

The British School Geography Medium Term Plan

Year	Autumn	Spring	Summer		
R	EYFS Framework: 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 from stories, non-fiction texts and (when appropriate) maps. 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. Delivered through continuous provision Learning is child-led, and evolves.				
	Me myself and I Where did we go in the summer holidays? World maps – locational geography.	Bright Lights and Dark Nights. Types of homes Language of Autumn Jobs of the day and night Chinese New year – locational geography How different nations celebrate different festivals	A Winter Wonderland Arctic explorers and hot and cold places Visit to the local church and making a map of where the church is. Penguins and where they live.	Ready Stead Grow! Lifecycles. Habitats. Where does our food come from? Farm to Fork.	Our Special World Solar System The coast. Comparing maps.
KS1 Year A	N.C. Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.				
	Term 2 <u>What is it like here?</u> N.C. Pupils should be taught to: Human and physical geography -Use basic geographical language to refer to: *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean. *human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork - 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 human and physical features of its surrounding environment.	Term 4 <u>What is the weather like in the UK?</u> N.C. Pupils should be taught to: Locational knowledge -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -Use basic geographical language to refer to: key physical features, including: season and weather. Geographical skills and fieldwork -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.	Term 6 <u>What is it like to live in Shanghai?</u> N.C. Pupils should be taught to: Locational knowledge -Name and locate the world's seven continents and five oceans Place Knowledge -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 Human and Physical -Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -Use basic geographical vocabulary to refer to: key human features, including: city,		

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	-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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. -Use 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.	town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork -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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. -Use 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.
	<p>KQ 1 Where in the world are we?</p> <ul style="list-style-type: none"> Locating three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. <p>KQ 2 What can we see in our classroom?</p> <ul style="list-style-type: none"> Making a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. <p>KQ 3 What can we find in our school grounds?</p> <ul style="list-style-type: none"> Recognising four features in the school grounds using a map. <p>KQ 4 Where are the different places in our school grounds?</p> <ul style="list-style-type: none"> Drawing a simple map <p>KQ 5 How do we feel about our playground?</p> <ul style="list-style-type: none"> Explaining feelings about your playground, completing a questionnaire and summarising survey results <p>KQ 6 Can we make our playground even better?</p> <ul style="list-style-type: none"> Drawing a design to improve three areas of the playground using the results from the survey. <p>Key vocab: aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location</p>	<p>KQ 1 Where is the UK?</p> <ul style="list-style-type: none"> Locating the four countries of the UK. <p>KQ 2 What are the four seasons?</p> <ul style="list-style-type: none"> Identifying seasonal changes in the UK. <p>KQ 3 What are the compass directions?</p> <ul style="list-style-type: none"> Identifying the four compass directions and using them to describe the location of landmarks. <p>KQ 4 What is the weather like today?</p> <ul style="list-style-type: none"> Observing daily weather patterns by investigating weather in the school grounds <p>KQ 5 is the weather the same everywhere in the UK?</p> <ul style="list-style-type: none"> Learning to locate the four capital cities of countries in the UK and describing the weather in each location. Identifying daily weather patterns. <p>KQ 6 How do people prepare for the weather?</p> <ul style="list-style-type: none"> Learning about how the weather changes and suggesting the clothing and activities people might do in each season. <p>Key vocab: atlas, capital city, climate, compass, continent, country, direction, east, land, locate, location, map, north, rain gauge, season, south, temperature, thermometer, weather, weather vane, west</p>	<p>KQ 1 What can we see in our local area?</p> <ul style="list-style-type: none"> Learning to recognise physical and human features in the locality. <p>KQ 2 Can we map our local area?</p> <ul style="list-style-type: none"> Drawing a sketch map of physical and human features found in the local area <p>KQ 3 Where in the world is China?</p> <ul style="list-style-type: none"> Naming and locating continents on a world map. <p>KQ 4 What can you see in China?</p> <ul style="list-style-type: none"> Identifying physical and human features of China <p>KQ 5 What is Shanghai like?</p> <ul style="list-style-type: none"> Finding out about the physical and human geography of Shanghai. <p>KQ 6 How is Shanghai different from our local area?</p> <ul style="list-style-type: none"> Describing similarities and differences. Comparing physical and human features of two places. <p>Key vocab: continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar, symbol, The Great Wall of China, skyscrapers, traffic, boats, metro, ocean, port</p>
KS1 Year B	N.C. Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
	Term 2 <u>Why is our world wonderful?</u> N.C. Pupils should be taught to:	Term 4 <u>Would you prefer to live in a hot or a cold place?</u> N.C. Pupils should be taught to:	Term 6 <u>What is it like to live by the coast?</u> N.C. Pupils should be taught to:

