

Geography Long Term Overview

Year Group	Autumn Term	Spring Term		Summer Term
Reception	<i>Where do our Families come from?</i>	<i>What will you see in London?</i>		<i>What will we find in our local woods?</i>
Year 1	<i>What continents and oceans make up our world?</i>	<i>Would you rather live in a hot or cold place?</i>		<i>Where is our school?</i>
Year 2	<i>Where in the world is Mugurameno Village?</i>	<i>What will we see on our journey around the UK?</i>		<i>What's in and around our local area?</i>
Year 3	<i>Why is the coast a special place? Would you like to live on a mountain?</i>		<i>Where does all our water come from? Polar regions and Rivers</i>	
Year 4	<i>Who are our European neighbours?</i>	<i>What makes the Earth angry?</i>		<i>Why should the Amazon rainforest be protected?</i>
Year 5	<i>What makes up North America?</i>	<i>Why is Weaverham a good place to live?</i>		<i>What makes the Northwest unique?</i>
Year 6	<i>Why is London a global attraction?</i>	<i>Why does a place's location in the world affect its climate? What is the future for the Galapagos Islands?</i>		

The Long Term Plan contains the National Curriculum programmes of study (POS) for KS1 and KS2, covering the four areas of **substantive knowledge**:

1 Locational Knowledge,

2 Place Knowledge,

3 Human and Physical Geography,

4 Geographical skills and fieldwork

YR follow the Early Learning Goal for EYFS in Understanding the world, people, culture and communities and the natural world

Each year group will follow at least one complete Oddizzi scheme of work during the year which matches their topic.

The other topics have objectives and skills to build lessons on in the MTP

Place names are listed on individual Knowledge Organisers

EYFS Geography Long Term Plan

Understanding the World: Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goal - People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge

Early Learning Goal - The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Throughout the year children will:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons on the natural world around them

<p align="center"><i>Autumn Term</i></p> <p align="center"><i>Where do our families come from?</i></p> <p align="center"><i>Celebrations - Diwali, Remembrance Day and Christmas</i></p>	<p align="center"><i>Spring Term</i></p> <p align="center"><i>What will you see in London?</i></p> <p align="center"><i>Celebrations - Chinese New Year and Persian New Year and Easter</i></p>	<p align="center"><i>Summer Term</i></p> <p align="center"><i>What will we find in our local woods?</i></p>
<p><i>Prior Learning</i></p> <ul style="list-style-type: none"> • Show interest in different occupations • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Use all their senses in hands on exploration of natural materials • Explore collections of materials with similar and/or different properties • Talk about what they see, using a wide vocabulary • Begin to understand the need to respect and care for the natural environment 	<p>EYFS Foundational Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Talk about features of their own environment and how environments might vary from one another • Use relative vocabulary –bigger/smaller, near/far to compare similarities and differences in relation to places • Make messy maps • Be able to navigate the school buildings and grounds • Observe similarities and differences between two local woods, Owley Wood and Thorn Wood • Express likes and dislikes • Use sand, water and the mud kitchen in Continuous Provision to explore materials and their properties e.g. rocks and soils 	
<p><i>Vocabulary</i></p>		
<p>Today Tomorrow Yesterday Old New World Countries Families Festivals Celebrations Traditions beliefs Similarities Differences</p>	<p>Cities Towns Villages Weaverham School Pre-School Nursery Map Near Far Bigger Smaller Signs Traffic Lights</p>	<p>Seasons Autumn Spring Summer Winter Year Days of the Week Months of the Year Weather Cloud Rain Rainbow Sun Wind</p>

Changes Human influence Diwali Chinese New Year Persian New Year Remembrance Day Christmas Easter Homes House Cottage Flat Apartment Terrace Semi-detached Detached Farm British values	Lamp post Telegraph Pole Pylon Road Path Roundabout Woods River Stream Church Shops Post Office Library Swimming Pool Park England Scotland Wales Ireland Island London Landmarks London Bridge / Tower Bridge Big Ben Buckingham Palace London Eye Houses of Parliament Underground London Bus Tube Station Tower of London Sea Sand/beach	Hail Shower Snow Storm Thunder Lightning Water
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Geography Medium Term Plan YR

Year R Autumn : Where do our Families come from?

Autumn 1

Talk about members of their immediate family and community
Name and describe people who are familiar to them
Recognise some similarities and differences between life in this country and life in other countries.

Label countries on a World map.

Autumn 2

Recognise that people have different beliefs and celebrate special times in different ways.
Know some similarities and differences between different religious and cultural communities in this country.

