

Geography Medium Term Plan



Saint Augustine Webster
CATHOLIC VOLUNTARY ACADEMY



**OUR LADY
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST

EYFS

Specific Area of Learning Understanding the World	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum
	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth 	<p>Become familiar with the local environment</p> <p>Explore school grounds – wildlife and spinney</p> <p>Know about extended family</p> <p>EAL – knowing about family members in other places</p> <p>Explore traditions and Christmas</p>	<p>Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...).</p> <p>Exploring the school grounds to look at features of the environment.</p> <p>Discussing where extended family members live on a map, including our EAL families' place of birth.</p> <p>Exploring Christmas traditions from around the world.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the
	ELG The Natural World	Linked to communication and language pupils will:	Know about farms and animals		
	<ul style="list-style-type: none"> Exploring the Natural World around them, making observations and drawing pictures 				

	<p>of animals and plants.</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class. 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Exploring world through texts such 'We're going on a bear hunt'</p>	<p>Features of cities, man-made vs natural (Naughty Bus link).</p> <p>Learning London is the capital city.</p> <p>Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps.</p> <p>Black History.</p> <p>Naming features of the world around us (farms, beach, woodland etc).</p>	<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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. <p>Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.</p>
Year 1	Advent Continents, Oceans, UK countries, capital cities and surrounding seas	Pentecost 1 Fieldwork and Mapping		Pentecost 2 Hot and Cold Locations	
Core Knowledge	<p>Pupils should be taught about:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>1. What are the 7 continents of the world? Where will we find them?</p>	<p>Pupils should be taught about:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> 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. <p>1. What is a map?</p>		<p>Pupils should be taught about:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>1. Remember – name and find the 7 continents and 5 oceans of the world.</p> <p>2. Where is the equator?</p>	

	<ol style="list-style-type: none"> 2. What are the 5 oceans of the world? Where will we find them? 3. What are the 7 continents and 5 oceans of the world? Where are they? Practise saying, locating, identifying and retrieving continents and oceans 4. What are the four countries of the United Kingdom? Where will we find them? 5. What are the capital cities of the four countries of the United Kingdom? Where will we find them? 6. What seas surround the United Kingdom? Remember countries and capital cities. Retrieve continents and oceans 	<ol style="list-style-type: none"> 2. How do I make an imaginary map? We're going on a bear hunt 3. How do you show what a place is like? The Storm Whale 4. How do I make a real map? 	<ol style="list-style-type: none"> 3. Where is hot and where is cold on the Earth? 4. Where are the North and South Poles? What are they like? 5. Where can I find hot countries? What are they like? 6. Summary – where are hot and cold areas of the world?
Previous Learning	<p><u>ELG: People, Culture and Communities</u> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>ELG: The Natural World</u> Exploring the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them, and contrasting</p>	<p><u>ELG: People, Culture and Communities</u> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>Year 1</u> Introduce UK countries, capital cities, continents and oceans.</p>	<p><u>ELG: People, Culture and Communities</u> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>ELG: The Natural World</u> Exploring the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>Year 1</u> Introduce UK countries, capital cities, continents and oceans.</p>