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<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>Human and physical geography</p> <p>Use basic geographical language to refer to:</p> <ul style="list-style-type: none"> *key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean. *human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork</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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. -Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. oceans 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans <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 location of hot and cold areas of the world in relation to the Equator and the North and South Poles -Use basic geographical language to refer to: *key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean. *human features, including city, town, village, factory, farm, house, office, port, harbour and shop. -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Geographical skills and fieldwork</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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. -Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	<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>Human and physical geography</p> <p>Use basic geographical language to refer to:</p> <ul style="list-style-type: none"> *key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean. *human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork</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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. -Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
<p>KQ1 What are some of the UK's amazing features and landmarks?</p> <ul style="list-style-type: none"> • Identifying features and major geographical characteristics of the UK and locating these on a map. Using maps, aerial photographs, compass points. <p>KQ 2 What are some of the World's most amazing places?</p> <ul style="list-style-type: none"> • Identifying physical and human features, locating continents, labelling features on a world map. <p>KQ 3 Where are our oceans?</p>	<p>KQ1 Where are the continents?</p> <ul style="list-style-type: none"> • Learning to name the seven continents and locating them on a world map. <p>KQ 2 Where are the coldest places on Earth?</p> <ul style="list-style-type: none"> • Locating the North and South Poles on a world map and identifying some key physical features of each place. <p>KQ 3 Where is the equator?</p> <ul style="list-style-type: none"> • Locating the Equator on a world map, naming at least two equatorial countries and exploring key features of the region. <p>KQ 4 What is life like in a hot place?</p>	<p>KQ1 Where are the seas and oceans surrounding the UK?</p> <ul style="list-style-type: none"> • Identifying the seas and oceans, labelling on a map, describing their location using compass points. <p>KQ 2 What is the coast?</p> <ul style="list-style-type: none"> • Defining the coast, identifying some locations in the UK, describing coastal features. <p>KQ 3 What are the features of the Jurassic coast?</p> <ul style="list-style-type: none"> • Identifying physical features <p>KQ 4 How do people use Weymouth?</p>

