

Whole School Geography Medium Term Plan



EYFS

**Outcomes**

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.

**Nursery**

Unit 1	Unit 2	Unit 3
<p><b>All about me</b>  <b>Where do I live? Where do we live?</b>  <b>Understanding the world</b>                      To know they live in New Parks, Leicester (city) within England (country). To use aerial photographs and plan prospectives to recognise landmarks and basic human and physical features.</p> <p><b>Fieldwork</b>                      Walk to feature of local area (park)</p>	<p><b>The world around me</b>  <b>Where can you live that is really cold (Antarctica)?</b>  <b>Where can you live that is really hot (Sahara desert)?</b>  <b>Understanding the world</b>                      To know there are different places in the world.</p>	<p><b>The world around me</b>  <b>What do we know about different countries (Iceland/Australia)?</b>  <b>What are the differences between the countries we know about (weather/animals)?</b>  <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>

**Reception – sound recordings from walks, take photos**

Unit 1/2	Unit 3/4	Unit 5/6
<p><b>Location and weather</b></p>	<p><b>Landscapes</b></p>	<p><b>Travel, transport and the seaside</b></p>
<p><b>What is the weather like where I live?</b>  <b>Understanding the world</b>                      To understand the effect of changing seasons on the natural world around them                      Builds on Nursery <i>The World Around Me</i></p> <p><b>Where do I live? Where do my family live (have lived)?</b> Focus on New Parks, England and heritage of cohort's families.  <b>Understanding the world</b>                      To recognise the environment they live in. To know that there are other countries in the world.                      Builds on Nursery <i>Where I live.</i></p>	<p><b>What is the weather like where I live?</b>  <b>Understanding the world</b>                      To understand the effect of changing seasons on the natural world around them                      Builds on Nursery <i>The World Around Me</i></p> <p><b>What is life like in India (xxx)?* What are the similarities and differences (food, weather and houses) between England and India (xxx)?</b>  <b>Understanding the world</b>                      To recognise similarities and differences between life in this country and life in other countries.                      Build on Nursery <i>The World Around Me</i></p>	<p><b>What is the weather like where I live?</b>  <b>Understanding the world</b>                      To understand the effect of changing seasons on the natural world around them                      Builds on Nursery <i>The World Around Me</i></p> <p><b>How is the seaside different to where I live?</b>  <b>Understanding the world</b>                      To talk about the differences they have experienced or seen in photos.                      Builds on Nursery <i>All about me</i> and Reception <i>Where do I live?</i></p>

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<p><b>What is a map? Why and how do we use a map?</b> Explore treasure maps, imaginary maps</p> <p><b>Understanding the world</b></p> <p><b>Fieldwork</b></p> <p>To co-construct a 3-D messy map with realia to show a place they have visited. (park)</p> <p>Builds on Nursery on story maps.</p>	<p>*The specific country studied in India is based on the heritage of the cohort</p>	<p><b>Fieldwork</b></p> <p><b>Small world/natural play:</b> to represent a visited place (seaside), create a simple map using natural materials.</p>
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## Whole School Geography Medium Term Plan