	environments, drawing on their experiences and what			
Substantive concept	LOCATIONAL KNOWLEDGE Location Order Connection		GEOGRAPHICAL SKILLS AND FIELDWORK Location Environment	
Thinking as a Geographer	<p><u>Place and Space</u> Where is the continent of Africa, Antarctica, Asia, Australia Europe, North America South America? Where England, Scotland, Northern Ireland and Wales are on a map? Show me. What are the capital cities / oceans / seas of the United Kingdom? Show me.</p> <p><u>Scale and Connection (Relationship and interdependence)</u> What is a continent? Which continents are closer to each other? Which continents are further apart? What's the difference between a sea and an ocean? What's the difference between a continent and a country?</p> <p><u>Physical and human geography</u> Is a city a physical or human feature? Is an ocean or sea a physical or human feature?</p> <p><u>Environment and sustainability</u> Why is it important to care for the oceans and sea? What is the environment like in London...?</p> <p><u>Culture and diversity (Uniqueness)</u> What is unique about Africa? What is unique about Antarctica? What is unique about Australia...?</p>		<p><u>Place and Space</u> Where is our school? How is the space used in school?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> How are spaces in the school connected? How is the indoor and outdoor space connected? How big is a place? How big is the space in the place?</p> <p><u>Physical and human geography</u> What is built around here? (Human geography) What is natural around here? (Rivers or hills.) (Fields are a human feature as they were built by people)</p> <p><u>Environment and sustainability</u> How are we helping the environment? What is our school doing to help?</p> <p><u>Culture and diversity (Uniqueness)</u> What is special about our school? What people live near the place we call school. How is the space around the school used?</p>	
Vocabulary	<u>Tier 2</u>	<u>Tier 3</u>	<u>Tier 2</u>	<u>Tier 3</u>
	HUMAN AND PHYSICAL GEOGRAPHY Location Environment Patterns		<p><u>Place and Space</u> Where is the North Pole? Where is the South Pole? Where is a hot place in the world? Where are the cold places in the world? What does Arctic mean? What does Antarctic mean?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> Why are the North and South Poles similar? Why are the North and South Poles different? Is the UK bigger or smaller than the Arctic or Antarctic?</p> <p><u>Physical and human geography</u> What do physical features look like in polar places? What do physical features look like in hot or tropical places? What do human features look like in polar places? What do human features look like in hot or tropical places? What is different?</p> <p><u>Environment and sustainability</u> What's the weather like in polar places? What's the weather like in hot places? How are polar places changing? Why is the Arctic and Antarctic changing? What are causing the Arctic and Antarctic to change?</p> <p><u>Culture and diversity (Uniqueness)</u> What is life like for the people who live in very cold places, such as polar regions? What is life like for people who live in hot places, such as the tropics? What is similar? What is different?</p>	

	vast azure rotated expanse	ocean continent polar atlas			location moist misty scorched freezing tropical	continent ocean polar equator temperature compass
--	-------------------------------------	--------------------------------------	--	--	--	--

Year 2	Advent Human and Physical Features- Local Area Study	Advent Non-European Study- Amazon Rainforest	Lent Comparison of small part of UK and a small part of non- European location – London and Nairobi	Pentecost Fieldwork and Map Skills
Core Knowledge	<p>Pupils should be taught about: Human and physical geography</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple 	<p>Pupils should be taught about: Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <ol style="list-style-type: none"> Where are the rainforests? What are they like? How do the Yanomami people live? What is different about my location and the Yanomami? 	<p>Pupils should be taught about: Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <ol style="list-style-type: none"> Where is London and what is it like? Where is the country of Kenya? What are the physical and human features of Kenya? Where is Nairobi and what is it like? How are London and Nairobi similar or different? 	<p>Pupils should be taught about: Fieldwork and Map Skills</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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 fieldwork and observational skills to study the geography of their school and its grounds and the key

	<p>map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> What are human features? What are physical features? What features does our local area have? 		<p>6. What do we know and remember about London and Nairobi?</p>	<p>human and physical features of its surrounding environment.</p> <ol style="list-style-type: none"> How do we describe places? What physical features does this place have? What human features does this place have? Map keys: how can we show what a place is like? Sketch map: how can we show what a place is like? How does the scale of map tell us what the area around our school is like?
Previous Learning	<p><u>ELG: People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p><u>Year 1</u></p> <p>Continents and oceans of the world</p> <p>UK countries, capital cities and seas</p> <p>Hot and cold climates including the equator</p>	<p><u>Year 1</u></p> <p>Continents and oceans of the world</p> <p>UK countries, capital cities and seas</p> <p>Hot and cold climates including the equator</p> <p>Map and fieldwork</p> <p><u>Year 2</u></p> <p>Local fieldwork study</p>	<p><u>Year 1</u></p> <p>Continents and oceans of the world</p> <p>UK countries, capital cities and seas</p> <p>Hot and cold climates including the equator</p> <p><u>Year 2</u></p> <p>Comparison study of small area and non-European location</p>

