



Whole School Medium Plan- Geography

Sessions: teachers to date Some sessions may be blocked		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>EYFS</b>	<b>Art activities: continuous provision/ small group work</b>	<p><b>Myself</b> Understanding the world. Past and present. People, culture and communities.</p> <ul style="list-style-type: none"> <li>• What is our town called?</li> <li>• Where can we play in our town? (fieldwork)</li> <li>• What will you find in the park in autumn?</li> </ul>	<p><b>Space</b> Understanding the world. Past and present. People, culture and communities. The natural world.</p> <ul style="list-style-type: none"> <li>• What is the name of our planet?</li> <li>• What is our planet made of?</li> </ul>	<p><b>Our Planet</b> Understanding the world. Past and present. People, culture and communities. The natural world.</p> <ul style="list-style-type: none"> <li>• What is a continent?</li> <li>• Can you name some?</li> <li>• Focus: which continent do we live in?</li> <li>• What is the climate like in that continent?</li> </ul>	<p><b>Our Planet</b> Understanding the world. Past and present. People, culture and communities. The natural world.</p> <ul style="list-style-type: none"> <li>• What is it like on a farm? (fieldwork – collecting objects) Link to advent 1</li> </ul>	<p><b>Water</b> Understanding the world. Past and present. People, culture and communities. The natural world.</p> <ul style="list-style-type: none"> <li>• How many oceans are there?</li> <li>• Can you name any oceans?</li> <li>• What is the weather like where we live?</li> </ul>	<p><b>Water</b> Understanding the world. Past and present. People, culture and communities. The natural world.</p> <ul style="list-style-type: none"> <li>• Where have you been on holiday?</li> <li>• What does the coast look like?</li> <li>• How do you get there? (holiday)</li> </ul>
<b>Y1</b>	<b>1</b>	<p><b>Penguins, Possums and Pigs</b> 1)Recap: What do you think geography is? What do we</p>	<b>Fire! Fire!</b>	<b>Growth and Green fingers</b>	<p><b>Robots Geography learning from Family album (spring 2)</b> (Link to Fire!Fire! – London throughout)</p>	<p><b>The Great Outdoors</b> 1)Recap: what did we do in our last geography topic? Redo Kahoot quiz to</p>	<b>Family Album</b>

		<p>learn about in geography?</p> <p>2) Identify and label the 7 continents and 5 oceans.</p>			<p>1) Recap: what did we do in our last geography topic? Recap key vocabulary.</p> <p>2) Name the four countries of the United Kingdom and where are they located? Skill: use and read maps</p>	<p>see what they remember.</p> <p>2) Children can discuss what their school building is like, what type of building it is and the size of the school (<i>e.g. old, new, one/two storeys, few/many classrooms etc.</i>) Skill: ask questions</p>	
	2	<p>1) Recap: Name the 7 continents and 5 oceans.</p> <p>2) What is the weather like in the hot places of the world? (near the Equator) Name a place near the equator. Skill: ask questions, use and read maps</p>			<p>1) Recap about the four countries of the UK</p> <p>2) Children can give at least 2 characteristics/landmarks of the four countries of the United Kingdom. Skill: ask questions about the world around them, identify physical/human features</p>	<p>1) Recap: Can the children use some of the vocabulary (<i>e.g. old, new, one/two storeys, few/many classrooms etc.</i>) to describe their school building? 2) What are our school grounds like? Name at least 2 physical and human features on the school grounds. Skill: physical, human, fieldwork</p>	

3	<p>1)Recap: What is the equator? Can they name a place near the equator? What is the weather like?</p> <p>2) What is the weather like near the cold places of the world? (North or South Pole) Name a place near the north or south pole. Skill: ask questions, use and read maps</p>			<p>1)Recap through cold calling: name characteristics/landmarks of the four countries of the UK</p> <p>2) What is a capital city? Name the capital cities of the four countries of the United Kingdom and where are they located. Skill: use and read maps</p>	<p>1)Recap: Name at least 2 physical and human features in the school ground.</p> <p>Messy maps (AB)</p> <p>2) Where is our school located? (which village or town, which road, identify address and postcode). What sort of area is it in? (busy, quiet, rural). Skill: use and read maps</p>	
4	<p>1)Recap: Can they name a place near the north and south pole? What is the weather like?</p> <p>2) How is the weather at the Equator/Poles different from the weather in our country? Skill: compare/ <b>FIELDWORK:</b></p>			<p>1)Recap: quiz <a href="https://www.wordwall.net">uk capital cities - Labelled diagram (wordwall.net)</a></p> <p>2) Name the seas that surround the United Kingdom and where are they located? Skill: use and read maps</p>	<p>1) Recap: Explain where the school is located and tell you at least 2 things about the area it is in.</p> <p>2) Who lives in this area? Who works in this area? Where do they work and what jobs might they do? Link to the shops nearby the school. Skill: ask questions</p>	