### Year 1

#### 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 3	Unit 5
<b>Local Area – Places we go</b> <b>Where am I in the world?</b>	<b>Journey – Places we can visit</b> <b>Where is New Parks in the world?</b>	<b>Our Wonderful World</b> <b>Would you like to live in India?</b>
<b>1. What do we use to find out where we are? (maps and plans)</b> <b>Geographical skills and fieldwork</b> To use simple fieldwork and observational skills to study the geography of their school. To use aerial photographs and plan prospectives to recognise landmarks and basic human and physical features. (*map of New Parks + to recognise symbols used in homes and street) Builds on EYFS on map skills	<b>1. What do we know about the UK and what do we want to find out?</b> (vocab: locate, location, island, country, countries, Leicester city) <b>Locational knowledge</b> To name and locate the four countries of the United Kingdom. Builds on EYFS on <i>Where I live</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 <i>Seaside</i>
<b>2. What is our classroom like? (classroom plan)</b> <b>Geographical skills and fieldwork</b> To use simple fieldwork and observational skills to study the geography of their school. To devise a simple map and understand basic symbols in key. Builds on EYFS on map skills	<b>2. What are the four countries and capital cities of the United Kingdom?</b> (vocab: 4 countries, capital city, locate) <b>Locational knowledge</b> To name and locate the four countries and 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 <i>Seaside</i>
<b>3. How to get to Forest School? (school grounds)</b> <b>Geographical skills and fieldwork</b> To devise a simple map with a title. Builds on EYFS on map skills.	<b>3. What is London like? (human and physical features) city, port, river (Thames), office, shop + key landmarks.</b> <b>Locational knowledge, Human and physical geography</b> To name, locate and identify human and physical characteristics of England. (recap the capital city, country + London)	<b>3. Which country is in the Indian Ocean?</b> (India; vocab: ocean, continent, country) <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> Builds on EYFS on maps and <i>Seaside</i>

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<p><b>4. What is our local area like? (Community walk)</b>  <b>Fieldwork</b>  <b>Geographical skills and fieldwork</b>          To use simple fieldwork and observational skills to study the key features of the surrounding environment.          (digital photos of houses, shops, schools, fire station/library, * types of houses tally chart)          Builds on EYFS on map skills.</p>	<p>Builds on EYFS on <i>Where I live</i>.</p> <p><b>4. How are we connected to London?</b>  <b>Locational knowledge</b>          To locate the capital city of London and Leicester city. To read a map of the UK and its symbols.          Locating Leicester, London, connections, roads, train tracks          Builds on EYFS on <i>Where I live</i>.</p>	<p><b>4. What can you find in Mumbai?</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. To use basic geographical vocabulary to refer to: hill, village, house, school, farm, forest, wildlife.           Builds on EYFS on What are the differences between the countries we know about?</p>
<p><b>5. What types of houses are there in our city and area?</b>  <b>Human and physical geography</b>          To use basic geographical vocabulary to refer to key human features such as a city and houses. (types of houses)           Builds on EYFS work on <i>Where I live</i>.</p>	<p><b>5. What is the landscape of England?</b>  <b>Human and physical geography</b>          To use basic geographical vocabulary to refer to human features.          Builds on EYFS on <i>Where I live</i>.</p>	<p><b>5. How is life in Mumbai similar to and different from our lives in New Parks?</b>          Weather, seasons  <b>Human and physical geography</b>          To understand geographical similarities and differences through studying the human and <b>physical geography</b> of a small area of the United Kingdom, and of a small area in a contrasting non-European country          Wildlife, landscape, weather (weather diary)          Builds on EYFS on <i>What is similar between England and Africa</i>.</p>
<p><b>6. What's near and far from where we are? (landmarks)</b>  <b>Geographical skills and fieldwork</b>          To use simple locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map.          Fire station, library, shops, school          Builds on EYFS on map skills.</p>	<p><b>6. What is the landscape of England?</b>  <b>Human and physical geography</b>          To use basic geographical vocabulary to refer to physical features.          Builds on EYFS on <i>Where I live</i>.</p>	<p><b>6. How is life in Mumbai similar to and different from our lives in New Parks?</b>  <b>Human and physical geography</b>          To understand geographical similarities 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. Key physical features: factory          School, houses, farms, parks, roads, shops          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 3	Unit 5
<b>People and their communities</b> <b>Where is home?</b>	<b>We are geographers - maps</b> <b>What do we know about the UK?</b>	<b>Our Wonderful World (Continents)</b> <b>What is life like in other places?</b>
<b>1. Where is our school and what does it look like from the bird's eye view?</b> (recap plan, map, key) <b>Geographical skills and fieldwork</b> To use a (digital) map or an atlas to locate the school. To design a map with a key representing the school grounds on a grid. Builds on EYFS work on maps and Year 1 work on plans.	<b>1. What is the UK and what is it surrounded by?</b> <b>Locational knowledge</b> To name and locate the seas surrounding the United Kingdom. Builds on Year 1 work on naming, locating the UK countries and their capital cities.	<b>1. Where are the world's seven continents?</b> <b>Location knowledge</b> To name and locate the world's seven continents To use world maps, atlases and globes to identify the continents. Builds on Year 1 work on oceans and Year ½ mapping skills.
<b>2. How do I find my way to the local library? Community Walk</b> <b>Geographical skills and fieldwork</b> To follow and map and 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>2. Where is Wales and is it worth visiting?</b> <b>Locational knowledge</b> To name, locate and identify characteristics of Wales. (recap the capital city, farms, river) <b>Human and physical geography</b> To use basic geographical vocabulary to refer to: mountain (Snowdon), river (Severn), costal town (Llandudno), valley (eg. Conwy), farms, harbour (Conwy Harbour). Builds on Year 1 work on naming, locating and identifying characteristics of two UK countries and their capital cities.	<b>2. Would you like to live on the coast? Dover</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>3. Can we create a map of our local area?</b> <b>Geographical skills and fieldwork</b>	<b>3. Where is Scotland and is it worth visiting?</b> <b>Locational knowledge</b>	<b>3. Would you like to live in a rainforest?</b> (equator) The Amazon Rainforest <b>Human and physical geography</b>