	<p><u>ELG: The Natural World</u> Exploring the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what</p> <p><u>Year 1</u> Continents and oceans of the world</p> <p>UK countries, capital cities and seas</p> <p>Hot and cold climates including the equator</p>			
Substantive concept	<p>HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Environment, Culture, Time, Pattern</p>	<p>PLACE KNOWLEDGE Location, Environment, Culture, Connection</p>	<p>PLACE KNOWLEDGE Location, Environment, Culture, Remoteness</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern, Similar</p>
Thinking as a Geographer	<p><u>Place and Space</u> Where is this place? What is this place like? Where do people live in this place? What is unique about this place?</p>	<p><u>Place and Space</u> Where is the Amazon Rainforest? What is the rainforest like? Where do the Yanomami people live? What</p>	<p><u>Place and Space</u> Where is London? How is the space in that place used? Where is Nairobi? How is the space in that place used?</p>	<p><u>Place and Space</u> Use a compass to locate cardinal points.</p>

	<p><u>Scale and Connection (Relationship and interdependence)</u> How does this place connect with other places locally? How is this place connected to other places? (Physical and human) How big is this place compared to other villages, towns and cities?</p> <p><u>Physical and human geography</u> What physical features can you see in this place? What human features can you see in this place? Where and how do people live around here? Are local places similar or different?</p> <p><u>Environment and sustainability</u> In what ways does this place help the environment? In what ways do we recycle our waste? How does the place we live help recycling and sustainability?</p> <p><u>Culture and diversity (Uniqueness)</u> Why is the place we live special to us? What physical features are special to us? What human features are special to us?</p>	<p>is unique about the Amazon rainforest? Why is the Amazon Rainforest very important to us?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> How does the Amazon rainforest connect countries in South America? How many times would the UK fit into the Amazon Rainforest? Why is the Amazon Rainforest very important to the world?</p> <p><u>Physical and human geography</u> What physical features can you see in the Amazon Rainforest? What human features can you see in the Amazon Rainforest? How do the Yanomami live in the rainforest? How is this different to the way we live?</p> <p><u>Environment and sustainability</u> What significant things are affecting the Amazon Rainforest? What significant things are affecting the Yanomami people? Why should we worry about the damage caused to the rainforests?</p> <p><u>Culture and diversity (Uniqueness)</u></p>	<p><u>Scale and Connection (Relationship and interdependence)</u> How could London connect to Nairobi? How is London or Nairobi connected to other places? (Physical and human) What's the difference in size between London and Nairobi? Is there a difference in size between the U.K. and Kenya?</p> <p><u>Physical and human geography</u> What physical features are in London / Nairobi? What human features are in London / Nairobi? Where and how do people live around here? Are local places similar or different?</p> <p><u>Environment and sustainability</u> Does London look after its environment? How does London look after its environment? Does Nairobi look after its environment? How does Nairobi look after its environment?</p> <p><u>Culture and diversity (Uniqueness)</u> What is unique about London? What is unique about Kenya and Nairobi? Do these two capital cities have anything in common? What is very different?</p>	<p><u>Scale and Connection (Relationship and interdependence)</u> Use large- and small-scale maps and explain their purpose. How is this place connected to other places?</p> <p><u>Physical and human geography</u> Notice and explain the difference between human and physical features. Why is this place like it is?</p> <p><u>Environment and sustainability</u> Become familiar with the locality through maps and fieldwork. Identify and notice how the environment is respected (or not). What sustainable features are present? Why are they there?</p> <p><u>Culture and diversity (Uniqueness)</u> What is unique about this place? Who lives here? Understand, respect and tolerate beliefs and ethnicity in the locality.</p>
--	---	---	--	--

			How does the way the Yanomami people live help the rainforests? How do miners and loggers affect the rainforest and the lives of the Yanomami people? What is unique about the Yanomami?					
Vocabulary	<u>Tier 2</u> increase decrease align symbol observe sketch	<u>Tier 3</u> aerial scale cardinal point valley port vegetation	<u>Tier 2</u> urban sprawling contrast horizon inspiring breath-taking striking cityscape majestic spectacular colossal scenic	<u>Tier 3</u> landmark country capital climate feature savanna	<u>Tier 2</u> remote isolated thrive magnificent	<u>Tier 3</u> Stone Age indigenous sustainable eco-system	<u>Tier 2</u> increase decrease align symbol observe sketch	<u>Tier 3</u> aerial scale cardinal point valley port vegetation

