

Geography - Medium Term Planning Year 1 (A)

Term	Learning questions	Product	Key Vocab	National Curriculum
Autumn 1 Nursery All about me. People who help us. Autumn Nocturnal Animals	How many eyes, ears, noses, mouths do we have? What colour are your eyes? What colour is your hair? What signs of Autumn can you see? What does nocturnal mean? What animals are nocturnal?	Self-portraits. Pictures of our family. Autumn pictures Nocturnal animal collages Autumn and nocturnal animals display in the classroom. Themed colouring pictures.	Eyes, nose, mouth, hair, ears, hair. Named colour of hair and eye colour. different, same. Autumn, conkers, fir cones, seeds, green, yellow, red, orange, brown. Nocturnal, dark, nighttime, names of nocturnal animals.	<u>Learning Focus:</u> Continue developing positive attitudes about the differences between people. Use their senses in hands on exploration of natural materials (experiences of forest school and exploring the willow) Begin to understand the need to respect and care for the environment.
Reception (All about Me/ Autumn)	Tell me about what you can see? What do you see that is the same as you? What can you notice that is different? What do we know about Autumn? What happens in Autumn/ What can you see that is the same/different outside?	Self portraits Pictures of friends. Autumn collages/ leaf pictures. Taking photos of our outside environment.	Autumn Seasons Similarities Differences	<u>Learning focus:</u> Use their senses in hands on exploration of natural materials (experiences of forest school and exploring the willow)
Year 1/2 (Space & beyond)	*What can we see from space? *How many large pieces of land mass can you see? *What is a compass? *N.S.E. W - How can we remember this? *Using a compass what direction is...? *How many steps left is...?	*N.S.E. W – Children to build a rhyme to help recall simple compass points. *To make a compass and use to guide a friend. *To identify geographical features in an atlas (seen from Space)	Space Satellite Size Europe Africa North America South America Asia Antarctica Australia North South East West Globe Map Atlas	<u>Learning focus:</u> To use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. <i>(What can you see from Space looking down? Matching on maps/ globes.)</i> To use simple compass directions (north, south, east, and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.
Year 3/4 (Vikings)	*Where did the Vikings come from? *How did the Vikings travel through Europe? *Why did the Vikings invade England and stay?	To complete a local *study of Castle Mound. *To label a world map colour coding invasions and a European flag quiz	Settlement Invade Country Economy Trade Travel	<u>Learning focus:</u> Human geography - a local study Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water

	*Where in the world did the Vikings travel?	*Evaluate evidence of Vikings in North America in the 11th century	Europe North America South America		To locate the worlds countries using maps to focus on Europe and North and South America
Year 5/6 (British History- War and Conflict)	*Where is Europe and what are its features? *What are the countries in Europe like and what are their capital cities? *How can we compare two European capital cities? *How can Europe be represented on a map? *What are the features of my chosen European country?	*Locate Europe on a world map and know there are different languages, currencies and leadership systems (monarchy/government) across the continent. *Name some countries within Europe. *Compare two cities using human and physical geography. *Create presentations/projects on a chosen European country.	Europe Capital city City Continent Country Currency Language Monarchy Government Landmarks Population Climate Settlements Cultures Communities		<u>Learning focus:</u> European study: 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. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Spring 1 Nursery Ice, snow and arctic animals. Chinese New Year. Spring. Life cycles.	Where do you live? What country do you live in? What do the noodles/ rice/ prawn crackers taste like? How do people celebrate Chinese New Year? What does the ice / frost feel like? Look at the photograph of the arctic. What can you see? Can you name an animal that lives in the arctic / Antarctic? Why do you think some of the animals are white? What are the signs of Spring? What’s the weather like today?	Eating noodles, rice, and prawn crackers. Dragon dance. Paintings of the animal of the year, dragon collage. Themed colouring pictures. Role play areas linked to themes eg Chinese restaurant. Butterfly dance and animal movements. Photographs displayed of various topics.	China, Globe, World, Chinese New Year, festival, celebration, noodles, rice, prawn crackers, chopsticks. Arctic, Antarctica, cold, ice, arctic animals, Spring, blossom, buds, daffodils, lifecycles of a frog, lifecycle of a butterfly. Frogspawn, tadpole, froglet, frog, Butterfly, egg, caterpillar, chrysalis, cocoon, moth, chick, nest, grow, bigger.		<u>Learning Focus:</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things.
Reception (Transport/ Life Cycles)	What transport have we been on? What transport do people use in different countries, how is the same/different? How does a caterpillar change into a butterfly? What does it need to do this?	Transport drawings, drawings of transport from around the world. Drawing maps of transport journeys. Going on virtual train/ tram rides across the	Butterfly, tadpole, froglet, caterpillar, life cycle, chrysalis, egg, frogspawn, nest, chick, pond, lily pad, grow.		<u>Learning focus:</u> Draw information from a simple map. (following and making maps of the school environment) Recognising some similarities and difference between life in the country and life in other countries.

