

Geography Medium Term Plan

	Autumn	Spring	Summer
Reception	<u>Understanding the World:</u> • Explore the natural world around us. • Recognise some environments that are different to the one in which we live. • Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Know some similarities and differences between the natural world around us and contrasting environments, drawing on our experiences and what has been read in class. • Understand some important processes and changes in the natural world around us, including the seasons. <u>Mathematics:</u> • Understand position through words alone, e.g. 'The bag is under the table,' – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.		
	Locational / Place Knowledge	Human / Physical	Climate Change
Year 1	<u>Our Country: We are Britain</u> • Ask and answer simple geographical questions: 'Where?', 'What?', 'Who?' e.g. What continent is the UK in? • Describe some similarities and differences when studying towns, cities and the countryside. • Use a range of sources to locate the four countries, capital cities and seas. • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. • Know that symbols mean something on maps. • Use simple compass directions (NSEW) to describe the countries of the United Kingdom in relation to each other.	<u>Our Local Area</u> • Label an aerial view picture of your classroom to show where everything is. • Label an aerial view floor plan of the school. • Write instructions about how to get from your classroom to the office. • Study the geography of the school and its grounds and the key human and physical features of its surroundings • Use Google Maps to locate where you live and draw your route to school over the roads seen. • Use directional language when describing routes to significant landmarks in the local area. • Use simple points on a compass.	<u>Coasts and our Changing Coastlines</u> • Use maps to locate coastal towns and cities. • Use aerial view photographs to locate features of coastal areas and to explain how coastlines can be located. • Explain why some people go to the beach when the weather is hot and sunny and that the season this is usually in is the summer. • Observe and describe daily weather patterns and link this to holidays taken. • Identify human and physical features of coastal towns and compare these to Bolton. Explain why some of these features can only be found by the coast (e.g. cliff, beach, harbour, port). • Identify some actions and behaviours that we could take to reduce our personal impact on the global climate.