Diwali and Chinese New Year

Year R Spring : What will you see in London? Stimulus: 'Naughty Bus' Text

Spring 1

Draw information from simple maps

London landmarks

Spring 2

Understand that some places are special to their community

Farm visit

*Year R Summer: What will we find in our local woods?
Our Oceans Stimulus 'The Whale Who Wanted More'*

Summer

Describe their immediate environment using knowledge from observation.

Trip to Owley and Thorn Woods


Freezing and melting

Locating and naming oceans

Geography Long Term Plan Year 1

Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and fieldwork

KS1 Programmes of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name and locate the world's seven continents and oceans	Identify seasonal and daily weather patterns in the UK (Autumn and Winter)	 <p>Location of hot and cold areas of the world in relation to North/South Poles Antarctica</p>		Identify seasonal and daily weather patterns in the UK (Spring and Summer) Study the geography of their school and its grounds	

Prior Learning

- To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their immediate environment and how environments might vary from one another. (Understanding the World)
- Basic weather and Season vocabulary
- Make messy maps

Year 1 Geographical skills and fieldwork

- Children to respond to simple questions.
- Use world maps, atlases and globes to identify UK, as well as the countries and continents studied eg Africa
- Use locational and directional language to describe the location of features and routes on a map eg left/right, forwards/backwards, up/down
- Use a variety of maps from different sources eg narrative texts and leaflets
- -Devise a simple map and begin to construct basic symbols in a key.
- Draw picture maps of imaginary places and from stories
- Draw around objects to make a plan
- Investigate and represent the school building and its grounds.
- Measuring and recording weather eg rain gauge and temperature

During year 1, children should be able to make appropriate use of the words they have learned in Year R.

Glossary

adapt: find ways to survive in a place (such as using less water in a desert or keeping warm near the North Pole)

continent: a very large area of land

country: *an area of land that has its own government, such as the UK or France*

Equator: *an invisible line that runs around the centre of the Earth, halfway between the North and South Poles*

Habitat: *the natural home of an animal or plant*

Hemisphere: *half of the globe*

ocean: *a huge area of salty water*

rain gauge: *a tool you can use to show how much it has rained*

route *how you get from one place to another (for example, "you walk up the hill and turn towards the school when you get to the top")*

season: *a time of the year with a particular type of weather*

temperature: *how hot or cold it is*

weather forecast: *explaining what the weather will be like.*

Geography Medium Term Plan Year 1 Autumn 1

Locational Knowledge

POS: Name and locate the world's seven continents and oceans



Continents and Oceans

Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

New Vocabulary

Atlas continent ocean globe human physical South Pole North Pole North East South West

Geography Medium Term Plan Year 1 Autumn 2 LINK TO SCIENCE CURRICULUM

Human and Physical Geography

POS Identify seasonal and daily weather patterns in the UK (Autumn and Winter)

Prior Learning

- Basic weather and Season vocabulary

Objectives

- record daily weather patterns
- describe the weather in Autumn and Winter
- recognise symbols for weather types
- reflect on the impact of the weather on our activities

Skills

- Children to respond to simple questions.
- Measuring and recording weather eg rain gauge and temperature

Key Vocabulary

rain gauge season temperature

Useful Resources:

Oddizzi Weather and seasons Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Geography Medium Term Plan Year 1 Spring 1

Human and Physical Geography

P.O.S Location of hot and cold areas of the world in relation to Equator and North/South Poles

Would you rather live in a hot or cold place?

Prior Learning

- To know about similarities and differences in relation to places,
- They talk about features of their immediate environment and how environments might vary from one another

Objectives

- Locate the Equator, N and S Poles on a globe and world map
- Know that the Equator is an imaginary line around the centre of the Earth and places on it are hot and dry
- Identify continents on the Equator
- Know that the North Pole is frozen sea water in the Arctic Ocean
- Know that the pattern of night and day are different at the poles
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Skills

- Children to respond to simple questions.
 - Use world maps, atlases and globes to identify UK, as well as the countries where lions are found
 - Use a variety of maps from different sources : A map of where lions live (Savanna)
- Draw a picture map from a story
- Label the N and S poles on a world map
 - Children to ask and respond to simple closed questions.

Key Vocabulary

Adapt, country, Equator, savannah, rainforest, desert, north pole, south pole, ocean, sea, habitat, iceberg, Arctic, Antarctic

Resources:

-Oddizzi : Hot and cold places Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Geography Medium Term Plan Year 1 Summer 1 LINK TO SCIENCE CURRICULUM

Human and Physical Geography

P.O.S Identify seasonal and daily weather patterns in the UK (Spring and Summer)

Prior Learning

- Basic weather and Season vocabulary

Objectives

- record daily weather patterns
- describe the weather in Spring and Summer
- recognise symbols for weather types
- reflect on the impact of the weather on our activities

Skills

- Children to respond to simple questions.
- Measuring and recording weather eg rain gauge and temperature

Key Vocabulary

rain gauge season temperature

Resources:

-Oddizzi : Weather and seasons Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Geography Medium Term Plan Year 1 Summer 1 Fieldwork

POS Study the geography of their school and its grounds

Where is our school?