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	<ul style="list-style-type: none"> Locating the 5 oceans and understanding the differences between oceans and seas. <p>KQ 4 What is amazing about our local area?</p> <ul style="list-style-type: none"> Using aerial maps, drawing sketch maps, drawing objects with scale, identifying key features <p>KQ 5 Why are natural habitats so special?</p> <ul style="list-style-type: none"> Making observations of physical features, sketching findings on a map, recording findings by completing a tally chart. <p>KQ 6 How can we look after natural habitats?</p> <ul style="list-style-type: none"> Understanding how to present, evaluate and explain findings and make suggestions. <p>Key vocab: aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally, chart, vegetation</p>	<ul style="list-style-type: none"> Locating Kenya on a world map and identifying some features. Comparing the UK and Kenya: identifying key similarities and differences <p>KQ 5 Do we live in a hot or cold place?</p> <ul style="list-style-type: none"> Understanding the difference between 'weather' and 'climate'; measuring and recording the weather on school grounds <p>KQ 6 Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> Recognising three features of a hot place and three features of a cold place. Locating one hot country and one cold country on a world map. Knowing why some countries are hotter or colder than others. Making their own judgements, based on their knowledge to answer the key question. <p>Key vocab: arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map</p>	<ul style="list-style-type: none"> Identifying human features and describing how people use the coast. <p>KQ 5 How is my local area used by tourists – data collection?</p> <ul style="list-style-type: none"> Following a route on a map, collecting and recording data using tallies. <p>KQ 6 How is my local area used by tourists – findings?</p> <ul style="list-style-type: none"> Presenting and discussing our results using a pictogram. <p>Key vocab: Arch, aquarium, bay, capital city, city, cliff, coast, coastline Country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist town</p>
<p>LKS2 Year A</p>	<p>N.C. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
<p>Term 2 <u>Why do people live near volcanoes?</u></p> <p>N.C. Pupils should be taught:</p> <p>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</p> <p>Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and Physical - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the</p>	<p>Term 4 <u>Why are rainforests important to us?</u></p> <p>N.C. Pupils should be taught:</p> <p>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</p> <p>- 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)</p> <p>Human and Physical - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: 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</p>	<p>Term 6 <u>Where does our food come from?</u></p> <p>N.C. Pupils should be taught:</p> <p>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</p> <p>Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and Physical - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p>	

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<p>distribution of natural resources including energy, food, minerals and water</p> <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 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. <p>Key vocab: inner core, outer core, crust, magma, tectonic plate, active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer, core, magma, magma chamber, man-made rock, mantle, metamorphic rock, natural rock, negative effects, plate, boundary, positive effects, pyroclastic flow</p>	<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 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. <p>Key vocab: analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer</p>	<p>of natural resources including energy, food, minerals and water</p> <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 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. <p>Key vocab: air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend</p>
<p>KQ1 How is the Earth constructed?</p> <ul style="list-style-type: none"> Ordering & describing the layers of the Earth and defining tectonic plates <p>KQ 2 Where are mountains found?</p> <ul style="list-style-type: none"> Learning how mountains are formed and plotting them on a world map. Identifying patterns with plate boundaries. Mapping significant mountain ranges and their continents. <p>KQ 3 Why and where do we get volcanoes?</p> <ul style="list-style-type: none"> Learning why volcanoes erupt and about the two main types of volcano. Understanding how humans classify volcanoes. Mapping volcanoes globally and using digital imagery to explore them.. <p>KQ 4 What are the effects of a volcanic eruption?</p> <ul style="list-style-type: none"> Understanding how volcanoes have negative and positive effects on a community, using Mount Etna in Sicily as a case study <p>KQ 5 What are earthquakes and how do we get them?</p> <ul style="list-style-type: none"> Understanding some of the negative effects that an earthquake can have. <p>KQ 6 Where have the rocks around the school come from?</p> <ul style="list-style-type: none"> Observing different rocks and recording them digitally. Using symbols on a map to locate rocks. Identifying and discussing the types of rocks. 	<p>KQ1 Where in the world are tropical rainforests?</p> <ul style="list-style-type: none"> Describing biomes. Using an atlas and photographs. <p>KQ 2 What is the Amazon rainforest like?</p> <ul style="list-style-type: none"> Developing an understanding of vegetation belts and exploring further the 'tropical grasslands' of the Amazon rainforest. Learning about the four layers of a rainforest; the vegetation and animals that occupy each; and the adaptations of vegetation in a tropical rainforest biome <p>KQ 3 Who lives in the rainforest?</p> <ul style="list-style-type: none"> Learning about indigenous communities in the Amazon rainforest and how they use its resources; how other groups claim rights to the tropical rainforest; identifying changes over time; introducing the concept of deforestation <p>KQ 4 How are rainforests changing?</p> <ul style="list-style-type: none"> Describing why tropical rainforests are important to our Earth; understanding the negative environmental impact humans have on the Amazon rainforest and discussing what can be done to oppose it <p>KQ 5 How is our local woodland used?: Data collection</p> <ul style="list-style-type: none"> Fieldwork: questioning, sketching, recording live data <p>KQ 6 How is our local woodland used?: Findings</p> <ul style="list-style-type: none"> Collating and analysing data to identify how people use the woodland; presenting and 	<p>KQ1 How can our food choices impact the environment?</p> <ul style="list-style-type: none"> Making connections between the biomes where certain foods grow and the conditions they need to flourish; developing an understanding of food choices and their impact on the environment. <p>KQ 2 What does it mean to trade fairly?</p> <ul style="list-style-type: none"> Exploring the importance of responsible trading through a case study of cocoa bean production in Côte d'Ivoire; considering the benefits and drawbacks of importing food. <p>KQ 3 How do we get our chocolate?</p> <ul style="list-style-type: none"> Discussing opinions on responsible trade and looking at the journey and process of a cocoa bean from farm to chocolate bar on a shop shelf. <p>KQ 4 Where does our food come from?</p> <ul style="list-style-type: none"> Mapping and measuring the distance food travels to reach the UK and using a scale bar to convert measurements. <p>KQ 5 Are our school dinners locally sourced?</p> <ul style="list-style-type: none"> Understanding some of the negative effects that an earthquake can have. <p>KQ 6 Is it better to buy local or imported food?</p> <ul style="list-style-type: none"> Writing a balanced argument