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<p>To devise a simple map, use and construct basic symbols in a key.</p> <p>Builds on Year 1 work on maps and plans.</p> <p>(messy mapping, interpretation of their journey, where is your home in relation to the walk?)</p>	<p>To name, locate and identify characteristics of Scotland. (recap the capital city)</p> <p><b>Human and physical geography</b></p> <p>To use basic geographical vocabulary to refer to: mountain (Ben Nevis), valley (Glen Nevis), hills, river (Tay), town (Edinburgh old town), shops, houses</p> <p>Builds on Year 1 work on naming, locating and identifying characteristics of two UK countries and their capital cities.</p>	<p>To identify seasonal and daily weather patterns in the location of hot areas of the world in relation to the Equator. (weather diary, daily weather, seasonal weather, climate, equator)</p> <p>Builds on Year 1 work on seasonal and daily weather patterns in the UK.</p>
<p><b>4.How are we connected to Kenya?</b></p> <p><b>Place knowledge</b></p> <p>To understand geographical similarities and differences through studying a small area in a non-European country.</p> <p>(people, holiday, food: fruit, vegetables, spices*)</p> <p>Builds on Year 1 work on comparing Mumbai to Leicester.</p>	<p><b>4. Where is Northern Ireland and is it worth visiting?</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 (Causeway coast), River Bann, farms, Donard Mountain, Belfast harbour, capital city</p> <p>Builds on Year 1 work on naming, locating and identifying characteristics of two UK countries and their capital cities.</p>	<p><b>4.Would you like to live in a cold place?</b></p> <p>Svalbard -North Pole</p> <p>Amundsen - Scott South Pole Station</p> <p><b>Human and physical geography</b></p> <p>To identify seasonal and daily weather patterns in the location of cold areas of the world in relation to the North and South Poles. (weather diary, daily, weather, seasonal weather, climate, Polar Regions)</p> <p>Builds on Year 1 work on identifying seasonal and daily weather patterns in the United Kingdom.</p>
<p><b>5. How is a city in Kenya similar to and different from Leicester?</b> weather/seasons</p> <p><b>Place knowledge</b></p> <p>To understand geographical similarities and differences through studying the <b>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 Mumbai.</p>	<p><b>5. Where would you like to live: in a city, town or village?</b> (recap: London, Leicester)</p> <p><b>Human and physical geography</b></p> <p>To use basic geographical vocabulary to refer to: port, city, town, village, farm, shop, office.</p> <p>Builds on Year 1 work on geography vocabulary: capital city, town and village.</p>	<p><b>5.Would you like to live in a hot place?</b></p> <p>The Sahara Desert</p> <p><b>Human and physical geography</b></p> <p>To identify seasonal and daily weather patterns in the location of hot areas of the world in relation to the Equator. (weather diary, daily weather, seasonal weather, climate)</p> <p>Builds on Year 1 work on seasonal and daily weather patterns in the UK.</p>