Year 2	<u>What a Wonderful World</u> • Locate the five oceans and seven continents using map skills. Can you also find them in an atlas and on a globe? • Use the compass points to describe the continents in relation to each other (e.g. Asia is to the east of Europe and to the north of Australia). • Research and identify some key human and physical characteristics of each of the continents. • Follow and describe a journey around the world using key geographical vocabulary and compass directions. • Describe similarities, differences and patterns e.g. hot and cold places of the world. Compare our lives with those of children in other places and environments. • Use aerial photographs to recognise landmarks and basic human and physical features.	<u>Australia</u> • Ask and answer simple geographical questions when investigating Australia, e.g. What are the different climate zones of Australia? What types of weather do these regions experience? • Describe similarities and differences between Sydney and London. • Locate physical features and human features of Australia. • Recognise the similarities between the Australian and the United Kingdom flag. • Locate the surrounding oceans of Australia.	<u>Antarctica</u> • Use atlases to locate the UK and Antarctica. Mark the best route from the UK to Antarctica. Identify human and physical features along the route. • Express views about the environment through the use of beautiful and damaged landscapes. Recognise how people sometimes affect the environment. • Identify seasonal and daily weather patterns of Antarctica and compare with Bolton.
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Year 3	<u>The United Kingdom</u> • Use a range of sources to locate and describe iconic UK locations and landmarks. • Understand key features of an Ordnance Survey (OS) map including symbols and topography. • Identify similarities, differences and patterns when comparing places and features. • Ask and answer more searching geographical questions when investigating different places and environments.	<u>Mountains, Volcanoes and Earthquakes</u> • Use atlases, globes and digital/computer mapping to locate countries and describe features studied. • Communicate geographical information through the drawing of an annotated diagram of the three main types of mountain formation (Fold, Fault Block and Dome). • Express opinions and personal views about whether living near a volcano is a suitable home.	<u>Effects of Climate Change / Natural Disasters</u> • Ask and answer more searching geographical questions when investigating different places and environments e.g. How could climate change have contributed to natural disasters? In what ways were the people living there affected? • Through the case study of a child in Bangladesh make comparisons with our own lives and our own situation. • Gather evidence about how we are living and increase awareness of the positive and negative consequences of our choices in terms of sustainability. • Observe, measure, record and name geographical features in our local environments. Conduct a whole school travel survey and present data in a bar chart; find out how efficient our school is. • Express opinions and personal view about climate change and discuss how we can be more sustainable in our day to day lives.
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Year 4	<u>The Mediterranean</u> • Use a range of sources to describe the location of Europe. • Understand some of the common features of all maps. • Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ How are the countries of the Mediterranean similar and different? Why are they different? • Show increasing empathy and describe similarities as well as differences when investigating the lives of children in Bologna, Italy. • Communicate geographical information through a range of methods. • Recognise Ordnance Survey symbols on maps and locate features of the European cities being studied.	<u>Rivers and the Water Cycle</u> • Use geographical language relating to the physical and human processes e.g. tributary and source when learning about rivers • Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to produce an annotated diagram of a river from source to mouth • Communicate geographical information through a range of methods. • Make links between features observed in the environment to those on maps and aerial photographs • Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’	<u>Oceans and Plastics</u> • Use the index in atlases to find oceans and seas. • Label maps to show where oceans and seas can be located. • Use a range of sources including, globes, satellite images and data charts to find out about the geographical characteristics of oceans. • Express opinions on environmental issues by explaining why the oceans are important for a healthy planet • Show increasing empathy by exploring our own feelings on plastic pollution whilst respecting the different views of others. • Recognise how people can affect the environment both positively and negatively by looking at how human activities are affecting the oceans. • Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ e.g. ‘How is my use of plastic affecting the oceans?’ • Observe, measure, record and explain steps that can be taken to reduce the use of plastic. Keep a ‘plastic diary’ recording how much single-use plastic we use.
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Year 5	<u>South America</u> • Use a range of maps and other sources of geographical information to investigate a topographic map of South America. • Create a sketch map of South America using symbols and keys. • Analyse and evaluate climate data and present an explanation as to how people are affected in different cities within Brazil. Present this in graph form. • Recognise the push and pull factors affecting people in the rural north of Brazil. • Locate urban and rural areas and describe features of Brazil.	<u>The Amazon Rainforest</u> • Ask and respond to questions that are more causal e.g. Why are rainforests located at the equator? How does life change in each layer? • Recognise geographical issues affecting people of the rainforest. • Explain how the vegetation and animal life changes in the different layers of the rainforest. • Compare the climate zones of the rainforests • Describe and understand key aspects of human and physical geography within the rainforest.	<u>Global Trade: Deforestation</u> • Analyse and interpret a range of maps, data tables, infographics and aerial photographs (oblique and bird's eye views) to demonstrate the diversity and importance of the Amazon Basin region in terms of its physical environment. • Use maps and area formulas to help calculate changes in Amazon Basin land use over a period of 30 years and give explain the processes. • Demonstrate an understanding of the difference between. Google Maps v Google Earth v Digimaps and choose the most appropriate for the task when studying the impact of deforestation on the Amazon Rainforest. • Express and explain our opinions on whether we are pro-deforestation or anti-deforestation. Recognise why people may think differently.
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Year 6	<u>North America</u>	<u>Arctic Tundra</u>	<u>Antarctica</u>
	• Use 8 cardinal points to locate cities within North America. • Recognise an increasing range of Ordnance Survey symbols. • Describe settlement and road patterns of some North American cities. • Use more precise geographical language relating to the physical and human processes. Relate 'continent', 'country', 'state' and 'city' in the context of the Americas. • Use a range of maps including digital maps to follow the course of a river and describe and interpret relief features. • Ask and respond to questions that are more causal e.g. What happened in the past to create The Grand Canyon? How did erosion cause The Grand Canyon? What factors have affected the development of New York City? • Make predictions and test simple hypotheses about people, places and geographical issues. Speculate about future changes to the Grand Canyon from erosion.	• Ask and respond to questions that are more causal. • Use latitude and longitude in an atlas or on a globe to describe the location of The Arctic and Antarctic Circles. • Use more precise geographical language relating to the physical and human processes e.g. tundra, permafrost. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Produce a fact file on an Arctic animal. • Analyse historical maps of the Arctic to examine climate change. • Make predictions and test simple hypotheses about people, places and geographical issues.eg What do you think the Arctic will be like in 2050?	• Read longitude and latitude co-ordinates to plot key events in the exploration of Antarctica, Race to the Poles. • Develop our views and attitudes to critically evaluate responses to global issues and events. Discuss the actions countries and international governments are taking to reduce the impacts of climate change. • Reflect on climate change learning and understanding and present a positive vision of the future. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings in a variety of ways including charts and graphs. • Explore through experiments the four main ways in which the weather changes: movement, moisture, pressure and temperature.