	Tell me what happens to a tadpole?	World. Looking on map at location of these journeys. Planting cress and sunflowers. Taking care and observing tadpoles change into frogs. Drawing/ writing- recording the life cycle of a caterpillar.		
Year 1/2 (Under the Sea)	<ul style="list-style-type: none"> *When looking a Globe, what can you see? *How many large bodies of water are there? *What is land mass? *Can you identify an island? *What is an island? *Which continent do you live in? *Can you name 7 Continents? *Can you name 5 Oceans? *Can you order them in size? 	<ul style="list-style-type: none"> To learn and perform the Continents song To perform the Oceans song To label a map of the world highlighting each continent and Ocean. 	<ul style="list-style-type: none"> Continent Ocean Country Equator Asia Africa N. America S. America Antarctica Europe Australia Atlantic Indian Pacific Arctic Southern Sea River Stream Lake 	<p><u>Learning focus:</u> To name and locate the world's 7 continents and 5 oceans. <i>(Recite two songs from memory, highlight these on a map or locate in an atlas)</i></p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to key physical features.</p>
Year 3/4 (Romans)	<ul style="list-style-type: none"> *Where are volcanoes located in the world? *How are volcanoes formed? *What can cause a volcanic eruption? *What is the life cycle of a water droplet? *What is the difference between climate and the weather? 	<ul style="list-style-type: none"> *Locate ring of fire *To label a volcano *To label a diagram of the water cycle *Create a geographical glossary of terminology for the water cycle *Create a climate fact file of a chosen volcanic island 	<ul style="list-style-type: none"> Lava Molten rock Magma Main vent Secondary vent Conduit Magma chamber Pressure Ash cloud Crater Pyroclastic flow 	<p><u>Learning focus:</u> To understand key aspects of physical geography including mountains, volcanoes, and the water cycle.</p>

			<p>Evaporation Condensation Precipitation Ground water Heat Cycle Sleet Snow Rain</p>		
<p>Year 5/6 (Africa)</p>	<p>*How many countries are in Africa and where are they on a map? *What are the regions of Africa? *What are the human and physical characteristics of northern Africa and Morocco? *How can political unrest affect a nation's economy and development? (Central African Republic) *What can and can't we learn about a place from photos? *What are the different biomes within South Africa? *How can we apply our geography skills to research an African country, independently?</p>	<p>*Name countries located in Africa. *Identify regions of Africa. *Identify and describe some of the human and physical features of Morocco. *Describe the negative impact a poor economy can have on a nation's people. *Discuss use of photographs as a geographical resource. *Describe some of the different biomes within South Africa and some of the flora and fauna that can be found in each one. *Independent research project.</p>	<p>climate weather climate zones vegetation belts arid terrain canopy hemisphere equator desert Africa</p>		<p><u>Learning focus:</u> African continent: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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>Summer 1 Nursery Bears, Mini beast, The seaside and sea creatures. Summer.</p>	<p>Where do bears live? Look at the bear in the picture. What can you say about its home? What do you think bears eat? What colour is a bear? How many legs does a bear have? Where did the family from the bear hunt story go first? What's the weather like today? What do the shells / sea creatures look like? What do the shells feel like?</p>	<p>Bear display. Paintings of various bears. Themed colouring pictures. Class collage of a bear. Observational drawings of shells. Paintings of sea creatures. Photographs displayed in the classroom of various things linked to the topic.</p>	<p>Eyes, nose, mouth, hair, ears, teeth, fur. Colours of bears. Names of different types of bears. Vocabulary linked to bear hunt story eg names of the environments and ways they moved through them. Words to describe shells and sea creatures. Names of various sea creatures.</p>		<p><u>Learning Focus:</u> Use their senses in hands on exploration of natural materials.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>