		Where are the hot and cold areas of the school? (folder on onedrive to show you what to do)					
5	1)Recap: can they explain how the weather is different?  2) What sort of animals and plants live in that hot/cold place? Skill: ask questions			1)Recap: quiz <a href="#">UK Countries and Seas - Labelled diagram (wordwall.net)</a>  2) Children can give atleast 2 characteristics/landmarks of the four capital cities of the United Kingdom. Skill: ask questions about the world around them, identify physical/human features	1)Recap: Can they explain what jobs people do in their area?  2) Name at least 2 human and physical features around their school and in the distance. <b>FIELDWORK: Walk to Queens Park.</b> Skill: fieldwork		
6	1)Recap: name atleast 2 animals and plants that live in hot/cold places  2) Identify physical and human features in a hot or cold place of the world. Zoom in on google earth/maps. Skill: use and read maps			1)Recap through think, pair, share : name characteristics/landmarks of the four countries of the UK  2) Assessment: Create a Kahoot quiz for the children to complete on the IPADS to test their knowledge.	1)Name at least 2 physical and human features from around their school and in the distance.  2) How do we get to school? What routes do we use? Skill: use and read maps		

	7	Assessment: Create a Kahoot quiz for the children to complete as a class. Show me whiteboards for answers.				Assessment: Present in pairs what they have learnt about their school and around. Can they talk about what they have learnt?	
Key learning in geography in Year 1	<p><b>Locational Knowledge</b>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Place Knowledge</b>- 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><b>Human &amp; Physical Geography</b>- Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles .</p> <p><b>Geographical Skills &amp; Field work</b>-Use world maps, atlases and globes to identify the United Kingdom and its countries. 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>Use basic geographical vocabulary to refer to: key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>						
Y2	1	<p><b>The Place where I live (and play)</b> <b>Small area of the UK</b> <b>Loughborough</b> Identify play areas where they live and find features on large scale maps such as Digimap/messy map.</p> <p><b>Assessment – Quiz to check prior learning of 7 continents and 5 oceans</b></p>	<b>Fighting Fit</b>	<b>Explorers</b>	<p><b>The Farm Shop (See Explorers Lent 1)</b> Small area in a contrasting non-European country (Malawi Country in East Africa) <b>FIELDWORK:</b> Give them a picture that could link to this topic and write as many questions as possible about it. L.O. to name and locate the world’s 7 continents and 5 oceans.</p>	<p><b>Wind in the Willows</b> Recap name, location and characteristics of 4 countries and capital cities of UK and surrounding seas on a weather map. Make links to work on hot and cold places of the world from Year 1. See key questions Lancashire.</p>	<p><b>Buckets and Spades</b> Using Google Maps or Google Earth, zoom in on school location and zoom out to coast. Identify and name resorts along the coastline and any features identified on seaside pictures.</p>

					To locate hot & cold regions in relation to the Equator, North & South poles.		
	2	Use aerial photos of Loughborough and recognise landmarks and basic human features.			L.O. to identify what continent and hemisphere Malawi is located. To identify the weather and seasonal patterns and differences of Malawi.	Physical features of season and weather - Watch today's weather forecast on BBC weather website, enter Loughborough forecast for next 5 days. Pick out key geography info such as sort of weather expected & key places in UK on weather map. <b>Fieldwork:</b> <b>Identifying seasonal change through going on a seasonal walk:</b> <b>Give them a season checklist:</b> <ul style="list-style-type: none"> <li>• Leaves on trees</li> <li>• Type of clouds</li> <li>• Wet/dry ground</li> <li>• Temperature feeling</li> </ul>	