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<p><b>6. How is a city in Kenya similar to and different from Leicester?</b>  <b>Place knowledge</b>          To understand geographical similarities and differences through studying the <b>human</b> geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. Key <b>human</b> features: factory          Builds on Year 1 work on comparing New Parks to Mumbai.</p>	<p><b>6. What have we learned about the UK and its people?</b>  <b>Geographical Enquiry</b>          To communicate geographical information in a variety of ways, including through maps.          Builds on all prior learning on the UK.          Include London, weather/seasons, other UK countries.</p>	<p><b>6. Where would you like to visit and why?</b>  <b>Geographical Enquiry</b>          To use pre-taught vocabulary to communicate geographical information. (mini-presentation)          Builds on all KS1 work.</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
<p>Are we alike or diverse?</p>	<p>Why do people live on our island?</p>	<p>Where on Earth on these places?</p>
<p><b>1. Where is Leicester?</b>  <b>Geographical skills and fieldwork</b>          To use maps and digital mapping to locate my city</p>	<p><b>1. What are settlements? What types of settlements are in England?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of human geography including types of settlements.</p>	<p><b>1. Where do I find the equator, Northern and Southern hemispheres, the Arctic and Antarctic circles?</b>  <b>Locational knowledge</b></p>



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<p>*To use fieldwork to record and present the human and physical features in the local area sketch maps. (Chn draw a map of the local area to scale and label it + key). Builds on Year 2 work on mapping skills.</p>	<p>Builds on KS1 work on cities, towns and villages.</p>	<p>To identify the position and significance of the <u>equator</u>, Northern hemisphere, southern hemisphere, <u>Arctic and Antarctic circle</u>, Builds on KS1 work on location of continents and the equator.</p>
<p><b>2.What landmarks are worth visiting in Leicester?</b> <b>Locational knowledge</b> To use maps and digital mapping to locate the landmarks. To introduce OS maps with 4-figure coordinates. Builds on Year 2 work on mapping skills.</p>	<p><b>2. What are some of the cities in the UK?</b> <b>Locational knowledge</b> To name and locate cities of the United Kingdom and their identifying human and physical characteristics. Builds on KS1 mapping skills, locating the capital cities of the UK.</p>	<p><b>2. What are climate and biome like in different places around the world?</b> <b>Physical geography</b> To describe and understand key aspects of climate and biomes around the world. Maps to show climate and vegetation comparison  Builds on Year 2 work on living in a hot, cold, humid places.</p>
<p><b>3. Why do people choose to live and migrate to Leicester?</b> <b>Human and physical geography</b> To describe and understand key aspects of human geography (migration). Builds on Year 2 unit Would you like to live in...?</p>	<p><b>3.What are coastal landforms? (Durdle Door)</b> Oddizzi Video <b>Locational knowledge</b> To understand key topographical features including coasts and how they have changed over time. Builds on lesson 3 coastline settlements.</p>	<p><b>3.How to use a compass to navigate?</b> <b>Geographical skills and fieldwork</b> To use compass directions to build their knowledge of the wider world. (4 or 8 TA) Builds on Year 2 work on using a compass. Which direction would you move towards to get to ...?</p>
<p><b>4. What is a county?</b> <b>Locational knowledge</b> To define a county and locate Leicestershire. To understand that Leicestershire is a region (green county). Builds on Year 2 work on UK countries.</p>	<p><b>4. What are coastal landforms? (Durdle Door) cont.</b> <b>Locational knowledge</b> To understand key topographical features including coasts and how they have changed over time. Builds on lesson 3 coastline settlements.</p>	<p><b>4. Is our school environmentally friendly?</b> <b>Geographical skills and fieldwork</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 an environmental survey of the school grounds. Builds on KS1 walks around the school and the local area.</p>
<p><b>5. What are the features of Leicestershire?</b> <b>Human and physical geography</b> To describe and understand key aspects of human geography of Leicestershire as a green sustainable county.</p>	<p><b>5. What are some of the coastline settlements?</b> <b>Locational knowledge</b> To name and locate key topographical features including coasts.</p>	<p><b>5. What makes Ullesthorpe Scout Camp special?</b> <b>Geographical skills and fieldwork – Camping trip</b> To conduct an environmental survey.</p>



