

## Whole School Geography Medium Term Plan



EYFS		
<p><b>Outcomes</b> 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.</p>		
<b>Nursery</b>		
Unit 1	Unit 2	Unit 3
<p><b>All about me</b> Where do I live? Where do we live? <b>Understanding the world</b> To know they live in England.</p>	<p><b>The world around me</b> Where can you live that is really cold? (Iceland) Where can you live that is really hot? (Australia) <b>Understanding the world</b> To know there are different countries in the world.</p>	<p><b>The world around me</b> What do we know about different countries? What are the differences between the countries we know about? <b>Understanding the world</b> To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<b>Reception</b>		
Unit 1	Unit 2	Unit 3
<p><b>All about me</b> What is life like in England? <b>Understanding the world</b> To recognise the environment they live in. Builds on Nursery on <i>Where I live</i>.</p> <p><b>Maps and their uses</b> What is a map? Why do we use a map? <b>Understanding the world</b> To draw information from a simple map. Builds on Nursery on story maps.</p>	<p><b>The world around me</b> What is life like in China? What is life like in Africa? <b>Understanding the world</b> To recognise some environments that are different to the one in which they live. Builds on Nursery on cold and hot countries.</p>	<p><b>The world around me</b> What are differences in ways of life between countries? What are similarities in ways of life between countries? Where would you like to live? <b>Understanding the world</b> To recognise similarities and differences between life in this country and life in other countries. Build on nursery on different countries in the world.</p>

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Year 1		
<b>Outcomes</b>		
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.		
Unit 1	Unit 2	Unit 3
<b>Local Area – Places we go</b> <b>Where are we in the world?</b>	<b>Journey – Places we can visit</b> <b>Where would you like to live?</b>	<b>Our Wonderful World</b> <b>Would you like to live in India?</b>
<b>1. How do you read a plan? (classroom plan)</b> <b>Geographical skills and fieldwork</b> To use simple fieldwork and observational skills to study the geography of their school Builds on EYFS on map skills	<b>1. What is the United Kingdom? (vocab: country)</b> <b>Locational knowledge</b> To name and locate the four countries of the United Kingdom. Builds on EYFS on <i>Life in England</i> .	<b>1. What is an ocean?</b> <b>Location knowledge</b> To name the world's five oceans. Builds on EYFS on maps and What is life like in England (seaside)
<b>2. What is our school like?</b> <b>Geographical skills and fieldwork</b> To use simple fieldwork and observational skills to study the geography of their school and its grounds. Devise a simple map and use and construct basic symbols in key Builds on EYFS on map skills	<b>2. What are the capital cities of the UK?</b> <b>Locational knowledge</b> To name and locate the capital cities of the United Kingdom. Builds on EYFS on <i>Where I live</i> .	<b>2. Where are the world's oceans?</b> <b>Location knowledge</b> To name and locate the world's five oceans. To use world maps, atlases and globes to identify the oceans. Builds on EYFS on maps and What is life like in England (seaside)
<b>3. What is it like where we live? (New Parks)</b> <b>Geographical skills and fieldwork</b> To use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Builds on EYFS on map skills	<b>3. What is special about England?</b> <b>Locational knowledge</b> To name, locate and identify characteristics of England. (recap the capital city) Builds on EYFS on <i>Where I live</i> .	<b>3. Which country is near the Indian Ocean?</b> (vocab: ocean, continent) <b>Geographical skills and fieldwork</b> To use world maps, atlases and globes to identify the countries studied at this key stage <b>Human and physical geography</b> To use basic geographical vocabulary to refer to: hill, village Builds on EYFS on maps and What is life like in England (seaside)
<b>4. How do you use a map?</b> <b>Geographical skills and fieldwork</b> To use maps to identify locations in the United Kingdom (Which? England, Leicester, New Parks) Builds on EYFS on map skills	<b>4. What is special about England?</b> <b>Human and physical geography</b> To use basic geographical vocabulary to refer to: forest (Sherwood), river (River Thames) Builds on EYFS on <i>Where I live</i> .	<b>4. What can you find in Chembakolli?</b> <b>Place knowledge</b> To understand geographical similarities and differences through <b>studying the human and physical geography</b> of a small area in a contrasting non-European country.