						<ul style="list-style-type: none"> <li>Daylight brightness</li> </ul>	
	3	Identify key human and physical features of the landscape on a visit to local place/play area.			L.O. to identify and compare the physical and human features of Malawi and Loughborough.	<p>Make a map and act out and video own weather forecasts with weather symbols. Identifying daily weather patterns in UK. Use iboard website from TES, weather reporter, what's the weather, season scenes or weather words.</p> <p><b>FIELDWORK: observe weather/recording data</b></p>	
	4	<p>Create and annotate simple map of school to play area and add photos eg buildings, roads and fields.</p> <p><b>Assessment – Label human and physical features on a picture</b></p>			L.O. to identify the human features of Malawi and compare similarities and differences to human features of Loughborough.	Investigate/discuss length of the day, seasons and use images of changing seasons in school grounds. Watch "Changing Seasons" BBC Bitesize. Show Earth's weather, clouds etc in real time.	
	5	Use picture maps at different scales to refer to physical and			To explore what life in Malawi is like:	Investigate weather in story and art eg weather poetry	

		human features of school and local area. Locate land and sea on maps.			Find out about the lives of children in this area, compare school and play areas. Make a virtual visit using Google Street View. Use alongside aerial photos and Panoramio. See key questions on Lancashire – what are children’s lives like in this area, what would it feel like to live in this place?	“January brings the Snow” by Sara Coleridge, paint the same scene in diff seasons such as David Hockney’s landscape & tree creations. Try weather experiments from met office education website- create sundial.	
	6	Use maps of local area to mark best/worst places and plan/design new play feature. <b>FIELDWORK: go around local area</b>			Digi maps of Malawi: Use zoom facility of digital maps to understand that zooming in/out means more/less detail can be seen. Investigate whether there are any live webcams in this area and see what it is like there day and night.		
Key learning in geography in Year 2	<p><b>Locational Knowledge-</b> Name and locate the world’s seven continents and five oceans.</p> <p><b>Place Knowledge-</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Loughborough-where I live and play, and of a small area in a contrasting non-European country concentrating on islands and sea sides. Explorers.</p> <p><b>Human &amp;Physical Geography-</b>Use basic geographical vocabulary to refer to:  - key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>						

**Geographical Skills & Field work**- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

**Ideas for Key stage 1 vocabulary**

**Locational and Place knowledge**-house, bungalow, shop, park, village, town, city, capital, building, factory, features, address, detached, semi-detached, terrace, environment, traffic, clean, dirty, safe, litter, pond, wildlife, nature

**Physical Geography**- hill, stream, slope, river, lake, sea, island, waves, land, soil, rock, steep, gentle, beach, valley, mountain, wood, cliff,

**Human Geography**- shops, work, jobs, road, pedestrian, farm, factory, quarry, canal, railway, journey, transport (and types) bridge, roads, rail, landmarks, station, airport

**Geographical Skills & Field work**-wind, rain, cloud, frost, ice, storm, thunder, lightning, flood, weather, season, spring, summer, autumn, winter, temperature, thermometer,  
-map, globe, plan, country, continent, ocean, area, place, position, north, south, east, west, near/far, left/right, up/down, key, gridlines, coordinates

Y3	1	Healthy Humans	<p><b>Rock and Roll</b> Recap 7 continents and 5 oceans. Locate the position of m, longitude, Equator, Northern and Southern hemisphere on map, atlas and globe.KWL about earthquakes and volcanoes – see Key questions. <b>Assessment – Quiz of 7</b></p>	The Iron Man	<p><b>There’s No Place like Home</b> Loughborough – A region of the UK Locate UK on a world map. Locate England on a UK map and locate Loughborough, Leicester – county, town, village and neighbouring counties and towns.</p>	<p><b>What the Romans did for us</b>  <b>Geog moved to Summer 2</b></p>	<p><b>How does your garden grow (See Summer 1)</b> 1)Recap from the last geography topic. 2)What do we already know about Lake district? 3)What do we want to find out about the Lake district? 4) Where is the Lake district? <b>Skill: Ask questions about the world around them/Mapping</b></p>
----	---	----------------	--	--------------	---	---	--