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Builds on the previous lesson.	Builds on KS1 mapping skills, locating the capital cities of the UK and the previous lesson.	To use compass to navigate between places (orienteering). To sketch on a hill - check Oddizzi the rural adventure.
<p><b>6. How does Leicestershire welcome people from other places?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography and its impact on migration.          Leicester city of sanctuary, places of worship, learning English, shopping, cuisine          Builds on the previous lesson.</p>	<p><b>6. Why do people live by the coast?</b>  <b>Geographical enquiry</b>          To understand the interaction between physical and human geography.          Builds on the learning in this unit.</p>	<p><b>6. What makes Ullesthorpe Scout Camp special?</b>  <b>Geographical skills and fieldwork</b>          To use fieldwork to record and present the human and physical features in the local area using a range of methods.          Answer the question          Builds on the previous lesson.</p>

**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.**

<b>Unit 2</b>	<b>Unit 4</b>	<b>Unit 6</b>
<p><b>Earthquakes and Volcanoes</b>          How does the Earth shake, rattle and roll?</p>	<p><b>Water and Rivers</b>          Why are rivers important?</p>	<p><b>How do local areas meet the needs of the people?</b></p>

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<p><b>1. What are volcanoes and where to find them?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography, including volcanoes.          New learning</p>	<p><b>1. What is water cycle?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography and human geography, including water and water cycle.          Builds on KS1 learning about rivers, seas and oceans.          *don't mix it with science          (water shapes the landscape, weather and climate affect the water cycle)</p>	<p><b>1. How can we describe the location of Stokes Wood Primary and Newtown Linford?</b>  <b>Geographical skills and fieldwork</b>          To use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.          Builds on Year 3 mapping skills.</p>
<p><b>2. What happens when a volcano erupts?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography, including volcanoes.          Builds on the previous lesson.</p>	<p><b>2. What are the world's major rivers and where to find them? What are the main rivers in Great Britain?</b> (Nile, Amazon, Mississippi, Thames, Severn)          To name and locate key topographical features such as rivers.          Builds on the KS1 learning about rivers in the UK.</p>	<p><b>2. How is land used in my locality? (New Parks and Newtown Linford – survey)</b>  <b>Geographical enquiry</b>          To be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources.          Builds on Year 3 and KS1 work on the local area.</p>
<p><b>3. Why do people live near volcanoes?</b> (pros and cons for settlements nearby Mount Etna or Vesuvius)  <b>Geographical enquiry</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography, including volcanoes.          Builds on the previous lesson.</p>	<p><b>3. What are the features of a river?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography, including rivers.          Builds on the previous lessons in this unit.   <a href="https://river-runner-global.samlearner.com/">https://river-runner-global.samlearner.com/</a></p>	<p><b>3. How has land use in my locality changed over time?</b> (photographic enquiry)  <b>Locational knowledge</b>          To name and locate land-use patterns and understand how some of these aspects have changed over time.  <b>Geographical skills and fieldwork</b>          To observe, measure and record the human and physical features in the area.          Builds on the previous lesson.</p>
<p><b>4. What are earthquakes and where do they occur?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography, including earthquakes.          New learning</p>	<p><b>4. What are the features of a river?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography, including rivers.          Builds on the previous lessons in this unit.           Oddizzi – rural adventure</p>	<p><b>4. What do we want to find out during our trip to Newtown Linford?</b> (include migration and land use)  <b>Geographical skills and enquiry</b>          To ask geographical questions about fieldwork in the local area.          To design a simple survey on migration and land use in Newtown Linford.</p>