	How do we keep cool in Summer? How can we keep safe in the sun?			
Reception	<p>Traditional tales/ Dinosaurs and dragons.</p> <p>Tell me about where the characters live?</p> <p>What are fossils? What can fossils show us?</p> <p>Which dinosaur names do you know? What is similar/ different about the dinosaurs?</p>	<p>Collages of story settings/ maps of story settings e.g. little red riding hood's journey.</p> <p>Making fossils.</p> <p>Comparing dinosaur pictures and their features.</p>	<p>Growing Magic beans Wish Jack Harp Poor Gold Axe Golden Castle Characters.</p> <p>Goldilocks Bears Big Medium Small Hard Soft</p> <p>Chase Catch , recipe, ingredients.</p> <p>Fossils, herbivores, carnivores, dinosaur names.</p>	<p><u>Learning Focus:</u></p> <p>Understand that some places are special to members of their community. Recognise some environments that are different from the one in which they live.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what is read in class</p> <p>To understand some important processes and changes in the natural world around them</p>
Year 1/2 (Around the World in 80 days)	<p>UK Focus:</p> <p>*What makes London Special?</p> <p>*What is the Edinburgh Tattoo?</p> <p>*What is a Loch?</p> <p>*What natural features can you find in Wales? (Valley, Moor, Brecon Beacons)</p> <p>*Is Snowdonia the largest mountain?</p> <p>*Is the giants causeway where Giants originate from?</p> <p>Comparisons between London and Perth, Christchurch: (Photos of school and classroom.)</p> <p>*What do you notice about their uniforms?</p> <p>*What might cause this school to close? Covid, snakes, snow?</p> <p>*What time do schools open and close?</p> <p>*Is There a difference in Seasons and Holidays?</p> <p>*Who has the best school grounds?</p> <p>*Which beach would you prefer to visit?</p>	<p>*To label 4 countries and the capital cities on a map.</p> <p>*To sing the oceans song from memory.</p> <p>*To create a persuasive poster enticing you to visit a country within the UK.</p> <p>*To write a list of similarities and differences for life in London and life in Perth or Christchurch (Venn diagrams)</p>	<p>United Union Democratic Government Archipelago Population Emblem Resembles Peak Migrated Tourism Refugees Rural Munros Legend Inhabitants Counties Gaelic Causeway Conflict Capital City</p>	<p><u>Learning focus:</u></p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Compare UK to other countries from around the world)</p>

<p>Year 3/4 (Once Upon a Time)</p>	<p>*What are the human and physical characteristics of England? *What are the human and physical characteristics of Wales? *What are the human and physical characteristics of NI? *What are the human and physical characteristics of Scotland</p>	<p>*Comparison of UK cities (Similarities and differences) *Human and physical features of Scotland, England, NI and Wales *Label maps of the United Kingdom focusing on Cities and Counties</p>	<p>Cities Region Land use Physical characteristic Human characteristics Country Counties Population Classify</p>		<p><u>Learning focus:</u> Geography – locating English cities – knowing counties, population, classification Use maps, atlases, globes. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p>
<p>Year 5/6 (Ancient Greece)</p>	<p>*What is the water cycle and why is it an important process? *What is a river, what are its features and what are the processes of erosion, transportation and deposition? *What are some of the uses of rivers? *What are the causes of water pollution and what effect does it have on the environment? *What questions can we ask about rivers in Greece? *How can we choose a line of enquiry for an investigation and use secondary sources to find answers to geographical questions?</p>	<p>*Explain the water cycle. *Describe some of the features of a river and the processes surrounding rivers. *Use secondary sources to find information. *Describe the effect water pollution has on the environment. *Conduct a geographical enquiry. *Present geographical findings.</p>	<p>Tributary River delta oxbow lake water cycle evaporation flood plain meander sea level deposition pollution</p>		<p><u>Learning focus:</u> River risk field work: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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.</p>