Prior Learning

- They talk about features of their immediate environment and how environments might vary from one another
- To know about similarities and differences in relation to places, objects, materials and living things.
- Make messy maps

Year 1 skills and activities

- Children to respond to simple questions eg How do we get to the playground from our classroom?
- Use locational and directional language to describe the routes around the school eg left/right, forwards/backwards
- Draw around objects to make a plan of the school
- Investigate the school grounds using their senses
- Use aerial view
- Devise a simple map of the school grounds and begin to construct basic symbols in a key.
- Use a compass to find NSEW on the playground


New vocabulary

Car park, building, field, playground, route, symbol, left/right, up/down, forwards/ backwards,
North East South West

Geography Long Term Plan Year 2

Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and fieldwork

KS1 Programmes of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Compare a small area of the UK with a small area of a contrasting non-European country Murugameno Village in Zambia</p> 		<p>Name, locate and identify characteristics of the four countries and capital cities of UK and its surrounding seas</p>		<p>Develop knowledge of human and physical geography of local area Weaverham, Northwich</p> <p>Use simple fieldwork to study the key human and physical features of the surrounding environment</p>	

Prior Learning

- Visit to Owley and Thorn wood-YR
- Fieldwork of school and grounds
- Location of Equator, North and South Poles and Africa
- Draw picture maps of imaginary places and from stories
- Draw around objects to make a plan
- Use locational and directional language to describe the location of features and routes on a map eg up/down, left/right,

Year 2 Geographical skills and fieldwork

- Children encouraged to ask simple geographical questions
- Use world maps, atlases and globes to identify UK and its countries, as well as the countries, continents and oceans studied at this stage
- Use NSEW and locational and directional language including left and right to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives eg Birds-eye view to recognise landmarks and basic human and physical features.
- Begin to spatially match places (eg recognise UK on a small scale and larger scale map)
- Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment- Walk to Weaverham, Anderton boat lift
- Make simple comparisons between features of different places

forwards/backwards and begin to use
NSEW
-Name the 7 continents and 5 oceans

During year 2, children should be able to make appropriate use of the words they have learned in Year 1.

Glossary

capital city: *the city where a country's government is located such as London or Edinburgh*

crops: *plants that are grown to be used or sold (such as rice, corn or fruit)*

feature: *something you would find in a place that is usually there (such as a hill or a house)*

human feature: *features of a place that are a result of human activity*

landmark: *an object or feature of a landscape that is easily seen or recognised from a distance*

map symbol: *a small picture on a map that shows you where different things are (such as a bus station or a school)*

physical feature: *natural features of a place*

population: *the number of people living in a place*

rural: *a rural area has fewer people living there. Rural areas include the countryside, villages and hamlets.*

settlement: *a place where people live*

urban: *an urban area has lots of people living there. Towns, cities and suburbs are all urban areas.*

wildlife: *the wild animals and plants in an area*

Geography Medium Term Plan Year 2 Autumn 1

Place Knowledge

P.O.S Compare a small area of the UK with a small area of a contrasting non-European country
Murugameno Village in Zambia



Medium Term plan

Resource Pack

Scheme of work

Information for teachers about the area

Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Vocabulary

Crop, flood, market, waterfall, wildlife, eastern, northern southern, western.

Geography Medium Term Plan Year 2 Spring 1

Locational Knowledge

POS: Name, locate and identify characteristics of the four countries and capital cities of UK and its surrounding seas

What will we see on our journey around the UK?

Prior Learning

- Location of Equator, North and South Poles and Africa
- Draw picture maps of imaginary places and from stories
- Name the 7 continents and 5 oceans

Objectives

- Locate on a map the four countries of the United Kingdom
- Identify the four capital cities and surrounding seas of the United Kingdom.
- Explain the differences between human and physical features found in the UK

Skills

- Children encouraged to ask simple geographical questions
- Use world maps, atlases and globes to identify UK and its countries in relation to the Equator and the N and S poles.
- Use NSEW and locational and directional language including left and right to describe the location of features on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Begin to spatially match places (eg recognise UK on a small scale and larger scale map)

Key Vocabulary

capital city
country
feature
population
settlement
rural
urban
town, village, city, hamlet

Useful Resources:

-Oddizzi : UK Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Geography Medium Term Plan Year 2 Summer 1 LINK TO HISTORY

POS Develop knowledge of human and physical geography of a small are of UK: Weaverham, Northwich
 POS Use simple fieldwork to study the key human and physical features of the surrounding environment

What's in and around our local area?