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		<p>This lesson prepares children for the fieldwork activities they undertake in Newtown Linford.</p>
<p><b>5. How do earthquakes work?</b>  <b>Human and physical geography</b>          To describe and understand key aspects of physical geography, including earthquakes.          Builds on the previous lesson.</p>	<p><b>5. How are the Thames and River Soar used now?</b>          (changes over times)  <b>Locational knowledge and Geographical enquiry</b>          To understand how some of the topographical features including rivers and how they have changed over time.          Builds on Year 3 work on changes over time to coastal landforms.</p>	<p><b>5. How can I investigate places and environments?</b>          (asking and answering questions, using sources, making observations)  <b>Geographical skills and fieldwork</b>          To observe, measure and record the human and physical features in the area.          a) Land use table/building use table          b) Sketches/digital photos of landscape and street scape          c) Survey/interview the local people (migration and land use)          How are people feeling about the land use in NtL?          Builds on Year 3 work on fieldwork to study surrounding environment.</p>
<p><b>6. How do people prepare for and recover from natural disasters, eg. earthquakes?</b>  <b>Geographical enquiry</b>          To understand the interaction between physical and human geography.          To be able to investigate places and environments by asking and responding to geographical questions.          Builds on the learning in this unit.          International Red Cross Resources, World Central Kitchen</p>	<p><b>6. Why do some people like to live by a river but others don't?</b> (pros and cons: the Thames, Nile, Amazon)  <b>Geographical enquiry</b>          To be able to investigate places and environments by asking and responding to geographical questions.          Builds on Year 4 work on Why people live near volcanoes.</p>	<p><b>6. What have I learned from my investigations? Do others share my view?</b>  <b>Geographical enquiry</b>          To be able to express own opinions and recognise that others may think differently.  <b>Geographical skills and fieldwork</b>          To use fieldwork to present the human and physical features in the local area using a range of methods.          Builds on the work in this unit - fieldwork.</p>

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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.**

<p><b>Unit 2</b>  <b>Location, location</b>  <b>Where are these places and what are they like?</b>  <b>Lesson 1-3 use the same A3/4 map with layers (lines, countries, cities)</b></p>	<p><b>Unit 4</b>  <b>Natural resources and economic activity</b>  <b>Where do our resources come from?</b>  <a href="https://portal.geography.org.uk/shop/index?profile=In%20the%20Know">https://portal.geography.org.uk/shop/index?profile=In%20the%20Know</a></p>	<p><b>Unit 6</b>  <b>Diversity and migration</b>  <b>Why is Leicestershire a diverse county?</b></p>
<p><b>1. Why do maps have imaginary lines?</b>                      (recap equator, teach: Tropic of Cancer, Tropic of Capricorn, latitude and longitude, the Prime)  <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)  <i>NASA images of the world, compare it to a map of the world with lines – enquiry question at the beginning of the lesson. Can you name any of these lines?</i>                      Builds on Year 4 mapping and compass work.</p>	<p><b>1. What are natural resources and why are they important?</b> (specific focus on energy)  <b>Human and physical geography</b>                      To describe and understand key aspects of human geography, including the distribution of natural resources particularly energy.                      New learning                       GA resources e-resource                      What do we mean by natural resources? Explore pictures – oracy activity, sorting or ranking.                      Which ones are the most important?</p>	<p><b>1. Where is Leicestershire and other counties in England?</b>  <b>Locational knowledge</b>                      To name and locate counties and cities of the United Kingdom.                      County – region                      Add: human and physical features of Leicestershire, explore the villages, then zoom in to Leicester                      Builds on Year 4 mapping skills.</p>
<p><b>2. Where are these capital cities?</b>                      (based on the latitude and longitude – major cities of Europe, Russia, North and South America)  <b>Locational knowledge</b>                      To 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><b>2. Where does our energy come from?</b>  <del>Or a comparison to Chamonix?</del>  <b>Human and physical geography</b>                      To describe and understand key aspects of human geography, including the distribution of natural resources particularly energy.                      Builds on the previous lesson.                       Wind turbines, solar, gas, water</p>	<p><b>2. Are counties similar or different from each other? Why? (choose a coastal place we've explore before, eg. Dorset)</b>  <b>Locational knowledge</b>                      To 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),</p>