			<b>continents and 5 oceans</b>				
	2		Investigate earthquakes and volcanoes – physical features in the news and around the world eg natural disasters, tidal waves, tsunami etc. What are they, how are they same/different, how do they occur, where are they.		Use large scale Ordnance survey map and zoom map eg Google Earth and locate St Mary's School. Use postcode search on digital map.		1)Recap: what did you learn about the Lake District? Where is the Lake District? 2) What is the difference between Lake District and The Lake District National Park 3) What does it have in common with Peak District National Park? Skill: <b>Ask questions about the world around them/Mapping</b>
	3		Investigate active, dormant and extinct volcanoes around the world and patterns. View a range of satellite images, maps and aerial views.		Identify standard Ordnance survey symbols on maps and what they mean.		1)Recap from last 2 lessons 2) What is the physical geography of the Lake District like? ( <i>climate, vegetation, mountains, rivers, lakes etc.</i> ) 3) What is the human geography of the Lake District like? ( <i>settlement</i>

							<i>type, farming, mining, quarrying, tourism, energy, water supplies, transport links).</i> <b>Skill: identify physical features/human features</b>
	4		Research the Pacific “Ring of Fire” and use thematic plans and zoom facility on digital maps that show earthquakes and volcanoes. Watch online videos and news reports of live earthquakes eg Newsround.		Use aerial photos or a satellite view to identify key human and physical features eg buildings, shops, houses, town centre.		1)Recap from last 3 lessons – where is the lake district, physical/human geography, difference between the lake district and national park 2) How have geographical processes (changes) affected the landscape? ( <i>volcanic impact, glaciation</i> ). <b>Skill: Ask questions about the world around them</b>
	5		Investigate seismometers and Richter scale eg iseismograph or seismometer and the impact		Look at historical maps of Loughborough 50 or 100 years ago and annotate how land has changed, types of settlements.		1) Recap from previous lessons 2)Why does the Lake District attract tourists?

			on the lives of humans.				How has the human activity affected the region? ( <i>impact of tourism etc</i> ). Skill: <b>Ask questions about the world around them</b>
	6		Use Google Earth to zoom into volcanic craters such as Mount St Helen's in USA. Zoom into close-up, panoramic and 3-D views and discuss volcano landscape features.  <b>Assessment – Vocabulary quiz key words and label on a map countries and capitals</b>		Fieldwork – Observe, measure and record on local walk physical and human feature from ordnance survey maps, aerial photos and other digital devices. Use 8 points of a compass.		1)Recap from previous lessons 2) How does the Lake District compare with our own locality (Loughborough)? <b>Assessment task – in groups/pairs, children need to create a poster on large sugar paper of their learning this term. With a key focus on answering the question: How does the Lake District compare with our own locality (Loughborough)?</b> Might need another lesson

<p>Key learning in geography in Year 3</p>	<p><b>Locational Knowledge-</b> Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. The region where I live. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p><b>Place Knowledge-</b> Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p><b>Human &amp; Physical Geography-</b> Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:rock types. Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p><b>Geographical Skills &amp; Field work-</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record 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><b>Y4</b></p>	<p>1</p>	<p><b>Sparks might fly! (See Autumn 2 The Great Plague)</b> Name and locate counties and cities of UK including Leicester, London and Eyam in Derbyshire on a range of maps and atlas with different ranges of scales. See key questions on Lancashire about “the environment”. Likes/dislikes of classroom, school, home, town, world etc.</p>	<p><b>The Great Plague</b></p>	<p><b>Water, Water Everywhere</b> 1)Recap: what did we do in our last geography topic? Recap key vocabulary.</p> <p>2) What is a river? Children will learn that rivers have sources, channels, tributaries, and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. Skill: physical, ask questions</p>	<p><b>The Art of Food</b></p>	<p><b>Passport to Europe</b> 1)Recap: what did we do in our last geography topic? Recap key vocabulary.</p> <p>2)</p>	<p><b>Hunted</b></p>