Year 3	Advent Fieldwork and Map Skills	Lent UK Study	Pentecost OS Map Skills and Fieldwork
Core Knowledge	Human and physical geography - describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	UK study <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics key topographical features (including hills, mountains, coasts and rivers) <ol style="list-style-type: none"> Remember countries and capital cities. What are the regions of England? What are the cities and counties of the UK? 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area

	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <ol style="list-style-type: none"> 1. What are the 8 points on the compass? 2. Where are the physical and human features located in this place? 3. What physical features can you identify in the U.K? 	<ol style="list-style-type: none"> 3. What are the physical and human landmarks of England and Scotland? 4. What are the physical and human landmarks of Wales and Northern Ireland? 5. What are the topological patterns of the UK? What can I see here? 6. Summarise, present and explain regions, counties, cities and landmarks of the UK. 	<p>using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ol style="list-style-type: none"> 1. What is an Ordnance Survey (OS) map? 2. How does scale change the way we describe a place? 3. What's the area like just beyond the school? 4. What's the area like beyond our region?
Previous Learning	<p><u>Year 1</u> Continents and oceans of the world UK countries, capital cities and seas</p> <p><u>Year 2</u> UK countries and capital cities Hot and cold location Compass field skills</p>	<p><u>Year 2</u> UK countries and capital cities Hot and cold location Compass field skills</p>	<p><u>Year 2</u> UK countries and capital cities Hot and cold location Compass field skills</p> <p><u>Year 3</u> Fieldwork and map skills UK Study</p>
Substantive concept	<p>GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity</p>	<p>LOCATIONAL KNOWLEDGE Location, Order, Environment, Region Landscape</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Location, Culture, Connection, Interdependence, Location, Connection Process</p>

Thinking as a Geographer	<p><u>Place and Space</u> Where is this place? How can you describe this place using the points of a compass? Where do people live in this place? What is unique about this place?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> How does this place connect with other places locally? How is this place connected to other places? (Physical and human) How big is this place compared to other villages, towns and cities?</p> <p><u>Physical and human geography</u> What physical features can you see in this place? Describe their location using a compass. What human features can you see in this place? Describe their location using a compass. Are local places similar or different?</p> <p><u>Environment and sustainability</u> In what ways does this place help the environment? Describe the waste recycling location using points of a compass. How does the place we live help recycling and sustainability?</p> <p><u>Culture and diversity (Uniqueness)</u> Why is the place we live special to us? Where does the sun appear to rise in this place? What physical features are special to us? Describe their location using the points of a compass. What human features are special to us? Describe their location using the points of a compass</p>		<p><u>Place and Space</u> What are the countries, regions, and counties of the UK?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> How is your locality connected to other areas of the UK and the world? What do you notice? What patterns can you see when you zoom in and zoom out to compare on your location using Digimap for Schools or Google Earth?</p> <p><u>Physical and human geography</u> What are the differences between human and physical features across the UK? What do you notice? Why is that? What are the significant landmarks we can see in the UK? How is a place shaped by human and physical features?</p> <p><u>Environment and sustainability</u> What are the sustainable features of the environment that you live in, such as wind turbines or solar farms? How do wind farms and solar farms improve the environment?</p> <p><u>Culture and diversity (Uniqueness)</u> What are the similarities and differences in the way that people live in the UK such as homes, travel, shopping, recreation and beliefs. Recognise the uniqueness of location – why is this place like it is?</p>		<p><u>Place and Space</u> Describe the location of your school. What features are nearby?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> What does a large-scale OS map tell you about your location? What features can't you see on a large-scale map? Why is that? What does a small-scale OS map tell you about your location? What features can't you see on a small-scale map? Why is that?</p> <p><u>Physical and human geography</u> What physical and human features can you locate on a large scale map? What physical and human features can you locate on a small scale map? What differences do you notice? What is a key? How do you use it?</p> <p><u>Environment and sustainability</u> Are there any sustainable features nearby? Windfarms Solar fields Recycling centres How are they shown on a map? Why do you think these sites have been chosen as good locations for renewable sources of energy?</p> <p><u>Culture and diversity (Uniqueness)</u> What features make your location special? How are these features represented on large and small scale Ordnance Survey maps?</p>	
Vocabulary	<u>Tier 2</u> compass direction north	<u>Tier 3</u> cardinal intercardinal	<u>Tier 2</u> extensive sophisticated settlement	<u>Tier 3</u> topography landmarks region	<u>Tier 2</u>	<u>Tier 3</u>

	east south west north-east south-east north-west south-west		terrain wilderness barren	country scale contour line		
--	---	--	---------------------------------	----------------------------------	--	--