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		discussing findings; suggesting ways to improve fieldwork methodology.	
LKS2 Year B	N.C. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
	Term 2 <u>What are our rivers and where are they formed?</u> N.C. Pupils should be taught: 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 -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),	Term 4 <u>Who lives in Antarctica?</u> N.C. Pupils should be taught: 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 - 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)	Term 6 <u>Are all settlements the same?</u> N.C. Pupils should be taught: 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 -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), and land-use

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<p>and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and Physical</p> <p>- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- describe and understand key aspects of: 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</p> <p>Geographical skills and fieldwork</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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</p> <p>-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.</p> <p>Key vocab: condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall</p>	<p>Human and Physical</p> <p>- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- describe and understand key aspects of: 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</p> <p>Geographical skills and fieldwork</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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</p> <p>-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.</p> <p>Key vocab: climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty</p>	<p>patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge</p> <p>- 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</p> <p>Human and Physical</p> <p>- describe and understand key aspects of: 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</p> <p>Geographical skills and fieldwork</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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</p> <p>-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.</p> <p>Key vocab: agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument,, nucleated, settlement, transportation, place of worship, recreational land, region, residential land</p>
<p>KQ1 What is the water cycle and how does it work?</p> <ul style="list-style-type: none"> Explaining the storage movement and recycling of water. <p>KQ 2 How is a river formed?</p> <ul style="list-style-type: none"> Understanding where a river starts and ends, its 3 stages and features. <p>KQ 3 Where can we find rivers?</p> <ul style="list-style-type: none"> Using maps, creating keys, naming and locating rivers. <p>KQ 4 How are rivers used?</p> <ul style="list-style-type: none"> Explaining usage of rivers, discussing a river's importance and the challenges that can occur within a river. <p>KQ 5 What can we find out about our local river?</p> <ul style="list-style-type: none"> Identifying features around a local river using an OS map. 	<p>KQ1 What is climate?</p> <ul style="list-style-type: none"> Learning about lines of latitude and longitude and climate zones; developing an understanding of why seasons and climate zones occur; discussing the positions of the Arctic and Antarctic circles. <p>KQ 2 Where is Antarctica?</p> <ul style="list-style-type: none"> Describing the physical features of Antarctica including its location, weather and landscape <p>KQ 3 Who lives in Antarctica?</p> <ul style="list-style-type: none"> Discovering what it is like to visit Antarctica as a researcher, including the incredible sights they see, the work they do and how they adapt to life in a polar climate. <p>KQ 4 Who was Shackleton?</p> <ul style="list-style-type: none"> Learning about Shackleton and his expedition; using four-figure grid references to map his route; 	<p>KQ1 What is a settlement?</p> <ul style="list-style-type: none"> Using aerial photos and OS maps to identify types of settlement <p>KQ 2 How is land used in my local area?</p> <ul style="list-style-type: none"> Identifying different types of landuse and developing a key to represent these on a map. Using compass directions to describe location on a map. <p>KQ 3 Can I explain the location of features in my local area?</p> <ul style="list-style-type: none"> Fieldwork – following a route on a map. Photographing prescribed features. Suggesting reasons for their location. <p>KQ 4 How has my local area changed over time?</p> <ul style="list-style-type: none"> Interpreting maps from the past and present. <p>KQ 5 How is land used in New Delhi?</p>