		<p>*Ask children to bring in junk mail for next week*</p> <p><b>Assessment – Vocabulary quiz</b></p>				
	2	<p>Calculate the amount of rubbish produced by 1 class in 1 week. Categorise all rubbish provided and keep a total each day. Weigh, measure and present findings as a graph or chart. Use junk mail and present findings and discuss how it can be reduced, where it goes and how we can persuade others to reduce the waste they produce.</p>		<p>1)Recap: Use quiz <a href="#">KS2 Rivers   What are the Features of a Watercourse (educationquizzes.com)</a></p> <p>2) How is a river different from the water in the school grounds? (Where does it collect and where does it go? Include gutters and drains.) Skill: fieldwork, compare</p>		<p>Locate the country using Ordnance survey Europe jigsaw map game on MapZone website. Where are main towns &amp; cities of the region? Human features - How large an area does it cover and population. Types of settlement and land use, economic activity and trade links.</p>
	3	<p>Collect/photograph rubbish in school grounds and discuss where was most found, how they feel about the environment and how they could</p>		<p>1)Recap: Children can give at least 2 differences between a river and the water in the school grounds – where does it go, where does it collect?</p>		<p>Explore similarities and difference from Year 3 “What the Romans did for us, The Lake District a region in UK. See Key questions for this region in Europe</p>

		reduce the litter. Repeat over time and check for improvements.		2) Where are the key rivers in the UK? Skill: use and read maps		(including location of Russia) on maps.	
	4	Research local waste disposal and recycling centres through local council website. What are the different recycling types of waste. Research "landfill" and its effects, where they are located and where the rubbish goes. View/zoom in on digital maps of places, view satellite images 4 figure coordinates to locate features on maps. <b>Assessment – Locate countries and capitals on UK map</b>		1)Recap: Name at least 2 key rivers in the UK  2) Locate the key rivers in the world. Skill: use and read maps		Explore range of maps (maps at more than one scale), globes, tourist brochures, town plans, leaflets throughout. Investigate difference between Europe and European Union (EU) Link features on maps to aerial views and use a scale bar to calculate distances.	
	5	View landfill sites, waste centres and recycling centres on aerial and satellite images and compare		1)Recap: Name atleast 2 key rivers in the world		Research travel and tourist info websites for the region or towns. Use real time flight info from	

		with large scale OS maps such as Digimap for schools. Annotate significant features on the map. Use plan views and recognise patterns on maps and begin to explain what they show. Research other aspects of waste disposal eg fly-tipping and why people do this.		2) River Soar: Focus on the River Soar (visit if possible) What is the river like? How long? How wide? How much water? How did that river get like that? Why and how is it changing? Is the river still changing? Skill: ask questions, physical, fieldwork		FlightAware website and track flights from UK to region. Zoom in to view diff terrains or water and plan routes as a pilot.	
	6	View images or videos about waste and recycling online and the best way to sort waste using BBC learning zone or videos showing recycling collection from BIFFA website or Geographical Association images. What sorts of waste are produced nationally and globally and how do countries reduce different types of waste.		1)Recap: Give at least 2 facts about the River Soar. Show me whiteboards.  2)How do rivers affect people's lives through <b>flooding</b> and influence human activity? Skill: compare, research, ask questions		Physical feature Rivers - Follow river course using Google Earth, identify source, tributaries and mouth. Identify towns and landscapes they flow through, compare with other rivers studied.	

	7	<p>Research the hypothesis “We are never more than 6 feet away from a rat” online. What type of environment does a rat require, where do rats live, what other vermin rubbish might attract if not cleared away.</p> <p><b>Assessment – Vocabulary quiz</b></p>		<p>Assessment: 1)Link to English hot write: Create an information booklet about River learning/Rutland Water</p>		<p>Compare other physical features eg mountains, forests, coasts, climate zones, vegetation belts using sketch maps, plans, graphs.</p>	
Key learning in geography in Year 4	<p><b>Locational Knowledge-</b> On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities.</p> <p><b>Place Knowledge-</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><b>Human &amp;Physical Geography-</b> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts. Key aspects of rivers. Rubbish and recycling-an environmental study. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- <b>physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li><b>human</b> 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.</li> </ul> <p><b>Geographical Skills &amp; Field work-</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>						
Y5	1	<b>Faster,Higher, Stronger</b>	<b>A Kingdom United</b>	<b>Amazon Adventure</b> Amazon Basin - A region within South	<b>Earthlings</b>	<b>Inventors and Inventions</b>	<b>Food Glorious food</b> Locate world’s countries, name

