### Year One

<table>
<thead>
<tr>
<th><strong>Home Sweet Home</strong></th>
<th><strong>Kenya</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.Q How can I improve the local area I live in?</strong></td>
<td><strong>LQ What is it like to live in Kenya compared with Alwoodley?</strong></td>
</tr>
</tbody>
</table>

#### Overview
- The unit uses investigative tasks to introduce children to the idea of looking at their local area. The children will focus on aspects of local features, land use and environment as well as keeping a weather log. They will describe and observe using simple geographical vocabulary. Fieldwork opportunities include a walk around the local area recognising and taking photos of the main features and landmarks in their locality. They will use this knowledge to also create their own story maps adding their own symbols.
- The children will use locational language to visit the local post office to send a letter to the local councillor. They will then draw and write about this route.
- **End Product:** A letter and response to the local councillor

Oddizzi – Local Area Scheme of Work – Teachers – Topic Planning – Local Area

#### Skills
- **Locational Knowledge:** Name, locate and the country that they live in and their city and local area. See Oddizzi – teachers – topic planning – local area for supporting worksheets.
- **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Alwoodley), and of a small area in a contrasting non-European country.
- **Human & Physical Geography:** Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – see Oddizzi – teachers – topic planning – map skills for useful PowerPoints.
- Use basic geographical vocabulary to refer to:
  - key physical features, including: woods, hill, mountain, soil, desert, national park, coastline
  - key human features, including: city, town, village, factory, farm, house, office.
- **Geographical Skills & Fieldwork:** Use world maps, atlases and globes to identify their local area and Kenya. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- **Map Skills:** Draw picture maps of imaginary pieces and from stories. Use their own symbols on imaginary maps. Use a simple picture map to move around the school and recognise that it is about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike)
<table>
<thead>
<tr>
<th>Year Two</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>You’re Great Britain</strong></th>
<th><strong>Welcome to our world</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LQ What is unique about Leeds and London?</td>
<td>LQ What are the key features of the continents?</td>
</tr>
</tbody>
</table>

**Overview**

In this unit the children look at contrasting UK localities. Children learn the four countries and capital cities of the United Kingdom and the surrounding seas. They look at physical and human features of capital cities and use simple maps to plan a day out in each city at different times of the year (weather) using basic geographical language. Use green screen technology to prepare a weather report from each of the capitals in the UK (present to a wider audience). They will then progress to zooming in on London using google earth and digimap. They learn about the physical and human features of London using different sources such as Oddizzi, the book "I really do have to go to London" - Lauren Child and the 'buildings that made London' by David Long. Children participate in a practical mapping activity locating the buildings from the book on large scale of the River Thames. This activity will be replicated once they have compared and contrasted with Leeds using the book 'Santa is coming to Leeds' by Steve Smallman. Children will make 3D models of significant landmarks to support this activity. They will begin to express views and opinions about places. They will use beebots to follow directional instructions on a world map to get to a postcode. The children send postcards from Leeds and London, describing human and physical features.

**Oddizzi – United Kingdom – Scheme of Work – Teachers – Topic Planning – UK** – see film links to aerial views of London and the UK.

**End Product:** 3D map of Leeds and green screen presentation

**Skills**

In this unit the children learn about the 7 continents and 5 oceans that make up the World. They will use globes and they will place the shapes of the continents on to an Asian based map. Work separate groups to research one of the continents and present to a wider audience e.g. parents/assemblies. It makes use of Oddizzi’s online map, films, photos, non-fiction text resources and Umbuzo – Oddizzi’s geography quiz. They continue to develop their mapping skills using a range of resources and begin to use grid references using 'what3words’ app. They need to know which direction is North on an OS map and find a given OS symbol. They develop a simple line of enquiry where they become geography detectives and research the artic continent and its relation to the equator and the N/S pole. They will use beebots to follow directional instructions on a world map and then to use digi map A3 of Alwoodley to get to a postcode.

**End Product:** presentation

**Oddizzi – Continents and Oceans Scheme of Work – Teachers – Topic Planning – Continents**
**Locational Knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas and locate the world’s seven continents and five oceans. - see Oddizzi – teachers – topic planning – UK for useful PPT and teachers see Oddizzi – teachers – topic planning – continents and oceans for useful PowerPoints.

**Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom concentrating on islands and sea sides

**Human & Physical Geography:** Use basic geographical vocabulary to refer to:
- key physical features, including: 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 see Oddizzi – teachers – topic planning – local area / coasts and UK for follow me vocab games.

**Geographical Skills & Field work:** Use world maps, atlases and globes to identify the UK and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Use simple compass directions (North, South, East and West) and locational and directional language [for example, left and right], to describe the location of features and routes on a map.

**Map Skills:** Draw a map of a real place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)

---

**Year Three**

<table>
<thead>
<tr>
<th><strong>If you go down to the Woods Today</strong></th>
<th><strong>We’re all going to Sunny Spain</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LQ What are the best bits about Alwoodley?</td>
<td>LQ What is it like to live in Spain compared to England.</td>
</tr>
<tr>
<td>How has Alwoodley changed over the past 200 years?</td>
<td></td>
</tr>
</tbody>
</table>

During this unit the children will have opportunities to find out more about their local area. Using different sources and fieldwork skills the children will look at settlements and land use, economic activity and trade links with the rest of the UK and the wider world. The children will express views and opinions about current issues affecting their locality. They do a brief study of the prairies through book ‘If you’re not from the Prairie’ by David Bouchard and they make comparisons between this and their landscape. This is showcased through a piece of creative writing. They will work together to think about how they could show Alwoodley in the best way and as a team will produce a calendar with photos from their fieldwork.

During this unit the children look at a small area in Spain Haro, La Rioja (link with partner school and MFL). They will research their cultures and traditions that typify this area. They will compare and contrast the weather in the UK and Spain using a green screen to present alternative weather forecasts. They need to record weather patterns using graphs. Children use fieldwork and research skills to understand weather patterns and farming methods in Yorkshire and La Rioja and its impact on the food that is produced. The children research trade links including final destinations and consumers.

**End Product:** A tourism booklet about La Rioja
### Locational Knowledge:
Locate and name the continents on a World Map. Locate the main countries of Europe inc. Spain. Identify capital cities of Europe and compare with UK. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.

See Oddizzi - teachers - topic planning - map skills for general resources.

### Place Knowledge:
Compare a region of the UK with a region in Europe (Spain), eg. local hilly area with a flat one or under sea level. Link with Science, rocks.

### Human & Physical Geography:
Describe and understand key aspects of: Physical geography including Rivers and the water cycle, see Oddizzi - teachers - topic planning - rivers - water cycle worksheet excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types. Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?

### Geographical Skills & Field work:
Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. See Oddizzi - teachers - topic planning - map skills for useful PowerPoints on compass points.

### Map Skills:
Make a map of a short route experienced, with features in correct order; make a simple scale drawing. Know why a key is needed. Use standard symbols. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering). Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)

### Year Four

<table>
<thead>
<tr>
<th>Watch Out we’re about</th>
<th>Mountains</th>
</tr>
</thead>
<tbody>
<tr>
<td>LQ How do the streets in our local area change?</td>
<td>LQ What are the advantages/disadvantages of living on a mountain?</td>
</tr>
</tbody>
</table>

In this unit the children investigate a line of enquiry: how do the streets in our local area change over the course of a day? They investigate the traffic in the local streets and use this to create a newsletter to parents or a page on the school website to inform parents of the dangers. They will then investigate how land use in our local area has changed over time.

After finding out about how mountains are formed children will investigate, through research, other places in the UK, Europe and the wider world that have similar physical environments i.e. mountains. Using different sources the children will then focus on their individual choice of mountain range and consider what the advantages and disadvantages of...
using digimap and other sources of information. They will work towards a presentation for Maecare entitled Alwoodley through the decades. They will interview residents as one of their sources of information.

End Product: presentation

Living on a mountain might be. They will investigate weather patterns and how these change over time (seasonally and a longer duration). They will consider how these changes impact on human activity - link to tourism and climate change.

End Product: booklet on living in a specific mountain range.

Skills

**Locational Knowledge:** Locate and name the main counties and cities in/around Yorkshire on a world map, locate areas of similar environmental regions, either desert, mountain range or rainforest or temperate regions. Identify the highest mountains.

**Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

**Human & Physical Geography:** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest). Types of settlements in modern Britain: villages, towns, cities.