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		Builds on EYFS on What are the differences between the countries we know about?
<p><b>5. What is near and what is far from school?</b>  <b>Geographical skills and fieldwork</b>          To use simple locational and directional language to describe the location of features and routes on a map          Builds on EYFS on map skills.</p>	<p><b>5. What is special about Wales?</b>  <b>Locational knowledge</b>          To name, locate and identify characteristics of Wales. (recap the capital city)          Builds on EYFS on <i>Where I live</i>.</p>	<p><b>5. How is life in Chembakolli similar to our lives in New Parks?</b>  <b>Place knowledge</b>          To understand geographical <b>similarities</b> and differences through studying the <b>human and physical geography</b> of a small area of the United Kingdom, and of a small area in a contrasting non-European country          Builds on EYFS on <i>What is similar between England and Africa</i>.</p>
<p><b>6. What is our local area like? (Community walk)</b>  <b>Geographical skills and fieldwork</b>          To use simple fieldwork and observational skills to study the geography of the surrounding environment          Builds on EYFS on map skills.</p>	<p><b>6. What is special about Wales?</b>  <b>Human and physical geography</b>          To use basic geographical vocabulary to refer to: mountain (Snowdon), (farm)          Builds on EYFS on <i>Where I live</i>.</p>	<p><b>6. How is life in Chembakolli different to our lives in New Parks?</b>  <b>Place knowledge</b>          To understand geographical similarities and <b>differences</b> through studying the <b>human and physical geography</b> of a small area of the United Kingdom, and of a small area in a contrasting non-European country          Builds on EYFS on <i>What is similar between England and Africa</i>.</p>

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Year 2

Outcomes		
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.		
Unit 1	Unit 2	Unit 3
<b>United Kingdom (People and their Communities)</b> <b>What is it like where we live?</b>	<b>Local area (New Parks and Leicester City) - maps</b> <b>We are geographers.</b> <b>Where are these places?</b>	<b>Our Wonderful World (Continents)</b> <b>What is life like in other places?</b>
<b>1. What is our area like? New Parks (recap) and Leicester</b> <b>Locational knowledge</b> To name, locate and describe the local area as part of the UK. Describe the location and place that we live in. Builds on Year 1 work on What is it like where we live? (New Parks)	<b>1. How do I find my way to the local library?</b> <b>Geographical skills and fieldwork</b> To use simple compass directions (North, South, East and West) to describe the location of features and routines on a map. Builds on Year 1 work on locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map].	<b>1. What is it like living by the sea?</b> <b>Human and physical geography</b> To use basic geographical vocabulary to refer to: key physical/human features: beach, cliff, coast, sea, harbour, port Builds on Year 1 work on geography vocabulary: seaside.
<b>2. What landmarks can we find nearby Leicester City?</b> <b>Human and physical geography</b> To use basic geographical vocabulary to refer to: forest, hill, river, factory, office and shop. Charnwood Forest, Beacon Hill, River Soar, Walkers factory, Post Office, Highcross, Builds on Year 1 local landmarks (New Parks).	<b>2. How do we get to the nearest shop? – Part 1</b> <b>Geographical skills and fieldwork</b> To use simple fieldwork and observational skills to study the geography of the key human and physical features of its surrounding environment. Builds on Year 1 work on simple fieldwork and observational skills to study the geography of their school and its grounds.	<b>2. What is it like to live in a rainforest? (equator)</b> <b>Human and physical geography</b> To identify seasonal and daily weather patterns in the location of hot areas of the world in relation to the Equator. Builds on Year 1 work on seasonal and daily weather patterns in the UK.
<b>3. What is life like in capital cities? (London, Edinburgh, Belfast)</b> <b>Human and physical geography</b> To use basic geographical vocabulary to refer to: city, town, port Builds on Year 1 work on geography vocabulary: capital city, town and village.	<b>3. How do we get to the nearest shop? – Part 2</b> <b>Geographical skills and fieldwork</b> To devise a simple map, use and construct basic symbols in a key. Builds on Year 1 work on devising a simple map and using and basic symbols in a key.	<b>3. What is it like to live in a cold place?</b> <b>Human and physical geography</b> To identify seasonal and daily weather patterns in the location of cold areas of the world in relation to the North and South Poles. Builds on Year 1 work on identifying seasonal and daily weather patterns in the United Kingdom.
<b>4. What's special about Scotland?</b> <b>Locational knowledge</b> To name, locate and identify characteristics of Scotland. (recap the capital city) <b>Human and physical geography</b>	<b>4. Which landmarks are these? (general, eg. mountain, river, forest, city, village – use Yr1 UK pics)</b> <b>Geographical skills and fieldwork</b>	<b>4. What is it like to live in a dry place?</b> <b>Human and physical geography</b> To identify seasonal and daily weather patterns in the location of hot areas of the world in relation to the Equator.