Prior Learning

- Visit to Owley and Thorn wood-YR
- Fieldwork of school and grounds
- Draw picture maps of imaginary places and from stories
- Draw around objects to make a plan

Objectives

- Spot the differences between rural and urban areas
- know what type of settlement I live in. and recognise human and physical features
- Explore and record the features of Weaverham, Northwich

Skills

- Children encouraged to ask simple geographical questions
- Use photographs current and from the past to recognise landmarks and basic human and physical features
- Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment-
- Visit to Weaverham and Anderton boat lift
- Devise a simple map and use and construct basic symbols in a key of features and landmarks they know in Weaverham eg shops and church Northwich eg bridge, boat lift
- Make simple comparisons between features of different places- What is urban and what is rural?

Key Vocabulary

- settlement
- city village town hamlet
- human feature
- physical feature
- map symbol
- route
- suburb
- office building
- soil vegetation
- North East South West


Useful Resources:

Oddizzi KS1 Local area Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Geography Long Term Plan Year 3

*Locational Knowledge, Place Knowledge, Human and Physical Geography
Geographical skills and fieldwork*

KS2 Programmes of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Name and locate countries and regions of UK</p> <p>Understand key aspects of coasts and industry. (Dee Estuary, Thurstaston beach trip)</p>	<p>Describe and understand key aspects of mountains</p> <p>Alps Himalayas</p>		<p>Identify the position and significance of Arctic and Antarctic Circles</p> <p>Describe and understand key aspects of water cycle.</p>	<p>Describe and understand key aspects of rivers.</p> <p>River Weaver field work</p> 	

Prior Learning

- Location of cold areas of the world in relation to North/South Poles-Y1
- Fieldwork of school and grounds and Anderton Boat Lift
- Use NSEW and locational and directional language to describe the location of features and routes on a map
- Devise a simple map and use and construct basic symbols in a key
- Name, locate and identify characteristics of the four countries and capital cities of UK and its surrounding seas

Year 3 Geographical skills and fieldwork

- Children begin to initiate geographical questions
- Begin to collect and record evidence
- Use maps, atlases and globes and computer mapping eg digimaps to locate countries and describe features studied
- Use the eight points of a compass, symbols and key to build their knowledge of the UK and the wider world
- Use letter/no. co-ordinates to locate features on a map
- Begin to recognise some conventional symbols and use a legend
- Begin to find boundaries on maps
- Analyse evidence and begin to draw conclusions eg make comparisons between 2 locations and explain why things happen.eg Thurstaston beach and coastal erosion
- Make a simple scaled drawing- sketch map
- Make a map of a short route experienced with features in correct order eg walk to church

During year 3, children should be able to make appropriate use of the words they have learned in KS1.

Glossary

Altitude: *the height of an object or point in relation to sea level*

Cliff: *steep rock face at the edge of the sea*

coast: *line where the land meets the sea*

dune: *hill made by sand formed by wind and waves*

climate: *long term weather pattern*

dome mountains: *mountains formed by magma pushing upwards, but without a volcanic eruption*

drainage: *how water flows away from an area through rivers and streams*

erosion: *how wind, water and waves break down and remove rock and soil*

fault-block mountains: *mountains formed by parts of a broken plate being forced upwards*

flood management: *stopping or controlling floods*

fold mountains: *mountains formed by the earth's plates pushing together*

harbour: *sheltered port where boats can dock*

headland: *land that juts into the sea*

irrigation: *the supply of water, especially for growing crops*

Precipitation: *rain, hail, fog, sleet and snow*

river basin: *the area of land drained by a river and all its tributaries*

tide: *rise and fall of the sea caused by the moon*

sustainable development: *change that respects the environment and doesn't harm future generations*

tourism industry: *activities undertaken by visitors for entertainment and leisure*

Geography Medium Term Plan Year 3 Autumn 1

Locational Knowledge

POS: Name and locate counties and regions of UK
POS: Understand features of coasts and economic activity

What surrounds our island home?

Prior Learning

- Location of cold areas of the world in relation to North/South Poles-Y1
- Fieldwork of school and grounds and Anderton Boat Lift
- Use NSEW and locational and directional language to describe the location of features and routes on a map
- Devise a simple map and use and construct basic symbols in a key
- Name, locate and identify characteristics of the four countries and capital cities of UK and its surrounding seas

Objectives

- Locate England's regions and some counties
- Describe physical and manmade coastal features
- Understand erosion as a process
- Identify industries in coastal areas of UK

Skills

- Children begin to initiate geographical questions
- Begin to collect and record evidence
- Use maps, atlases and globes and computer mapping eg google maps to locate countries and describe features studied
- Use the eight points of a compass, symbols and key to build their knowledge of the UK and the wider world
- Use alpha-numeric co-ordinates to locate features on a map
- Use fieldwork to observe, measure and record the human and physical features, including sketch maps and digital technologies.
- begin to find boundaries on a map

Key Vocabulary

- dune
- cliff
- Coast
- erosion
- Estuary
- Harbour
- Headland
- Tide
- industry
- North West, North East, South West, South East

Useful Resources:

-Oddizzi : LKS2 UK Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Alpha-numeric coordinates will be taught in preparation for 4-figure grid references

Geography Medium Term Plan Year 3 Autumn 2

Human and Physical Geography

POS Describe and understand key aspects of mountains

Would you like to live on a mountain?