Geography - Medium Term Planning Year 2 (B)

Term	Learning questions	Product	Key Vocab	National Curriculum
Autumn 2 Nursery				
Reception				
Year 1/2 (Rainforests)	<p>*Where do we live? *Which areas of our planet do you think are cold and which do you think might be hot? *Where do you think the hot tropical rainforests might be on the map? *Which type of climate do we live in? *Can you name the four seasons?</p> <p>Cross Curricular: *Can you find 5 Oceans on the map? Which is the largest? Which is the nearest? *Can name a continent from listening to a song?</p>	<p>*To colour code the map of the world to show which areas are tropical, polar, or temperate.</p> <p>*To match each season to the corrects weathers/ events (Easter. Christmas etc).</p> <p>*To match Continents and Oceans to key features on a map when exploring climates.</p>	<p>Hot/cold Climate Poles Equator Seasons Summer/ Spring/ Autumn/ Winter Weather Polar Temperate Tropical Beach / Cliff/ Coast Forest Hill Mountain Sea/ Ocean/ River Soil Valley City/ Town/ Village Factory/ Farm/ House/ Office Port</p>	<p><u>Learning focus:</u> To use simple compass directions (north, south, east, and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. <i>(Plot journeys/ adventures through the Rainforest/ Treasure hunts and co-ordinates.)</i></p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To name and locate the world's 7 continents and 5 oceans. (Within English)</p>
Year 3/4 (The Stone Age)	<p>*Where are the worlds rivers? *How do rivers shape the land? *Why are rivers important to people? *What happens when a river floods? *What are the different types of mountains? *How does water shape our coastline? *How has trade in Barnstaple changed because of the river?</p>	<p>To label world rivers on a map</p> <p>To create a fact file on key rivers.</p> <p>Label and explain a rivers journey using appropriate vocabulary.</p> <p>Complete a local river study.</p>	<p>River Meander Source Mouth Estuary Oxbow lakes Mud flats Nile Amazon Mississippi</p>	<p><u>Learning focus:</u> To identify key topographical features including hills, mountains, coasts and rivers and land use patterns and understand how some of these aspects have changed over time.</p>

		Name Rivers within the UK and across the world. Draw a diagram or create an instructional video of how mountains are formed	Fold mountain Tectonic plates Mountain range	
Year 5/6 (British History- The Second Elizabethans)	<ul style="list-style-type: none"> • What are maps and how have they changed over time? • What is latitude and longitude and how can they help us find places in the world? • What are O.S. maps? • What are grid references? • Why do we need to measure and read distance on a map? • How is a compass used to find direction? • How is height represented on maps? • How can maps and aerial photographs give us detail about places? • How can we plan a journey using our map skills? 	<ul style="list-style-type: none"> * Describe what latitude and longitude are and how they support map work. * Compare different tools for locational study. *Plan a journey using taught skills. 	grid reference landscape contour lines latitude longitude distance	<p><u>Learning focus:</u></p> <p>Map reading, becoming explorers: To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
Spring 2 Nursery				
Reception				
Year 1/2 (Fire and Dragons)	<ul style="list-style-type: none"> *Where do we live? *What is the difference between a village, town, and city? *Where is Barnstaple on a map? *Where is London on a map? *What is a landmark? *What is a physical feature? *Why does a map have a key? 	<ul style="list-style-type: none"> *To match London Landmarks to the correct label. *To build a model of a London/ Barnstaple Landmark using Lego and/ or craft. *Create a unique key to go with a simple map. (Forest school// Whiddon Valley/ London 		<p><u>Learning focus:</u></p> <p>To use aerial photographs and plan perspectives to recognise <i>landmarks</i> and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. (<i>Identify London landmarks</i>)</p> <p>Use basic geographical vocabulary to refer to key physical features.</p>