			Identify difference between UK and Great Britain. Use and annotate digital maps to name and locate counties and cities of UK. Use 6 figure coordinates on maps and OS symbols 1:50K.	America drained by Amazon river and its tributaries. See Key questions in Lancashire KWL. Geographical Association 5 year case study on website for activities to explore wonders.			and locate relevant counties and cities of UK, identify position of latitude, longitude, equator, northern & southern hemispheres, tropics of Cancer & Capricorn. Investigate What is meant by "Fairtrade" food.
	2		Use aerial photos, maps, atlas or Google Earth and visit each of the 4 capital cities and identify unique physical and human features in each city, main rivers, mountains, islands, weather patterns and topical issues eg flooding, HS2. Create fact file about each country or capital city.	Use range of atlas, globes and online resources and locate Amazon Basin, surrounding countries, key features & landmarks. Refer to longitude, latitude and equator. Investigate size of Amazon basin and countries included.			See key questions on Lancashire. Categorise foods and make lists. What different foods do we eat in class/area/country. Which are natural, man-made or processed? Which are grown/reared or made up of other foodstuffs? Use fairtrade foundation resources website.
	3		Houses of Parliament or	Study climate, various crops grown and			Identify farmland on maps of local

			Thames flood barrier in London. River Thames or Peak Cavern in <b>England</b> .	vegetation of Amazon's tropical rainforest (also known as Amazonia) and other rainforests of the world – see National Geographic website, 3D Geography website or BBC website.			region including OS maps such as Digimap and on world maps. Identify different types of farm and crops and if grown for human or animal consumption. Linked to DT, use images of foodstuffs (growing, raw, cooked meals etc) from different parts of the world. "Farm to Fork".
	4		Cardiff Castle or Wales Millennium centre in Cardiff. Snowdonia National Park or source of River Severn in <b>Wales</b> .	Identify main biomes and habitats of the world including tundra, desert, grassland and forests and which animals live in Amazon rainforest compared with other rainforests of the world – see Living Rainforest website.			Map food from around the world eg tea, coffee, sugar, rice, beans, seeds, flour, pasta, etc and research where in the world each comes from, identify food from all 7 continents and annotate large world maps with food or food

							pictures. How is it transported, how many miles does it travel?
	5		Forth Bridge or Holyrood Scottish Parliament in Edinburgh. Ben Nevis or Loch Ness in <b>Scotland</b> .	Follow course of Amazon River from source to mouth, investigate tributaries using Google earth, maps and satellite views. Use Google yellow stick man on map to view places and features such as towns and ports. See short clip "Amazon's Invisible Flying rivers" on BBC Futures website.			Consider any food stories in the news that could be investigated further eg harvest/farming, famine, horse meat scandal etc. Investigate food related jobs in town, country or both. Develop views and attitudes to critically evaluate responses to local and global issues or events in the news.
	6		Parliament buildings at Stormont in N.Ireland. Giant's Causeway or Lough Neagh in <b>N.Ireland</b> .	Locate major cities in Brazil including capital city Brasilia. Investigate if in Basin or rainforest. Link to current or past events and news reports such as World Cup 2014, Olympics in Rio 2016.			Investigate Martha Payne's food blog, create a class blog related to own discoveries about food and where it comes from. Devise hypotheses and design questionnaires to find out what food people eat, why &

							where it comes from.
Key learning in geography in Year 5	<p><b>Locational Knowledge</b>-Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Identify the position and significance of latitude/longitude and the Greenwich Meridian</p> <p><b>Place Knowledge</b>- Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg contrasting region: Amazon Basin, rainforest, Biomes.).</p> <p><b>Human &amp;Physical Geography</b>- Describe and understand key aspects of :Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- <b>physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li><b>human</b> 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.</li> </ul> <p><b>Geographical Skills &amp; Field work</b>- Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. 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 in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>						