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<p>To use basic geographical vocabulary to refer to: mountain (Ben Nevis), town (Edinburgh old town)</p> <p>Builds on Year 1 work on naming, locating and identifying characteristics of two UK countries and their capital cities.</p>	<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Builds on Year 1 work on using plan perspectives to recognise familiar landmarks.</p>	<p>Builds on Year 1 work on seasonal and daily weather patterns in the UK.</p>
<p><b>5. What's special about Northern Ireland?</b></p> <p><b>Locational knowledge</b></p> <p>To name, locate and identify characteristics of Northern Ireland.</p> <p><b>Human and physical geography</b></p> <p>To use basic geographical vocabulary to refer to: coast (The Giant's Causeway)</p> <p>Builds on Year 1 work on naming, locating and identifying characteristics of two UK countries and their capital cities.</p>	<p><b>5. What are the world's seven continents called?</b></p> <p><b>Location knowledge</b></p> <p>To name the world's seven continents</p> <p>To use world maps, atlases and globes to identify the continents.</p>	<p><b>5. How is an African village similar to New Parks?</b></p> <p><b>Place knowledge</b></p> <p>To understand geographical <b>similarities</b> and differences through studying the <b>human and physical</b> geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p> <p>Builds on Year 1 work on comparing New Parks to Chembakolli.</p>
<p><b>6. What are the seas surrounding the United Kingdom?</b></p> <p><b>Locational knowledge</b></p> <p>To name and locate the seas surrounding the United Kingdom</p> <p>Builds on Year 1 work on naming, locating and identifying characteristics of two UK countries and their capital cities.</p>	<p><b>6. Where are the world's seven continents?</b></p> <p><b>Location knowledge</b></p> <p>To name and <b>locate</b> the world's seven continents</p> <p>To use world maps, atlases and globes to identify the continents.</p>	<p><b>6. How is an African village different from New Parks?</b></p> <p><b>Place knowledge</b></p> <p>To understand geographical similarities and <b>differences</b> through studying the <b>human and physical</b> geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p> <p>Builds on Year 1 work on comparing New Parks to Chembakolli.</p>

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### Year 3

Outcomes: 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 tools and skills to enhance their locational and place knowledge.