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<p>Builds on the previous lesson on latitude and longitude and Year 3 work on capital cities.</p>	<p>Look at Leicestershire? National grid, (eco schools work)</p>	<p>and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Builds on the previous lesson.</p>
<p><b>3.Where are the world's major mountains and what are their features?</b> (the Alps, the Andes, the Himalayas, the Rockies) use post-its to scrunch up and add 3D mountains to the map</p> <p><b>Locational knowledge</b> To 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).</p> <p><b>Human and physical geography</b> To describe and understand key aspects of physical geography, including: mountains.</p> <p>Builds on Year 2 work on mountains and Year 4 work on volcanoes.</p>	<p><b>3.How are natural resources linked to economic activity?</b> (globally)</p> <p><b>Human and physical geography</b> To describe and understand key aspects of human geography, including: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Builds on the previous lesson.</p>	<p><b>3.What makes Leicester a diverse city?</b></p> <p><b>Human and physical geography</b> To understand the Earth's key human processes: migration.</p> <p>Builds on Year 4 work on migration.</p> <p>Plan a question for the trip – What do we want to find out? Eg. <i>How does Narborough Road meet the needs of the local people?</i></p> <p>Diversity</p> <p>Prep focused questions / interview a few owners</p>
<p><b>4.Which human features may attract tourists to visit Athens?</b> (starter: What do you expect capital cities to have? MM incl. governance What do we know about London? Refer to London's human features before introducing Athens)</p> <p>Vocab: region</p> <p><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>Builds on Year 4 study on human and physical features of Naples.</p>	<p><b>4.What does our food come from and why?</b> (local, national, global + add seasonal)</p> <p>FAIR TRADE</p> <p><b>Human and physical geography</b> To 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>Builds on the lessons from this unit.</p> <p>Import and export – How does a banana get from...to...without getting mouldy?</p> <p>Bring produce from the International Shop on Narborough Road or elsewhere to talk about the food and where it comes from.</p>	<p><b>4. Can I use the eight points of a compass to navigate between places in Leicester?</b></p> <p><b>Geographical skills and fieldwork</b> To use the eight points of a compass to build knowledge of the United Kingdom.</p> <p>Builds on Year 4 location and mapping work and using the eight points of a compass to locate the school and New Town Linford.</p> <p>Practise using the compass in the classroom first. Also, give chn opportunities to practise interviewing each other in class first.</p>