Prior Learning

- Location of cold areas of the world in relation to North/South Poles-Y1
- Fieldwork of school and grounds and Anderton Boat Lift
- Use NSEW and locational and directional language to describe the location of features and routes on a map
- Devise a simple map and use and construct basic symbols in a key
- Name, locate and identify characteristics of the four countries and capital cities of UK and its surrounding seas

Objectives

- Explain how a mountain is formed
- Identify features of a mountain
- understand mountain life, climate and tourism
- Locate the highest mountains in the world and UK

Skills

- Children begin to initiate geographical questions
- Use maps, atlases and globes and computer mapping eg google maps to locate countries and describe features studied
- Use the eight points of a compass, symbols and key to build their knowledge of the UK and the wider world
- Begin to recognise some standard symbols and use a legend

Key Vocabulary

altitude
climate
legend
avalanche
range
landform slope summit valley ridge plateau foot treeline snowline

Useful Resources:

Oddizzi Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Geography Medium Term Plan Year 3 Spring 2 and Summer 1

Locational Knowledge, Human and Physical Geography

Identify the position and significance of Arctic and Antarctic Circles- Linked to text study in English.

Objectives: Identify the pattern of night and day is different in the Arctic circle and Antarctica

Know their distinct physical features and purposes.

Understand how Antarctica is protected and how climate change is affecting it.

Describe and understand key aspects of water cycle.

Describe and understand key aspects of rivers.

Where does all our water come from and go to?



Rivers with the water cycle

Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Field trip to Owley Wood to see the River Weaver. Locate tributaries, bank, meanders and floodplain. Measure speed of current by timing how quickly the apples flow from A to B. Identify wildlife. Look at maps to spot features of the river eg The navigation where river was straightened. Link to History

Follow-up : Make a sketch map of our journey to the woods from school.

Vocabulary

Confluence

Estuary

Source

Floodplain

Meander

Mouth

Tributary


Altitude

Lower course middle course upper course

Geography Long Term Plan Year 4

*Locational Knowledge, Place Knowledge, Human and Physical Geography
Geographical skills and fieldwork*

KS2 Programmes of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Locate the world countries using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Greece</p>		<p>Describe and understand key aspects of volcanoes and earthquakes</p>		<p>Describe and understand key aspects of biomes and vegetation belts, types of settlement and land use. Rainforests Amazon</p> 	<p>Mapping skills Begin to recognise symbols on an OS map. Use 4-figure grid references Make a map of a short route experienced with features in correct order</p>

Prior Learning

- Begin to spatially match places-Y2
- Describe and understand key aspects of mountains (UK ranges and Everest)
- Use alpha-numeric coordinates to locate features on a map
- Begin to recognise some conventional symbols
- Use the eight points of a compass
- Begin to find boundaries on a map
- Make a map of a short route experienced with features in correct order eg walk to church

Year 4 Geographical skills and fieldwork

- Children to ask and respond to questions and offer their own ideas
- Collect and record evidence with some aid
- Use maps, atlases and globes and computer mapping eg google maps to locate countries and describe features studied, include satellite images.
- Use index and contents page
- Begin to recognise symbols on an OS map and use 4-figure grid references
- Find boundaries on different scale maps
- Analyse evidence between maps, photos, including oblique view and pictures
- Make a map of a short route experienced, with features in correct order eg. Walk to church
- Know your own address and post code and the school's

- Make a simple scaled drawing- sketch map

During year 4, children should be able to make appropriate use of the words they have learned in KS1 and year 3.

