate the world's rainforests, with a particular focus on the countries of</p>



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	<p>learn to identify where each river begins and ends, helping them understand how rivers connect different parts of the country.</p> <p><b><u>Place Knowledge:</u></b></p> <p>Pupils explore how rivers influence the places they flow through, including towns, reservoirs and coastal areas. This helps them understand how physical processes create distinctive landscapes and how human activity—such as settlements, farming or recreation—develops around rivers in different regions.</p> <p><b><u>Human and physical geography</u></b></p> <p>The unit deepens pupils' understanding of physical geography by exploring how rivers form, flow and change over time. Pupils also study the water cycle, using terms like evaporation, condensation, precipitation and run-off to explain how water moves through the environment. They begin to understand the difference between fresh and salt water.</p> <p><b><u>Geographical skills and fieldwork</u></b></p> <p>Children build geographical skills by using maps and digital mapping to locate rivers and identify their key features. They interpret symbols, follow the course of a river and use geographical vocabulary to describe what they find.</p>	<p>and longitude, including the Northern and Southern Hemispheres.</p> <p><b><u>Place Knowledge:</u></b></p> <p>Pupils understand similarities and differences between their local area and a state in America, comparing features, climate and daily life.</p> <p><b><u>Human and physical geography:</u></b></p> <p>Pupils study physical features such as the Rocky Mountains and Mount St Helens, describing their landscapes and the impact of the 1980 and 2004 eruptions. They also explore how physical features are used for leisure and consider human activity in these regions.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Pupils develop their map skills by using atlases and globes confidently. They explain and apply the terms latitude and longitude, and accurately locate countries, states and key physical features on a range of maps.</p>	<p>South America. Children learn to identify the Equator and the Tropics of Cancer and Capricorn on a map, helping them understand why rainforests are found in these regions.</p> <p><b><u>Place Knowledge:</u></b></p> <p>By studying the Amazon rainforest and comparing it with their own local area, pupils explore geographical similarities and differences between contrasting environments. They learn about the layers of the rainforest, the tribes who live there and the animals that inhabit each layer.</p> <p><b><u>Human and physical geography:</u></b></p> <p>Pupils explore human geography by examining how the rainforest is used for resources such as farming, minerals and logging, and they begin to explain the impact of deforestation on both the environment and the people who live there.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Building on geographical skills by using maps, atlases and globes to locate rainforests, identify key lines of latitude and understand global climate patterns. They learn to interpret geographical information to explain why the Amazon is found where it is and how its location affects its climate.</p>
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