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	<p>KQ 6 What features does our local river have?</p> <ul style="list-style-type: none"> Evidencing the human and physical features and the environmental quality of a local river environment. 	<p>discussing similarities and differences between children's own life and life in Antarctica.</p> <p>KQ 5 Can we plan an expedition around the school?</p> <ul style="list-style-type: none"> Becoming familiar with the eight points on a compass and planning a simple route referring to them; using a digital map to identify human and physical features. <p>KQ 6 How did our expedition go?</p> <ul style="list-style-type: none"> Following, mapping and evaluating a simple route with compass points. 	<ul style="list-style-type: none"> Using digital sources. <p>KQ 6 How does land used in New Delhi compare to land use in my area?</p> <ul style="list-style-type: none"> Analysing similarities and differences. describe the ways settlements and land use can be different
<p>UKS2 Year A</p>	<p>N.C. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
	<p style="text-align: center;">Term 2 <u>Why does population change?</u></p> <p>N.C. Pupils should be taught: 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 -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), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and Physical - describe and understand key aspects of: 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 Geographical skills and fieldwork -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a</p>	<p style="text-align: center;">Term 4 <u>Why do oceans matter?</u></p> <p>N.C. Pupils should be taught: 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 -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), and land-use patterns; and understand how some of these aspects have changed over time Human and Physical - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: 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 Geographical skills and fieldwork -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -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.</p>	<p style="text-align: center;">Term 6 <u>Can I carry out an independent fieldwork enquiry?</u></p> <p>N.C. Pupils should be taught: Locational knowledge -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), and land-use patterns; and understand how some of these aspects have changed over time Human and Physical - describe and understand key aspects of: 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 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 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.</p> <p>Key vocab: analyse, audience, city, data, data collection methods, enquiry, evidence, impact,</p>

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<p>range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Key vocab: air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population, distribution, pull factors, push factors, qualitative, quantitative, refugee, region sparsely populated voluntary</p>	<p>Key vocab: atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural, disaster, ocean current, policy, renewable energy, single, use plastic, species, water cycle</p>	<p>improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint</p>
<p>KQ1 How is the global population changing?</p> <ul style="list-style-type: none"> Discussing global population distribution and growth; identifying which countries are densely and sparsely populated; describing why some environments are more appealing to live in than others <p>KQ 2 What are birth and death rates?</p> <ul style="list-style-type: none"> Learning what birth and death rates are and discussing the factors that influence them. Interpreting graphs. <p>KQ 3 Why do people migrate?</p> <ul style="list-style-type: none"> Understanding that migration can be voluntary and involuntary and that it is influenced by external factors that are environmental, economic and social. <p>KQ 4 How is climate change impacting the population?</p> <ul style="list-style-type: none"> Understanding the impact climate change can have on the global population. Discussing why climate change is happening and what can be done to help fight it. <p>KQ 5 How is population impacting our environment?: Data collection?</p> <ul style="list-style-type: none"> Using a range of data collection methods, pupils compare the environmental quality of two areas in their locality with a focus on traffic and litter. <p>KQ 6 How is population impacting our environment?: Findings</p> <ul style="list-style-type: none"> Collating data collected from their fieldwork and writing a report on their findings, pupils create a 	<p>KQ1 How do we use our oceans?</p> <ul style="list-style-type: none"> Explaining why the ocean is important, how it is used and its significance in the water cycle, mapping trade routes. <p>KQ 2 What is the Great Barrier Reef?</p> <ul style="list-style-type: none"> Locating Australia on a map and identifying its physical and human features. Researching the benefits and threats to the Great Barrier Reef. How is a river formed?. <p>KQ 3 Why are our oceans suffering?</p> <ul style="list-style-type: none"> Learning about how humans are impacting coral reefs and oceans. Interpreting thematic maps about coral reefs and oceans. <p>KQ 4 How are rivers used?</p> <ul style="list-style-type: none"> Explaining usage of rivers, discussing a river's importance and the challenges that can occur within a river. <p>KQ 5 What can we do to help our oceans?</p> <ul style="list-style-type: none"> Learning about ways to keep our oceans healthy and beginning to plan fieldwork (not conducted as a class). 	<p>KQ1 Developing an enquiry question KQ 2 Creating data collection methods KQ 3 Mapping a route KQ 4 Collecting the data KQ 5 Analysing the data KQ 6 Presenting the data</p>