Glossary

Biome: *a community of plants and animals that affect each other and the areas around them*

border: *A line that separates two countries. You may need a passport to pass from one country to the other*

dome mountains: *mountains formed by magma pushing upwards, but without a volcanic eruption*

dormant: *a dormant volcano is one, like Kilimanjaro, that has not erupted for a long time*

epicentre: *where an earthquake starts and is felt most strongly*

ecosystem: *a community of plants and animals that affect each other and the area around them*

equatorial: *the hot, wet climate in areas close to the Equator*

fire mountains: *mountains formed by volcanic eruptions*

grid reference: *a set of numbers used to find particular places on a map*

peninsula: *an area of land surrounded by water on 3 sides*

rainforests: *forests that are home to many different types of plants and animals. They are located close to the Equator in places with a tropical climate, which is warm and wet all year round.*

region: *a group of places that have something in common, such as climate*

tsunami: *a huge, powerful wave caused by an earthquake*

Geography Medium Term Plan Year 4 Autumn 1

Locational Geography

POS Locate the world countries using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Who are our European neighbours?

Prior Learning

- Begin to spatially match places-Y2
- Use letter/no. co-ordinates to locate features on a map
- Begin to recognise some standard symbols
- Use the eight points of a compass
- Begin to find boundaries on a map
- Location of Equator, North and South Poles and Africa-Y1
- Name the 7 continents and 5 oceans-Y1

Objectives

- Know where Europe is on a world map and identify some countries and capitals
- Identify key regions, Alps, Icelandic Mediterranean
- Identify Greece and key landmarks and features
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Skills

- Children to ask and respond to questions and offer their own ideas
- Collect and record evidence with some aid
- Use maps, atlases and globes and computer mapping eg google maps to locate countries and describe features studied, include satellite images.
- Use index a contents page of an atlas
- Find boundaries on different scale maps

Key Vocabulary

- border
- equatorial
- grid reference
- island
- landscape
- location
- mountain range
- peninsula
- northeast northwest southeast southwest

Useful Resources:

Oddizzi

Geography Medium Term Plan Year 4 Spring 2

Physical and Human geography

POS Describe and understand key aspects of volcanoes and earthquakes

What makes the Earth Angry?

Prior Learning

- Describe and understand key aspects of mountains (UK ranges and Everest)
- Use letter/no. co-ordinates to locate features on a map
- Begin to recognise some standard symbols
- Use the eight points of a compass
-

Objectives

- Diagram of key features of a volcano
- Locate famous volcanoes
- Describe what happens at earth boundaries
- label tectonic plates on a map
- Identify the effects of these natural disasters

Skills

- Children to ask and respond to questions and offer their own ideas
- Collect and record evidence with some aid
- Use maps, atlases and globes and computer mapping eg google maps to locate countries and describe features studied, include satellite images.
- Use index and contents page in an atlas
- Analyse evidence between maps, photos, including oblique view and pictures
-

Key Vocabulary

- dormant
- epicentre
- fire mountains
- tsunami
- crater
- eruption
- magma
- disaster
- plate boundary

Useful Resources:

Oddizzi combined unit earthquakes and volcanoes

Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Geography Medium Term Plan Year 4 Summer 1

Human and Physical Geography

POS Describe and understand key aspects of biomes and vegetation belts, types of settlement and land use. (Rainforests)

Why should the Amazon rainforest be protected?



Rainforests

Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Vocabulary

Bio diversity

Biome

Deforestation

emergent layer forest floor understory canopy

equatorial northern hemisphere southern hemisphere

tropic of cancer tropic of capricorn


The following specific skills will be taught in Summer 2, using an OS map of Northwich and linking to the local history topic on salt

-Begin to recognise symbols on an OS map and use 4-figure grid references

Geography Long Term Plan Year 5

*Locational Knowledge, Place Knowledge, Human and Physical Geography
Geographical skills and field work*

KS2 Programmes of Study

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p>Locate the countries and major cities of North America. Focus on environmental regions and key physical and human characteristics.</p> <p>Describe and understand key aspects of types of settlement and land use.</p> <p>New York</p>	<p>Name and locate cities and towns of UK. (Link to Saxon settlements)</p>		<p>Use fieldwork to observe, measure and record using a range of methods including sketch maps plans and graphs and digital technology (Weaverham and land use.)</p>	<p>Understand geographical similarities and differences through the study of a region of UK (North-West- Lake District)</p> <p>Describe and understand key aspects of land use, economic activity, energy, the distribution of natural resources and how they have changed over time. (canals)</p> 	

Prior Learning

- Equator introduced at Y1
- Fieldwork- Anderton Boat lift- Y2
- Four countries and capital cities of UK and its surrounding seas-Y2

Year 5 Geographical skills and field work

- Children begin to suggest questions for investigating
- Collect and record evidence unaided
- Use maps, atlases and globes and computer mapping eg google maps to locate countries and describe features studied, include satellite images.