**Geographical Skills & Field work:** Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. see Oddizzi – teachers - topic planning – map skills for useful PowerPoints on compass points

**Map Skills:** Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or Nepal on globe) Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)

**Year Five**

<table>
<thead>
<tr>
<th>The Angry Earth</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>LQ Why and where do earthquakes occur?</td>
<td>LQ Is water a friend or foe?</td>
</tr>
</tbody>
</table>

As part of this unit pupils will look at world maps and globes to identify and locate the main tectonic plates. They will then use different sources to research how and where earthquakes occur before investigating why most earthquakes occur in California and Alaska? The children will collect data on earthquakes and their scales and present this in graph form using a computing package.

This unit enables the children to investigate the effects that water has on humans and the impact of human life on water. The children will identify the position of the Arctic and Antarctic circle and the effect of global warming on the polar ice caps using data available. They will also study the destructive effects of water such as flooding in Bangladesh and Tsunamis in Japan. They will investigate the decisions made around conservation of water for example building a dam, flooding villages to create reservoirs.
Children will also do a study of San Francisco and focus on how their lives are focused to equip themselves with the skills to deal with earthquakes. The children will then write a script of a newspaper report of a significant earthquake from their research.

**End Product:** Newspaper report

### ODDIZZI – EARTHQUAKES SCHEME OF WORK – Teachers – Topic Planning – Local Area

- Children will also do a study of San Francisco and focus on how their lives are focused to equip themselves with the skills to deal with earthquakes. The children will then write a script of a newspaper report of a significant earthquake from their research.
- The children will then write a script of a newspaper report of a significant earthquake from their research.

### ODDIZZI – RIVERS SCHEME OF WORK – Teachers – Topic Planning – Local Area

**Locational Knowledge:** Locate the main countries in Europe and North or South America. Locate and name principal cities. See Oddizzi – teachers – topic planning – map skills for locating countries within continent worksheets.

Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. See Oddizzi – teachers – topic planning – map skills for worksheets on latitude/longitude and time zones.

Identify the longest rivers in the world, largest deserts. See Oddizzi – teachers – topic planning – map skills for locating rivers plus world rivers guided reading texts – topic planning – rivers.

**Place Knowledge:** Compare a region in UK with a region in N. or S. America with significant differences and similarities.

**Human & Physical Geography:** Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History.

**Geographical Skills & Fieldwork:** Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Map Skills:** Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Bangladesh, OS map to find local village.) Begin to use atlases to find out about other features of places. (E.g. find wettest part of the world.) Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)
### Year Six

**Let me take you to Rio**  
LQ What changes are happening in Rio?

The aim of this unit is to introduce pupils to the diverse and unique culture of Brazil. Throughout the unit pupils will be encouraged to compare the geography of Brazil to that of the UK (an integral element of the new primary curriculum). Pupils will begin by studying the human and physical features of Brazil before placing Brazil in the wider context of the world and South America. They will investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro.

**ODDIZZI - SOUTH AMERICA AND RIO SCHEME OF WORK - Teachers - Topic Planning - South America and Rio**

**End Product:** To produce a 60 second green screen clip celebrating the diversity of Brazil

**Climate Zone**  
LQ What is the effect of climate on ecosystems?

Using maps and globes the children learn about the different climate zones. They will identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), and look at patterns in weather and climate in each of these areas. Through their own research they will find out about biomes in different parts of the world and consider the effect of climate on these ecosystems. During this unit the children will also look at time zones and environmental change.

**End Product:** Make a model ecosystem past, present or future.

**ODDIZZI - CLIMATE ZONES SCHEME OF WORK - Teachers - Topic Planning - Climate Zones**

### Skills

**Locational Knowledge:** On a world map locate the main countries in Africa, South America, Asia and Australasia/Oceania. See Oddizzi - teachers - topic planning - map skills for locating countries within continent worksheets.

Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time.

Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

**Place Knowledge:** Compare a region in UK with a region in S. America with significant differences and similarities. Eg. Deforestation. Understand some of the reasons for similarities and differences.

**Human & Physical Geography:** Describe and understand key aspects of:

Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focusing on energy (link with coal mining past History and eco-power in D&T).

**Geographical Skills & Field work:** Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Map Skills: Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols; use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns). Use a scale to measure distances. Draw/use maps and plans at a range of scales.