Year 4	Advent Rivers	Lent Latitude and Longitude	Lent Water Cycle	Pentecost Map Skills and Environmental Regions
Core Knowledge	<p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <ol style="list-style-type: none"> What are the features of a river? What are the features of a river? What's our local river? What features can we 	<p>Locational knowledge</p> <ul style="list-style-type: none"> identify the position 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) <ol style="list-style-type: none"> What are lines of latitude? What are lines of longitude? How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? 	<p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including the water cycle <ol style="list-style-type: none"> What is the water cycle? How does the water cycle work? What affects the water cycle? 	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <ol style="list-style-type: none"> What are environmental regions? Europe: what are the major environmental regions? Russia: what are the major environmental regions? North America: what are the major environmental regions?

	see? Where did it come from and where does it flow?	5. What are time zones and how do they affect us? 6. How does day and night occur?		5. South America: what are the major environmental regions? 6. Structured assessment task: Apply and show what you know.
Previous Learning	<u>Year 2</u> Human and physical features Fieldwork skills Compare small part of UK and a small part of a non-European region. <u>Year 3</u> Human and physical features	<u>Year 3</u> Human and physical features UK Study OS map skills and fieldwork <u>Year 4</u> Rivers	<u>Science</u> <u>Year 3</u> Plants <u>Geography</u> <u>Year 4</u> Rivers Latitude and Longitude	<u>Year 3</u> UK Study <u>Year 4</u> Rivers Latitude and Longitude Water Cycle
Substantive concept	HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity, Region, Landscape, System PLACE KNOWLEDGE Location, Environment, Pattern	LOCATIONAL KNOWLEDGE Location, Position, Diversity, Time	HUMAN AND PHYSICAL GEOGRAPHY Environment, Connection, Interaction, Landscape, Process, Cycle	GEOGRAPHICAL SKILLS AND FIELDWORK Location, Place, Scale, Proximity
Thinking as a Geographer	<u>Place and Space</u> What are the courses of a river? How does the land look different at each river course? Agree or disagree? A river shapes the place they run through and influences the way the space is used by humans. Why do you say that?	<u>Place and Space</u> How does latitude tell us about what a place is like? How does longitude help identify a location? <u>Scale and Connection (Relationship and interdependence)</u> How does latitude and longitude help us to locate places more accurately? How	<u>Place and Space</u> How does the water cycle define a place? What places in the world? <u>Scale and Connection (Relationship and interdependence)</u> How does the water cycle affect the place you live? What is like there? Why is life on Earth dependent on the water	<u>Place and Space</u> Describe the major environmental regions of: Europe Russia North and South America What regions are similar? What regions are different? <u>Scale and Connection (Relationship and interdependence)</u>