Unit 2	Unit 4	Unit 6
<b>Climate:</b> <b>Why is climate important?</b>	<b>Coasts:</b> <b>Do we like to be beside the seaside?</b>	<b>Our World:</b> <b>Where on Earth are we?</b>
<b>1. Where do I find the equator, and the Arctic and Antarctic circles?</b> <b>Locational knowledge</b> To identify the position and significance of latitude, longitude, equator, Northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Revise body of knowledge from KS1 on location of continents and relate the Equator, and Arctic and Antarctic circles to this.	<b>1. What is the coastline of the U.K and where is it?</b> <b>Locational knowledge</b> To locate the coastline of the UK and main cities located there. Can use simple geographical vocabulary to describe significant physical features and talk about how they change (the features of coasts). Builds on year 2 work on what are the seas surrounding the UK and what is it like living by the sea.	<b>1. What are the capital cities of the main countries of the world?</b> <b>Locational knowledge/geographical skills</b> To locate the world's countries and cities using maps  To talk about the use of the zoom function of a digital map to locate places and gather information in response to a research question  Builds on Y2 work on continents and capital cities of the UK.
<b>2. Where do I locate countries of the world that are cold?</b> <b>Locational knowledge</b> To locate some key countries of the world using maps, concentrating on their environmental regions Builds on Year 2 work on living in a cold place.	<b>2. What natural features can I see beside the seaside?</b> <b>Locational knowledge</b> To locate the coastline of the UK and main cities located there. To use simple geographical vocabulary to describe significant physical features and talk about how they change (the features of coasts).  Builds on Year 2 work What it is like living by the sea.	<b>2. What are lines of latitude and longitude?</b> <b>Locational knowledge</b> To talk about lines of latitude and longitude, distinguish between them and use them to locate places on a map. New learning Builds on KS1 mapping skills and atlas work.
<b>3. What is the climate like in the polar regions?</b> <b>Physical geography</b> To describe and understand key aspects of climate in a polar zone  Builds on Year 2 work on living in a cold place.	<b>3. Where is Skegness?</b> <b>Place knowledge</b> To understand the similarities and differences between the East coast and Leicestershire. To identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.  Builds on Year 2 work What it is like living by the sea.	<b>3. Why do we have day and night?</b> <b>Locational knowledge</b> To talk in simple terms about day and night in connection with the use of a globe and begin to understand that other places are at a different time to the UK.  Builds on the EYFS and KS1 learning on different countries in different parts of the world, use of globes and atlases and location determines climate/ seasons leading to time zones /day and night.
<b>4. What is a biome?</b> <b>Physical geography</b> To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, Builds on Year 2 work on living in a cold place.	<b>4. What features and activities can be seen in Skegness?</b> <b>Human and physical geography</b> To locate and describe some human and physical characteristics of the UK Builds on Year 2 work What it is like living by the sea.	<b>4. How can we describe where Stokes Wood Primary School is on the Earth's surface?</b> <b>Locational knowledge/geographical skills</b> To use an atlas to locate the UK and locate some major urban areas, to locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).  To use directional language and grid references when talking about locations. Draws together learning on locational knowledge across Year 3.
<b>5. What are the countries of Europe?</b> <b>Locational knowledge</b> To locate the world's countries using maps to focus on Europe (including the location of Russia) Builds on Year 2 work on continents.	<b>5. Where is Robin Hood's Bay?</b> <b>Human and physical geography</b> To locate and describe some human and physical characteristics of the UK To identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Builds on Year 2 work What it is like living by the sea.	<b>5. What is the land used for in Claybrooke Magna?</b> <b>Fieldwork</b> To use fieldwork to measure, record and describe the human and physical features of Claybrooke Magna  Builds on Year 2 fieldwork in the local area.

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<p><b>6. How does the climate of Europe compare to the climate of the polar regions?</b>  <b>Physical geography</b>          To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p>Builds on Year 2 work on seasonal and daily weather patterns (What is it like to live in a cold place).</p>	<p><b>6. What features and activities can be seen in Robin's Hood Bay?</b>  <b>Human and physical geography</b>          To describe some advantages and disadvantages of living in hazard-prone areas (the dangers of the sea – tides, cliff falls, erosion and flooding)          To describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</p> <p>Builds on Year 2 work What it is like living by the sea.</p>	<p><b>6. How has land use changed in Claybrooke Magna?</b>  <b>Fieldwork</b>          To use fieldwork to measure, record and describe the human and physical features of Claybrooke Magna</p> <p>Builds on Year 2 fieldwork in the local area</p>
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## Whole School Geography Medium Term Plan

Year 4

**Outcomes:** 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 tools and skills to enhance their locational and place knowledge.