- | | |
|---|---|
| <ul style="list-style-type: none"> - Counties and regions of UK-Y3 - -Use 8 points of a compass-Y3 -Use 4-figure grid references and OS symbols to locate features on a map -Find boundaries on different scale maps -Analyse evidence between photos/maps -Local area study in history -salt | <ul style="list-style-type: none"> -Recognise some symbols on an OS map, to build their knowledge of the UK -Draw a thematic map based on their own data. -Begin to compare maps with aerial photographs eg Glaramara -Find places on maps of different scales -Analyse evidence- compare historical maps -Describe day and night in relation to the Earth's rotation (Science) -Follow a route on a map with some accuracy- school orienteering course (PE) |
|---|---|

During year 5, children should be able to make appropriate use of the words they have learned in LKS2

Glossary

economy: *the wealth and resources of a place*

grid reference: *a set of numbers used to find places on a map*

human features: *features of a place that are a result of human activity, such as shops, farms, homes and roads*

industry: *the production of goods (such as cars) or services (such as tourism or entertainment)*

landscape: *what you can see when you look across an area of land*

land use: *What land is used for (such as housing, recreation, farming)*

latitude: *distance from the Equator*

longitude: *distance from the Prime Meridian*

physical features: *natural features of a place, such as mountains, rivers and seas*

state: *an area of land with its own government. There are 50 states in the USA*

Geography Medium Term Plan Year 5 Autumn 1

Locational Geography Place Knowledge

POS Locate the countries and major cities of North America.

POS Focus on environmental regions and key physical and human characteristics.

What makes up North America?

Prior Learning

-
- Use 8 points of a compass-Y3
- Find boundaries on different scale maps
- Analyse evidence between photos/maps

Objectives

- Name some of the countries, capital cities, major rivers and mountain ranges of N America
- Locate some of the states of USA
- Research a geographical region and what makes it important: Great Lakes
- Describe and understand key aspects of types of settlement and land use. (Compare rural areas to towns and cities.) New York

Skills

- Children begin to suggest questions for investigating
- Collect and record evidence unaided
- Use maps, atlases and globes and computer mapping eg google maps to locate countries and describe features studied, include satellite images.
- Draw a thematic map based on their own data.
- Find places on maps of different scales

Key Vocabulary

- human features
- landscape
- physical features
- state
- latitude
- longitude
- Northern hemisphere
- western hemisphere
- location
- mountain range
- rural urban
- 8 cardinal points

Useful Resources:

Oddizzi

	<i>Autumn 2</i>
	Name and locate cities and towns of UK. (How did places get their names?) Link to history topic on Anglo saxons

Links to History. An opportunity to gain more knowledge on where places are in the UK and recap prior learning on rural and urban differences.

Geography Medium Term Plan Year 5 Spring 2 Fieldwork

Is Weaverham a good place to live?

Prior Learning

- Fieldwork of school and grounds and Anderton Boat Lift
- Use NSEW and locational and directional language to describe the location of features and routes on a map
- Devise a simple map and use and construct basic symbols in a key
- Human and physical features of Weaverham

Year 5 skills and activities

- Children begin to suggest questions for investigating.
- Collect and record evidence using survey of land use- services and shops
- 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.
- Recognise some symbols on an OS map
- 4-figure grid references

Useful Resources:

Oddizzi UKS2 Exploring your local area and region
Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Vocabulary

Aerial view key land use local human physical economy

Geography Medium Term Plan Year 5 Summer 1

Place Knowledge and Human and Physical Geography

POS

Understand geographical similarities and differences through the study of a region of UK (North-West.) Describe and understand key aspects of land use, economic activity, energy, the distribution of natural resources and how they have changed over time. (Lake District, canals, tourism.)

What makes the Northwest unique?



UKS 2 UK

Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers


Vocabulary

Land use grid reference aerial view international national local

Geography Long Term Plan Year 6

*Locational Knowledge, Place Knowledge, Human and Physical Geography
Geographical skills and field work*

KS2 Programmes of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country: (Greater London, England)</p>	<p>Describe and understand key aspects of physical geography, including climate zones</p>  <p>Identify the position and significance of latitude, longitude, Equator, Hemispheres and Tropics.</p>	<p>Locate the countries and major cities of South America, using maps, concentrating on their environmental regions.</p> <p>Focus on a region within S America. Galapagos Islands Biomes and vegetation belts.</p>		
<p><i>Prior Learning</i></p> <ul style="list-style-type: none"> -Use 8 points of a compass-Y3 -Use 4-figure grid references-Y4 -Amazon rainforest-Y4 -Recognise some symbols on an OS map, to build their knowledge of the UK -Draw a variety of thematic maps based on their own data -Find places on maps of different scales - 		<p><i>Y6 Geographical skills and field work</i></p> <ul style="list-style-type: none"> -Children suggest questions for investigating. -Collect and record evidence unaided -Use maps, atlases and globes and computer mapping to locate countries and describe features studied, include satellite images. - Recognise more symbols on an OS map, to build their knowledge of the UK - Begin to use 6-figure grid references -Measure distance on a map -Use latitude and longitude on atlas maps. - Draw a variety of thematic maps based on their own data (Heat map in History) 			

- Find places on maps with different scales with confidence
- Veneto/ London- Follow a short route on an OS map
- Analyse evidence and draw conclusions eg comparing temperature, look at patterns and explain reasons.