	<p><u>Scale and Connection (Relationship and interdependence)</u> True or False? All rivers flow towards the sea or lakes. Why do you say that? What do rivers share in common? What do you know is different between rivers? How do rivers connect places? Follow the course the River Nile and explain the way ancient Egyptians used it.</p> <p><u>Physical and human geography</u> How do the courses of a river define its physical features? How did major rivers shape the way humans lived in the past? What pulls people to visit different courses of a river? Why could that be? Human features - what jobs do people do around rivers?</p> <p><u>Environment and sustainability</u> Agree or disagree? Rivers don't play a part in the climate of a place. How do rivers contribute towards the water cycle? If a river becomes polluted, what's the impact on the environment and animals in its habitat? How could large rivers and lakes be used to provide sustainable energy?</p>	<p>are latitude and longitude connected? How are world time zones and longitude connected? If you travel west, does time increase or decrease?</p> <p><u>Physical and human geography</u> Explain why this is true - the climate of a location is defined by its latitude. Do you agree or disagree? Physical features are shaped by the latitude of a location. Do you agree or disagree? Human features are influenced by the latitude of a location.</p> <p><u>Environment and sustainability</u> What locations are most vulnerable to climate change? What latitude do these locations have? Does longitude affect the climate of a location?</p> <p><u>Culture and diversity (Uniqueness)</u> Could locations that are culturally different, such as Asia and Europe, have similar latitude or longitude? Cambridge and Warsaw share near latitudes of 50°N. What's their longitude?</p>	<p>cycle? Are there places on Earth that are negatively affected by the water cycle? How does latitude affect the water cycle?</p> <p><u>Physical and human geography</u> How are the physical features of a place defined by the water cycle? How are the human features of a place defined by the water cycle?</p> <p><u>Environment and sustainability</u> How is the climate affected the water cycle? How is global warming affecting the water cycle? What happens if one part of the water cycle changed? What could cause this? What are the consequences?</p> <p><u>Culture and diversity (Uniqueness)</u> Does the water cycle affect the way we live and the things we build? Is there a connection between the water cycle, latitude and the way people live?</p>	<p>How does latitude define the major environmental regions of the world? What patterns do you notice between Europe Russia North and South America?</p> <p><u>Physical and human geography</u> Physical features - how do the environmental regions define the physical features of a place? How do the environmental regions affect the way a place is used and lived in?</p> <p><u>Environment and sustainability</u> Are there some places in these environmental regions that are at risk of being destroyed? What could the effect be if environmental regions are changed?</p> <p><u>Culture and diversity (Uniqueness)</u> Do environmental regions shape the way people live? What makes these places (environmental regions) and spaces (the way they are used) special to that locality? What is unique about each environmental region? Are there any similarities between different places, but similar regions?</p>
--	--	--	---	---

	<u>Culture and diversity (Uniqueness)</u> How do rivers shape the culture of a place? What makes the places around a river unique? Are there any similarities between different major rivers? What rivers shaped the ancient civilisations, such as Egypt, Sumer, Indus Valley or Shang Dynasty?							
Vocabulary	<u>Tier 2</u> raging tumble cascading precipice iconic turbulent	<u>Tier 3</u> rivulet estuary flood plain tributary confluence channel	<u>Tier 2</u> co-ordinate parallel determine circumnavigate constitutes straddle	<u>Tier 3</u> latitude longitude horizontal vertical meridian equator	<u>Tier 2</u> infiltrate sequence reoccurring (recurring) pollution consequence permeate	<u>Tier 3</u> ground water precipitation condensation transpiration percolation evaporation	<u>Tier 2</u>	<u>Tier 3</u>

Year 5	Advent World countries – biomes and vegetation belts	Lent 4 and 6 grid figure grid references	Pentecost OS Maps and Fieldwork
Core Knowledge	Locational knowledge • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Introduce grid references 1. Why do we need latitude and longitude? 2. What are 4 and 6 figure grid references and how do we use them?	Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use

	<ol style="list-style-type: none"> 1. Where would you find some of the major countries of the world? 2. Where would you find some of the major cities of the world? 3. What is a biome? 4. How do biomes change across the world? 5. What are the human characteristics that define Europe, North and South America? 6. What are the physical characteristics that define Europe, North and South America? 	<ol style="list-style-type: none"> 3. How can I precisely describe locations, landmarks and places as a geographer? 	<p>of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ol style="list-style-type: none"> 1. Remember: what are OS maps and how do we use them? 2. What are four and six figure grid references? 3. What are contour lines? 4. What does the land look in my local area? 5. What is the land like in a contrasting locality? 6. Structured Explanative Assessment Task.
Previous Learning	<p><u>Year 3</u> Human and physical study UK study OS maps and skills</p> <p><u>Year 4</u> Latitude and Longitude Rivers Water Cycle Map skills using environmental regions</p>	<p><u>Year 4</u> Rivers Latitude and Longitude Water cycle Map skills</p> <p><u>Year 5</u> Biomes</p>	<p><u>Year 4</u> Water cycle and rivers Latitude and longitude Environmental regions of Europe, Russia, North and South America.</p> <p><u>Year 5</u> World countries and biomes 4 and 6 figure grid references</p>
Substantive concept	HUMAN AND PHYSICAL GEOGRAPHY Location, Interdependence, Pattern, Environment, Settlement, Economic	GEOGRAPHICAL SKILLS AND FIELDWORK Location, Absolute position, Scale, Settlement	GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity
Thinking as a Geographer	<p><u>Place and Space</u> How does latitude tell us about what a place is like? How does longitude help identify a location? How does latitude and longitude help us to describe a place accurately?</p>	<p><u>Place and Space</u> How do 4 and 6 figure grid references tell us more about a place and the space that is used? Explain what the difference is between four and six figure grid references? For each system, explain</p>	<p><u>Place and Space</u> Where is your local area? What does your local area look like on a small-scale map? What does your local area look like on a large-scale map? <u>Scale and Connection (Relationship and interdependence)</u></p>