Unit 2	Unit 4	Unit 6
<b>Earthquakes and Volcanoes</b> How does the Earth shake, rattle and roll?	<b>The Rive Nile and the Water Cycle</b> How are rivers useful?	<b>Map and Fieldwork: Rivers in the local area</b> What can I find out about the R. Soar and the R. Lin?
<b>1. Where on earth are volcanoes?</b> <b>Locational knowledge</b> To locate the world's countries: focussing on countries in Europe and South America where volcanoes occur, concentrating on physical characteristics. To use an atlas to locate volcanoes and locations of earthquakes and describe the position of them using latitude and longitude Builds on the introduction to longitude and latitude begun in Year 3. Revise this knowledge at the beginning of year 4.	<b>1. How does the water cycle work?</b> <b>Physical geography</b> To describe the water cycle in sequence, using appropriate vocabulary. Will link to states of matter in science studies for year 4 Builds on KS1 learning about rivers, seas and oceans which are part of the water cycle.	<b>1. Where are the main rivers of the U.K. and how can I locate the River Soar?</b> <b>Locational knowledge/geographical skills</b> To locate and label the main British rivers on a map of the British Isles and add the names of settlements on rivers. To locate the River Soar and its position in relation to the City of Leicester. To describe a river in the UK, using appropriate geographical vocabulary. To use 4 figure grid references using Ordnance Survey maps of the source of the River Soar/Abbey Park. Can give direction instructions up to eight compass points when talking about directions using an OS map. Understand some symbols on OS keys. Builds on Year 3 work identifying coastal cities
<b>2. What are Tectonic plates?</b> <b>Physical geography</b> To use simple geographical vocabulary to describe significant physical features and talk about how they change. To describe a volcano, volcanic eruption and an earthquake. Builds on EYFS, Y1,2,3 understanding that location of countries across the world causes differences in climate, time zones and now movement of the earth's crust etc.	<b>2. What are the stages of a river?</b> <b>Physical geography</b> To use simple geographical vocabulary to describe significant physical features of rivers and talk about how they develop from source to sea. To describe a river environment in the UK, using appropriate geographical vocabulary and name some of the processes associated with rivers. Builds on Year 3 work on physical features of coasts.	<b>2. What fieldwork skills can I use to find out about how the River Soar is used in Abbey Park?</b> <b>Fieldwork</b> To carry out fieldwork in the local area (Abbey park and Newtown Linford) selecting appropriate techniques Builds on fieldwork skills from year 3 (Claybrooke Magna)
<b>2. How are volcanoes created?</b> <b>Physical geography</b> To use simple geographical vocabulary to describe significant physical features and talk about how they change. To describe a volcano, volcanic eruption and an earthquake. New learning Some links to KS1 learning on hills and mountains.	<b>3. Where are the main rivers of the world?</b> <b>Locational knowledge</b> To locate the world's countries, some countries in Europe and South America on a map or atlas and relate them to key physical characteristics (rivers). Builds on KS1 work on rivers and locational knowledge of countries in Europe, capital cities of the world whilst studying climate zones in unit 1 Year 3. Builds on knowledge of world map in Year 4.	<b>3. What conclusions can I draw from my fieldwork and how do I present my findings?</b> <b>Fieldwork</b> To carry out fieldwork in the local area (Abbey park and Newtown Linford) selecting appropriate techniques. Builds on fieldwork skills from Year 3 (Claybrooke Magna)
<b>4. Are there settlements near volcanoes?</b> <b>Locational knowledge</b> To locate the world's countries, some countries in Europe and South America on a map or atlas and relate them to human characteristics, countries and major cities. Builds on Year 3 learning to locate countries and capital cities in Europe and the world.	<b>4. How is the River Nile used for leisure?</b> <b>Human geography</b> To describe how rivers are linked to leisure activities. Builds on human geography in year 3 about studying coastal settlements.	<b>4. Which fieldwork skills can I use to find out about the River Lin?</b> <b>Fieldwork</b> To carry out fieldwork in the local area (Abbey park and Newtown Linford) selecting appropriate techniques. Builds on fieldwork skills from Year 3 (Claybrooke Magna)
<b>5. What is the impact of a volcanic eruption on a human settlement?</b> <b>Human geography</b> To describe and understand types of settlement and land use. To give reasons why physical processes can cause hazards to people. Builds on hazards presented in the physical geographical study of coasts in Year 3. Prepares for learning on avalanches in Year 5.	<b>5. How is the River Nile used for trade?</b> <b>Human geography</b> To describe how rivers are used for trade links. Builds on human geography in Year 3 about studying human settlements.	<b>5. What conclusions can I draw from my fieldwork and how do I present my findings?</b> <b>Fieldwork</b> To carry out fieldwork in the local area (Abbey Park and Newtown Linford) selecting appropriate techniques. Builds on fieldwork skills from Year 3 (Claybrooke Magna)