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	digital map and make suggestions to improve an area.		
UKS2 Year B	N.C. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
	Term 2 <u>What is life like in the Alps?</u>	Term 4 <u>Would you like to live in the desert?</u>	Term 6 <u>Where does our energy come from?</u>
	<p>N.C. Pupils should be taught: 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 -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), and land-use patterns; and understand how some of these aspects have changed over time - 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) Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and Physical - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: 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 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 of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>N.C. 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Pupils should be taught: 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 -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), and land-use patterns; and understand how some of these aspects have changed over time - 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) Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and Physical - describe and understand key aspects of: 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 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 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</p>

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<p>-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</p> <p>Key vocab: atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale</p>	<p>energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather</p>	<p>of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Key vocab: biofuel, coal, consumption, contour line crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference</p>
<p>KQ1 Where are the Alps?</p> <ul style="list-style-type: none"> Mapwork <p>KQ 2 What is it like in the Alps?</p> <ul style="list-style-type: none"> Researching features and facts <p>KQ 3 Why do people visit the Alps?</p> <ul style="list-style-type: none"> Researching features and facts <p>KQ 4 What is there to do in our local area?</p> <ul style="list-style-type: none"> Visiting the local area to find out what there is to do; mapping recreational land use on an OS map; using the data collection skills of questioning, sketching and taking photographs. <p>KQ 5 How are the Alps different from our local area?</p> <ul style="list-style-type: none"> Comparing the human and physical geography of the local area and Innsbruck, identifying similarities and differences 	<p>KQ1 What is a hot desert biome?</p> <p>KQ 2 Where are deserts located?</p> <ul style="list-style-type: none"> Locating global deserts with a closer look at the location and features of the Mojave Desert. <p>KQ 3 What physical features are found in a desert?</p> <p>KQ 4 How can people use deserts?</p> <ul style="list-style-type: none"> Exploring how humans use the Mojave Desert. <p>KQ 5 What are the threats to deserts?</p> <p>KQ 6 Would you like to live in a desert?</p> <ul style="list-style-type: none"> Comparing our own locality with a desert location. 	<p>KQ1 Where does our energy come from?</p> <ul style="list-style-type: none"> Developing an understanding of energy sources and their trading routes. <p>KQ 2 What is renewable energy?</p> <ul style="list-style-type: none"> Considering the benefits and drawbacks of different energy sources. <p>KQ 3 How does the USA generate electricity?</p> <ul style="list-style-type: none"> Analysing human features on a digital map to explain land use. <p>KQ 4 How does the UK generate electricity?</p> <ul style="list-style-type: none"> Locating human and physical features on an OS map to identify land use and energy sources. <p>KQ 5 What is the best way to generate energy?</p> <ul style="list-style-type: none"> Comparing, weighing up and justifying. <p>KQ 6 Where is the best place for a solar panel on the school grounds?</p>