	<p><u>Scale and Connection (Relationship and interdependence)</u> Are all biomes found at the same latitude? How is latitude connected to a biome? Remember what you know about biomes - is there a biome that is more connected or dominant across the world than others? <u>Physical and human geography</u> True or false? The climate of a location is defined by its latitude. Do human features reflect the latitude or a location? <u>Environment and sustainability</u> Which biomes do you think are the most vulnerable to climate change? Connecting with your knowledge of environments in science, how could climate change affect biomes? <u>Culture and diversity (Uniqueness)</u> Think about the Arctic – if a biome changed because of climate change, do you think the uniqueness of that place would change as well? Some people describe culture as the way of life in a place. Would the culture change if the biome changed? You could start by thinking about the tropical rainforest to explain your thinking.</p>	<p>what will you see more of and what would you see less of? <u>Scale and Connection (Relationship and interdependence)</u> When you use a 6 figure grid reference, what can it tell you about the place and the way it connects? When you use a 4 figure grid reference, what can it tell you about the place and the way it connects? What differences can you explain? What does a 6 figure grid reference tell you more of? <u>Physical and human geography</u> How can grid references be used to help explain more about the human or physical features? For example – you could use a 4 figure grid reference to show a broad location of Lake Windermere, but if you wanted to meet precisely you would use a 6 figure grid reference. <u>Environment and sustainability</u> Why could it be useful to use a 4 figure grid reference to accurately locate a wind or solar farm? If you discovered that a small rural river had become polluted, would it be better to use a 4 or 6 figure grid reference to help show the emergency services the precise location. Why? <u>Culture and diversity (Uniqueness)</u> Why would it be better to locate a sacred religious site, such as Mecca or a local mosque, using a 6 figure grid reference over a 4 figure grid reference? Which grid reference system would you use to</p>	<p>What features can and can't you see on a largescale map? Why is that? What features can and can't you see on a small-scale map? Why is that? <u>Physical and human geography</u> How do contour lines help us know about the shape of the land? When contour lines are very close together, are human features common? Why is that? How do map keys (legend) tell us the shape and use of the land? <u>Environment and sustainability</u> Are solar farms built on flat or steeply sloping land? How do you know? Which direction do solar farms face? Do you think the location of wind turbines is important, or can they be put up anywhere? <u>Culture and diversity (Uniqueness)</u> Why do people choose to go to the Lake District? What's the terrain like in unique places, such as the Lake District? What do OS maps help us know more of about places we want to visit?</p>
--	--	---	---

			show your friend where the ancient Maya city of Palenque was?			
Vocabulary	<u>Tier 2</u> arid fertile densely exceptional craggy scenery	<u>Tier 3</u> continent latitudes longitude equator hemisphere biome	<u>Tier 2</u> horizontal vertical parallel arctic Antarctic	<u>Tier 3</u> equator Tropic of Cancer Tropic of Capricorn poles meridian line	<u>Tier 2</u>	<u>Tier 3</u>

Year 6	Advent Comparison study – UK, Europe, North or South America	Lent Physical Processes: earthquakes, mountains and volcanoes	Pentecost Settlements and Relationships
Core Knowledge	Place knowledge <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> Where is the Lake District and what is it like? How was the Lake District formed? Poland: where can you find the Tatra mountains? What are the Tatra mountains like? The Caribbean and Jamaica: what do we know? What's the terrain like? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean? 	Human and physical geography Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: mountains, volcanoes and earthquakes <ol style="list-style-type: none"> What makes up the layers of planet Earth? What are tectonic plates and where do you find them? How do tectonic plates move and what happens? What causes an earthquake and what's the effect? How are mountains formed? How do volcanoes work? 	Human and physical geography Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <ol style="list-style-type: none"> What are settlements and where are they found? Do settlements have a pattern? Do people, their movement and economic activity have patterns?