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<p><b>6. Why do people settle near to Vesuvius?</b>  <b>Human geography</b>          To explain using cause and effect reasoning why people would choose to settle in particular areas. To describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Builds on work in Year 3 about the East Coast compared to a region affected by earthquakes. Area studied in Year 4 will usually be Pompeii in Italy unless there is a current eruption which the children could investigate through news coverage. Prepares children for the impact of avalanches in Year 5.</p>	<p><b>6. How is the River Nile used to help generate electricity?</b>  <b>Human geography</b>          To describe how rivers are used to create energy          Builds on EYFS and KS1 learning about rivers and oceans, waves, fast running rivers etc.</p>	<p><b>6. Is there a relationship between the size of the settlement and the size of the river?</b>  <b>Human and physical geography</b>          To explore and talk about and reach a conclusion to answer a geography question linked to cause and effect.          Builds on Year 3 study of the East Coast region making links between the physical features of the land and how that links to human activity.</p>
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## Whole School Geography Medium Term Plan

Year 5

**Outcomes:** 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 tools and skills to enhance their locational and place knowledge.

Unit 2	Unit 4	Unit 6
<b>Europe – A study of an Alpine Region</b> <b>Would Chamonix be a good place to take a holiday?</b>	<b>Changing economic activity in the local area and the wider U.K.</b>	<b>Resources and trade</b> <b>Where do our resources come from?</b>
<p><b>1. Where are the mountain ranges of the world, and where are the Alps?</b> <b>Locational knowledge</b> To locate the world's countries using maps and relief globes to focus on Europe concentrating on key physical characteristics (mountains). To compare two maps to identify which countries the Alps mountain range covers. Builds on locational work in Year 3 and Year 4 (polar regions, volcanoes, rivers).</p>	<p><b>1. Where is Leicestershire in comparison to the rest of the UK?</b> <b>Locational knowledge</b> To locate counties on a map of the UK and identify Leicestershire in relation to the surrounding counties. To understand the difference between human and physical characteristics on a county map. To describe the city of Leicester in relationship to the county and the rest of the UK. To use the 8 points of the compass. To use keys. Builds on Year 3 work on coasts in the UK and Year 4 work on rivers in the UK.</p>	<p><b>1. Why are some of our foods imported?</b> <b>Locational knowledge/ Physical geography</b> To recognise the 5 main lines of latitude and the effect of distance from the equator on climate and temperature. To describe how plant production is influenced by climate. Know that products we use are imported as well as locally produced. Builds on Year 4 work on trade routes on the River Nile. Builds on Year 3 work on equator and climate.</p>
<p><b>2. How were the Alps formed?</b> <b>Physical geography</b> To describe and understand how a mountain region was formed. To describe and understand a range of key physical processes and the resulting landscape features. Builds on work in Year 4 about volcanoes and tectonic plates.</p>	<p><b>2. What types of economic activities are there in the UK?</b> <b>Human geography</b> To describe and understand key aspects of human geography..., economic activity including trade links, and the distribution of natural resources. To name different types of economic activities using relevant geographical language Builds on Year 4 work on understanding economic activities linked to the Nile, and Year 3 work on economic activities on the East coast.</p>	<p><b>2. What are the trade links we have with a food import?</b> <b>Human geography</b> To describe where and why some of the main trade links are, showing them on a map. Builds on Year 4 work on trade routes on the River Nile.</p>
<p><b>3. What causes an avalanche?</b> <b>Physical geography</b> To describe and understand key aspects of physical geography - mountains To describe and begin to explain hazards from physical environments To describe and understand a range of key physical processes and the resulting landscape features. Builds on work in Year 4 about earthquakes and volcanoes.</p>	<p><b>3. Why are different economic activities in different parts of the UK?</b> <b>Human geography</b> To describe and understand key aspects of human geography..., economic activity including trade links, and the distribution of natural resources. To give reasons why different economic activities develop in different parts of the UK referring to availability of natural resources. Builds on Year 4 work on understanding economic activities linked to the Nile, and Year 3 work on economic activities on the East coast.</p>	<p><b>3. Why are some of our clothes imported?</b> <b>Locational knowledge/ Physical geography</b> To recognise the 5 main lines of latitude and the effect of distance from the equator on climate and temperature. To describe how plant production is influenced by climate. Know that products we use are imported as well as locally produced. Builds on Year 4 work on trade routes on the River Nile.</p>
<p><b>4. How do people deal with the dangers of avalanches?</b> <b>Human geography</b> To describe hazards from physical environments and their management, such as avalanches in mountain regions <b>Place knowledge</b> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country Builds on work in year 4 about earthquakes and volcanoes.</p>	<p><b>4. What can maps tell us about the changing land use and economic activities in our local area?</b> <b>Geographical skills</b> To describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). <b>Locational knowledge</b> To identify land-use patterns, and understand how some of these aspects have changed over time. Builds on Year 4 map work/field work in Newtown Linford and Abbey Park.</p>	<p><b>4. What are the trade links we have with cotton?</b> <b>Human geography</b> To describe where and why some of the main trade links are, showing them on a map. Builds on Y4 work on trade routes on the River Nile.</p>
<p><b>5. What is the climate like in Chamonix and how does this compare to Leicester?</b> <b>Physical geography</b> To describe and understand key aspects of physical geography, including climate zones To describe what the climate of a region is like (The Alps in the Chamonix region) <b>Place knowledge</b> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>	<p><b>5. What can field work tell us about the changing land use and economic activities in our local area?</b> <b>Field work</b> To 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. To use fieldwork to investigate key questions and begin to answer them. Builds on year 4 map work/field work in Newtown Linford and Abbey Park.</p>	<p><b>5. How are our energy resources distributed?</b> <b>Human geography</b> To describe and understand key aspects of human geography including the distribution of natural resources including energy.  Builds on energy production by rivers and oceans.</p>