	*How can you plot a journey on a map?			
Year 3/4 (Ancient China)	<p>*Where is China located?</p> <p>*What is the time zone of China?</p> <p>*Where are the different time zones?</p> <p>*What does longitude and latitude mean?</p> <p>*Why are the hemispheres different? Where does China sit?</p>	<p>*Locate China on a map of the world. Find the continent, find the capital, find the most populated, find the least populated</p> <p>*Locate the position on a map in relation to lines</p> <p>*Discover the time zone and compare to UK time.</p>	<p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>Tropic of cancer</p> <p>Tropic of Capricorn</p> <p>Arctic circle</p> <p>Antarctic circle</p> <p>Prime meridian</p> <p>Time zone</p>	<p><u>Learning focus:</u></p> <p>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.</p>
Year 5/6 (Local Study)	<ul style="list-style-type: none"> • Why do geographers do fieldwork? • What enquiries are geographers currently doing? • How can we use maps in our fieldwork? • How can we create a sketch map of roads in our local area? • How are surveys and questionnaires tools for fieldwork? • How can we create a field sketch of our local area? • How do geographers develop an enquiry question? • Can we collect data about road use in our community? • How do geographers present their data? • What do geographers do with their data? 	<p>*Describe what fieldwork is and why geographers conduct fieldwork.</p> <p>*Create sketch maps of roads in local area.</p> <p>*Conduct a geographical survey.</p>	<p>settlement</p> <p>survey</p> <p>questionnaire</p> <p>data</p> <p>community</p> <p>locality</p> <p>fieldwork</p>	<p><u>Learning focus:</u></p> <p>Local study field work: 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), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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>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.</p>

<p>Summer 1 Nursery</p>				
<p>Reception</p>				
<p>Year 1/2 (Mighty Mountains)</p>	<p>comparing where we live to places around the world</p> <ul style="list-style-type: none"> *What is a human feature? *What is a physical feature? *Can you compare the two? *What human and physical features can you see from inside the classroom? *What can you see from these images from different places across the world? *How is life in Nepal like ours? *Do all children have similar lives in England? (London, Ilfracombe) *Which Mountain Ranges can you spot from the world map? *How do you know it is a mountain on the map? 	<p>To write a list of human and physical features you can see from the playground.</p> <p>Create a poster celebrating a day in the life in Nepal.</p> <p>What do the children do?</p> <p>What might they see.</p> <p>Sort images of features from three settings (Nepal, London, Ilfracombe)</p> <p>To draw a line on a map from Everest to B. Nevis.</p>	<p>Beach Cliff Coast Forest Hill Mountain Sea Ocean River Soil Valley Vegetation City Town Village Factory Farm Port harbour</p>	<p><u>Learning focus:</u> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>To use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
<p>Year 3/4 (Robots)</p>	<ul style="list-style-type: none"> *What is a tsunami? *Why do tsunamis occur? *How do tsunamis and earthquakes change the landscape and impact human life? *Why do earthquakes occur? *What is an earthquake? *Where do tsunamis and earthquakes occur in the world? 	<ul style="list-style-type: none"> *Find the location of major tectonic plates. *Complete a research project of a natural disaster and produce an information text (ppt) *Create a survival guide for an earthquake/tsunami 	<p>Tsunami Earthquake Pressure Tectonic plates Movement Erosion Displacement Volume Underwater</p> <p>Event Tidal Tremor</p>	<p><u>Learning focus:</u> To understand key aspects of physical geography including Tsunamis and earthquakes.</p>

			Richter scale Seismic Trigger		
Year 5/6 (South America)	<ul style="list-style-type: none"> • Where is Central and South America? Which countries comprise them? • What is the climate like in Central/South America? • Which major mountain ranges are in Central/South America? • What is the human geography of Central/South America? • What is Central/South America's role in world trade? • How can we create passion projects from our learning? • How can we compare an area of Central/South America with the UK? 	<ul style="list-style-type: none"> *Identify where South America is on a map. *Describe the climate there. *Name a mountain range in South America. *Describe human and physical geography of South America. *Independent study projects. 	<ul style="list-style-type: none"> population rainforest South America Central America kapok tree Tropic of Cancer Tropic of Capricorn equator rural city climate rainfall temperature 		<p><u>Learning focus:</u> South America: 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>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>