Previous Learning	<p>Year 4 Latitude and longitude Rivers Water cycle Fieldwork and mapping</p> <p>Year 5 World cities, biomes Revisit environmental regions 4 and 6 figure grid references</p>	<p>Year 4 Water cycle Latitude and Longitude</p> <p>Year 5 Climate zones and biomes</p>	<p>Year 5 Climate zones and biomes</p> <p>Year 6 Mountains, earthquakes and volcanoes Comparison study UK Europe N America</p>
Substantive concept	<p>PLACE KNOWLEDGE Location, Connection, Economic, Order, Pattern, Remoteness</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Time, Location, Process, Connection, Environment, System</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Location, Proximity, Landscape, Interdependence, Lived space</p> <p>PLACE KNOWLEDGE Location, Connection, Economic, Order Pattern, Remoteness</p>
Thinking as a Geographer	<p><u>Place and Space</u> Where is the Caribbean located? Describe the location of the Lake District. What's it like there? Where exactly are the Tatra Mountains located?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> How does the scale of Scafell Pike, Rysy and the Blue Mountain Peak compare? What is similar between the Lake District, Tatra Mountains and the Blue Mountains? What is different between the Lake District, Tatra Mountains and the Blue Mountains?</p> <p><u>Physical and human geography</u> Be precise using physical features - describe the Lake District. Be precise using physical features - describe the Tatra Mountains. Be precise using physical features - describe the Blue Mountains. Is the human features</p>	<p><u>Place and Space</u> What are the similarities and differences between places that have active earthquake zones?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> What do you notice about the locations and physical features of the places that have fault lines, mountains, earthquakes or volcanoes? What's the difference in the scale of eruptions, between a fissure volcano and stratovolcano?</p> <p><u>Physical and human geography</u> What's the process of volcanic eruption? Why can't human features withstand the force of volcanic eruption? You could use La Palma as an example.</p> <p><u>Environment and sustainability</u> What impact do earthquakes, mountain formation and volcanoes have on the environment? How is the landscape</p>	<p><u>Place and Space</u> What are the uninhabitable places on Earth? Why? What do all major cities have in common?</p> <p><u>Scale and Connection (Relationship and interdependence)</u> What is the difference between a migrant and a refugee? What are the pull and push factors?</p> <p><u>Physical and human geography</u> Do physical features shape where cities are located? Why are cities established near water? What are the physical features of the UK?</p> <p><u>Environment and sustainability</u> Do environmental features affect migration? What are natural resources and how do they affect settlements?</p> <p><u>Culture and diversity (Uniqueness)</u> Why do people migrate? How did the slave trade affect populations around the world?</p>

	<p>different in these places? Explain your answer.</p> <p><u>Environment and sustainability</u> How is the environment of the Lake District, Tatra Mountains and the Blue Mountains being affected because of climate change or increased tourism? In these areas, what risks do animals face because of climate change or the increase in tourism?</p> <p><u>Culture and diversity (Uniqueness)</u> What is unique about the Lake District? Explain why you think that. What is unique about the Tatra Mountains? Explain why you think that. What is unique about the Blue Mountains? Explain why you think that. Which location fascinates you the most? Why is that?</p>		<p>forged and shaped by physical processes?</p> <p><u>Culture and diversity (Uniqueness)</u> Why do people live in the shadow of volcanoes? How do earthquakes affect the way people live their everyday lives? Why do mountains attract people to live near or visit them?</p>			
Vocabulary	<p><u>Tier 2</u> equivalent contrast erosion inhospitable moderately prosper</p>	<p><u>Tier 3</u> orogeny glaciation temperate tectonic summit altitude</p>	<p><u>Tier 2</u> viscous churning buckle disaster devastation magnitude</p>	<p><u>Tier 3</u> epicentre fissure dormant magma molten mantle</p>	<p><u>Tier 2</u> location resource distribute employ production consumption</p>	<p><u>Tier 3</u> trade economy navigable lowland migrant refugee</p>