During year 6, children should be able to make appropriate use of the words they have learned in all year groups.

Glossary

agriculture: *farming*

archipelago:

biodiversity: *the number of different types of plants and animals found in a particular environment*

biome: *a community of plants and animals that is suited to a particular climate*

climate: *long-term weather patterns*

climate zone: *a part of the world where places have a similar climate (i.e. arid, Mediterranean, temperate, tropical, polar)*

culture: *how a group of people does things as part of their way of life*

development: *how places and communities change*

Fauna: *plants of a particular region or habitat*

Flora: *animals of a particular region or habitat*

latitude: *distance from the Equator*

longitude: *distance from the Prime Meridian*

precipitation: *rain, hail, fog, sleet and snow*

Prime Meridian: *the line of longitude from which time is measured*

scale bar: *a line that shows how many kilometres there would be in the real world for every centimetre on a map*

Vegetation belt: *an area characterised by certain plants due to climatic conditions*

Weather: *day-to-day temperature, wind, rainfall etc*

Geography Medium Term Plan Year 6 Autumn 2

Human and physical Geography

POS: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country: (Veneto, Italy/London, England)

Why is London a global attraction?

Prior Learning

- Use 8 points of a compass-Y3
- Use 4-figure grid references-Y4
- Draw a variety of thematic maps based on their own data
- Find places on maps of different scales

Objectives

- Use a variety of sources to discover What defines Greater London as a region
- Climate, industries, landscape, culture, trade links
- Locate and represent the region
- Plan a programme of activities for visitors
- Compare to Cheshire where we live

skills

- Children suggest questions for investigating.
- Collect and record evidence unaided
- Use maps, atlases and globes and computer mapping to locate countries and describe features studied, include satellite images.
- Draw a variety of thematic maps based on their own data
- Measure distance on a map using a scale bar
- Find places on maps with different scales with confidence
- When in London- Follow a short route on an OS map
- Analyse evidence and draw conclusions eg comparing temperature, look at patterns and explain reasons.

Key Vocabulary

- agriculture
- climate
- culture
- development
- scale bar

Useful Resources:

Oddizzi UK scheme of work and resources

Geography Medium Term Plan Year 6 Spring 1

Human and Physical Geography

POS Describe and understand key aspects of physical geography, including climate zones

POS Identify the position and significance of latitude, longitude, Equator, Hemispheres and Tropics.

Understanding Time zones link to Maths

Why does a place's location in the world affect its climate?



Climate Zones

Medium Term plan resource pack and scheme of work Editable Knowledge mat, Follow-me cards, What if?, 'Show what you know' papers

Vocabulary

Equator latitude longitude map index northern hemisphere southern hemisphere prime meridian

Axis meteorologist orbit precipitation temperature weather station tropic of capricorn

Arid mediterranean temperate tropical polar climate zone time zone

Geography Medium Term Plan Year 6 Spring 2

Locational Geography, Place Knowledge, physical and Human

POS Locate the countries and major cities of South America, using maps, concentrating on their environmental regions.

Focus on a region within S America. Equator, biomes and vegetation belts.

Galapagos Islands

What is the future for the Galapagos Islands?

Prior Learning

- Use 8 points of a compass-Y3
- Use 4-figure grid references-Y4
- Amazon rainforest-Y4
- Recognise some symbols on an OS map, to build their knowledge of the UK
- Identified latitude and longitude
- Draw a variety of thematic maps based on their own data
- Find places on maps of different scales

Objectives

- Locate the countries, major rivers, climates and mountain ranges of South America
- Name some of the capital cities
- Locate and name the Galapagos islands
- Why and how are they protected?

skills

- Children suggest questions for investigating.
- Collect and record evidence unaided
- Use maps, atlases and globes and computer mapping to locate countries and describe features studied, include satellite images.
- Use latitude and longitude on atlas maps.
- Time zones
- Draw a variety of thematic maps based on their own data
- Measure distance on a map
- Find places on maps with different scales with confidence
- Analyse evidence and draw conclusions eg comparing temperature, look at patterns and explain reasons.

Key Vocabulary

- biodiversity
- biome
- climate
- culture
- development
- scale bar
- Vegetation belt
- Flora
- Fauna
- archipelago

Useful Resources:

BBC Bitesize

These skills can be taught discretely:

Begin to use 6-figure grid references- Use Glaramara and local area OS maps