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<p><b>5. Which physical features may attract tourists to visit Athens? (same here)</b> Vocab: region <b>Place knowledge</b> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Builds on Year 4 study on Leicester and KS1 work on London.</p>	<p><b>5. Where do our clothes come from and why?</b> (Secondary activity) FAIR TRADE <b>Human and physical geography</b> To 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. Builds on the lessons from this unit.  Start with the school uniform, shoes, coats, traditional clothes etc – explore, eg. Primark</p>	<p><b>5. Why is Narborough Road considered one of the most multicultural streets in Britain?</b> <b>Geographical skills and fieldwork</b> To use fieldwork to observe, measure, record human and physical features in the local area using a range of methods. Builds on lesson 3 <i>What makes Leicester a diverse city?</i></p>
<p><b>6. What are the key similarities and differences between Athens and London?</b> (physical and human features) Focus on an issue, eg. sustainability, tourism?, migration, climate change Vocab: region <b>Place knowledge</b> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. <b>*Geographical skills and fieldwork</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Builds on the two previous lessons.</p>	<p><b>6. What other economic activities provide the majority of jobs in the UK?</b> (Tertiary: tourism, teaching, retail, finance) <b>Human and physical geography</b> To 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. Builds on the lessons from this unit.  Starter: Ask children for their own answers</p>	<p><b>6. Why is Narborough Road considered one of the most multicultural streets in Britain?</b> <b>Geographical skills and fieldwork</b> To use fieldwork to record and present human and physical features in the local area using a range of methods. Builds on Year 4 fieldwork on land use and survey with the residents.</p>

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 5
South America – The Amazon	Geography: Protecting the Environment	Unit 5 Geography: mapping



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<p><b>What is life like in the Amazon?</b> Back2Front: The Americas from wildgoose</p>	<p><b>Are we damaging our world?</b></p>	<p><b>Revision and fieldwork</b></p>
<p><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 Starter: locate all rainforests Vocab: Region that's defined by physical boundary – a forest (different kind of region) Consolidation of locational knowledge taught so far with children showing independent use of an Atlas and maps to identify places studied.</p>	<p><b>1. What are the key environmental issues affecting our world?</b> (deforestation, climate change, energy, plastic, litter, etc) Where do we think the major issues are? LOCATION <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.</p>	<p><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.</p>
<p><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 understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America, Remember: most animals are hiding, talk about layers + heights, use a photograph of a person next to a huge tree to reinforce SCALE</p>	<p><b>2. What are we doing to 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>Bye Bye plastic bags – campaign in Bali</b> Emphasise there're still more to be done.</p>	<p><b>2. What time is it across the world? What are people doing now in different places around 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>Use live cam spots and laptops</b></p>



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<p>Consolidation of physical knowledge taught so far with children presenting findings from independent research. Use Oddizzi's fieldwork resource on the Amazon.</p>		
<p><b>3. What is Manaus like?</b> <i>(reflect back on London and Athens as well as trade)</i> <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.</p>	<p><b>3. What are minerals and do we have an endless supply?</b> <b>Congo – mobile phones; laptops</b> <b>FairPhones – fair trade - check out and use!</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.</p>	<p><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>Make it practical, eg.</b> <b>Treasure hunt in pairs – an island with features on it and we create symbols/ and other pair has a blank map</b></p>
<p><b>4. How do people live in the Amazon rainforest?</b> Get diversity in here, settlements, indigenous population <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</p>	<p><b>4. How does mining in the Amazon impact on people and the environment? Who benefits and who loses?</b> (pros and cons) <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.</p>	<p><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.</p>

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<p>the inter-relationships between type of place and human activity.</p>		
<p><b>5. How does deforestation affect the Amazon region?</b>  <b>Human geography</b>          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><b>5. What are non-renewable energy sources?</b>          Leicester and Leicestershire or UK (Year 5 globally)          local/national case study  <b>Human geography</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>5. What fieldwork skills can I use to explore the local area (Glenfield tunnel)?</b>  <b>Geographical skills and field work</b>          To use OS maps to build knowledge of the United Kingdom and the wider world          Building on previous map work in all phases.   <b>Grid reference work too</b></p>
<p><b>6. Why should we protect the Amazon?</b>  <b>How are people protecting 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>          Leicester and Leicestershire or UK (Year 5 globally)          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          Building on previous map work in all phases.</p>