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Builds on year 3 work comparing polar climate to temperate climate.		
<p><b>6. What are the main economic activities in Chamonix?</b>  <b>Human geography</b>          To understand and explain why tourism is a major economic activity in a region of Europe (Chamonix Alpine region)          Build on Year 4 work on how rivers are used for economic activity.</p>	<p><b>6. How do economic activities and land use in Leicester compare with Chamonix (review)?</b>  <b>Place knowledge</b>          To understand geographical similarities and differences through the study of human geography of a region of the UK and a region in a European country.          Builds on the earlier Year 5 unit about understanding an area in Europe.</p>	<p><b>6. Where does our electricity come from compared to Chamonix?</b>  <b>Place knowledge</b>          To give information about a region in Europe and its economic activity.          Links to Year 4 work on the Aswan dam.</p>

## Whole School Geography Medium Term Plan

Year 6

**Outcomes: 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 tools and skills to enhance their locational and place knowledge.**

Unit 1	Unit 3	Unit 3
<b>South America – The Amazon</b> <b>What is life like in the Amazon?</b>	<b>Geography: Protecting the Environment</b> <b>Are we damaging our world?</b>	<b>Unit 5 Geography: mapping</b>
<b>1. Where is the Amazon?</b> <b>Locational knowledge</b> To locate cities, countries and regions of South America on physical and political maps. To describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). To describe the location of South America and Amazon Basin, latitude, longitude, equator, hemisphere, Tropics Consolidation of locational knowledge taught so far with children showing independent use of an Atlas and maps to identify places studied.	<b>1. How are we damaging our world?</b> <b>Locational knowledge</b> To identify and <u>locate</u> a national or international environmental issue in relation to world's countries and environmental regions. To identify further ways in which biomes are valuable, why they are under threat and how they can be protected.  Consolidation of places on a world map.	<b>1. What are times zones and how does this link to lines of latitude and longitude?</b> <b>Locational knowledge</b> To 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 Only covered in simple terms in year 3 and in science in Year 5.
<b>2. What would it be like to walk through the Amazon rainforest?</b> <b>Physical geography</b> To begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. To describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). To compare the Amazon to the UK in terms of climate and animal life. Consolidation of physical knowledge taught so far with children presenting findings from independent research.	<b>2. Why should we protect our oceans?</b> <b>Human and physical geography</b> To understand an international environmental issue in relation to world's countries and environmental regions. To identify further ways in which biomes are valuable, why they are under threat and how they can be protected. Consolidation of human geography taught so far with children demonstrating a good understanding of how human activity in one part of the world can affect the rest of the world on a global level.	<b>2. What time is it across the world?</b> <b>Locational knowledge</b> To 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 Only covered in simple terms in Year 3 and in science in Year 5.
<b>3. What is Manaus like?</b> <b>Place knowledge</b> To describe some geographical differences and similarities through the study of human and physical geography of a city and a smaller settlement in South America compared to Leicester. To illustrate how human activity is influenced by climate and weather. Consolidation of place knowledge taught so far with children demonstrating a good understanding of the inter-relationships between type of place and human activity.	<b>3. What are minerals and do we have an endless supply?</b> <b>Human and physical geography</b> To identify and describe examples of the earth's minerals, locating where they would be found naturally Consolidation of understanding about the availability of minerals and how they are distributed. Builds on year 5 learning about different industries in the UK.	<b>3. What do we use grid references (6 figure) for?</b> <b>Geographical skills and field work</b> To use OS maps to build knowledge of the United Kingdom and the wider world (tbc on purchase of new software) Building on previous map work in all phases.
<b>4. How do people live in the Amazon rainforest?</b> <b>Place knowledge</b> To describe some geographical differences and similarities through the study of human and physical geography of a city and a smaller settlement in South America compared to Leicester. To illustrate how human activity is influenced by climate and weather. To compare settlements in terms of size and give reasons for why this might be: Brazilian city and rainforest settlement. Understand and explain shifting cultivation.  Builds on place knowledge taught so far with children demonstrating a good understanding of the inter-relationships between type of place and human activity.	<b>4. Is mining in the Amazon rainforest beneficial?</b> <b>Human geography</b> To understand some of the reasons why damaging human activity continues and discuss how the consequences of this. Consolidate understanding about why economic activities are interconnected with the local and wider economies. Builds on work covered in Year 5 on global trade patterns.	<b>4. What does my local area look like on an Ordnance survey map?</b> <b>Geographical skills and field work</b> To use OS maps to build knowledge of the United Kingdom and the wider world (tbc on purchase of new software) Building on previous map work in all phases.
<b>5. How does deforestation affect the Amazon region?</b> <b>Human geography</b>	<b>5. What are non-renewable energy sources?</b> <b>Human geography</b>	<b>5. What fieldwork skills can I use to explore the local area (Glenfield tunnel)?</b>

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<p>To describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue Consolidation of human geography taught so far with children demonstrating a good understanding of how human activity in one part of a region can affect the rest of the world on a global level.</p>	<p>To describe where our energy comes from and explain the difference between renewable and non-renewable energy sources. New learning. There will have been cross-curricula references to this in PSHE.</p>	<p><b>Geographical skills and field work</b> To use OS maps to build knowledge of the United Kingdom and the wider world (tbc on purchase of new software) Building on previous map work in all phases.</p>
<p><b>6. Why should we protect the Amazon?</b> <b>Human and physical geography</b> To identify some ways biomes are valuable, why they are under threat and how they can be protected. To identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation). Consolidation of human geography taught so far with children demonstrating a good understanding of how human activity in one part of the world can affect the rest of the world on a global level.</p>	<p><b>6. What are renewable energy sources?</b> To describe where our energy comes from and explain the difference between renewable and non-renewable energy sources. New learning. There will have been cross-curricula references to this in PSHE.</p>	<p><b>6. How can digital technology help our geographical understanding of the world?</b> <b>Geographical skills and field work</b> To use OS maps to build knowledge of the United Kingdom and the wider world (tbc on purchase of new software) Building on previous map work in all phases.</p>