Y6	1	<p><b>Survival!</b></p> <p>1)Recap: What do you remember about the geography you have learnt in year 5?</p> <p>2) Revisit key knowledge: 7 continents, 5 oceans. Label Brazil, Russia, India, China, South Africa on the map using Atlas and find other countries. Label line of longitude, latitude, what the prime meridian goes through, what the equator is</p>	Super Sleuth	Brittens Got Talent Autumn 1-Survival	Heroes and Villains	<p><b>Oh I do like to be beside the Seaside</b></p> <p>To locate Blackpool within the UK and describe its geographical location</p> <p>Identify Lancashire and surrounding counties. Identify nearby seas such as the Irish Sea. Understand where Leicestershire is in relation to Blackpool.</p>
	2	<p>1)Recap: Key terms like:</p> <ol style="list-style-type: none"> <li>1) Longitude</li> <li>2) Equator</li> <li>3) Continent</li> <li>4) Oceans</li> <li>5) Latitude</li> <li>6) Prime meridian</li> </ol> <p>2) what are physical and human features? Any on the playground? Fieldwork: give them a picture on the board and let the children write as many questions as possible about it. Label physical and human features on a satellite map. What is a satellite map?</p>				<p>To use Ordnance Survey maps to identify key features and use 6-figure grid references to locate. Explore an OS map of Blackpool. Locate landmarks such as:</p> <p>Blackpool Tower Blackpool North Pier Blackpool Pleasure Beach</p>

		<p>Choose a country to research about in this topic in pairs/whole class/group –this lesson choose a river within that country and answer questions about it:</p> <ol style="list-style-type: none"> <li>1) How long is the river?</li> <li>2) How wide is the river?</li> <li>3) Which plants and animals live there?</li> <li>4) Interesting facts:</li> <li>5) How is the river used?</li> <li>6) Is the area flat or hilly?</li> </ol>				
	3	<p>1)Recap: Key terms:</p> <ol style="list-style-type: none"> <li>1) Latitude</li> <li>2) Longitude</li> <li>3) Equator</li> <li>4) Continent</li> <li>5) Oceans</li> <li>6) Prime meridian</li> <li>7) Satellite map</li> <li>8) Physical geography</li> <li>9) Human geography</li> <li>10) What did they find out about their river?</li> </ol> <p>2) Thematic map – what are they?</p> <p>Research about a mountain in their chosen country: What is its highest point?</p>				<p>To identify and describe the physical geography of Blackpool and the surrounding coast.</p> <p>Climate and weather Vegetation and rivers</p>

		<p>Which plants and animals live near the mountain?          What is the climate like?          Interesting facts:  <b>Assessment: Share the information they have found out about the river/mountain with another group. How much can they remember?</b></p>				
	4	<p>1)Recap: key terms from before and ‘thematic map’, facts about their river or mountain</p> <p>2) Brief understanding of what causes volcanoes, why is it called a natural hazard/disaster. Look at places volcanoes are most common, using an Atlas</p> <p>Research about a volcano in their chosen country and answer questions:          1) How old is the volcano?          2) Is the volcano active, dormant or extinct?          3) How tall is the volcano?          4) When did it last erupt?          5) Interesting facts about the volcano:</p>				<p>To understand how human activity and tourism shape seaside towns. Use Google Street View to explore the promenade.</p> <p>Identify land uses such as:          Hotels          Shops          Attractions          Study key landmarks including Blackpool Tower</p> <p><b>Fieldwork:</b>          Walk through the <b>local high street or nearby area (Loughborough)</b></p> <p><b>Pupils record:</b></p> <ul style="list-style-type: none"> <li>• Types of buildings</li> <li>• Shops</li> <li>• Housing</li> <li>• Leisure facilities</li> <li>• Transport routes</li> </ul> <p>Case study: compare local area to Blackpool human activity.</p>

5	<p>1)Recap key terms from before and add: How are volcanoes formed?</p> <p>2) What are biomes? Examples of biomes? Why is a biome a physical feature? Choose a biome in their chosen country and research about it. Characteristics about the biome? <b>Assessment: Share the information they have found out about the river/mountain/volcano/biome with another group. How much can they remember?</b></p>				<p>To understand coastal erosion and the ways coastlines are protected. Investigate sea defences used in Blackpool: Sea walls Groynes</p> <p>Discuss how they protect the coastline along the Irish Sea.</p>
6	<p>1)Recap key terms from before and add: Biome</p> <p>2) what are ordnance survey maps? How do the symbols help us? What do some of the symbols mean? Identify some physical/human features on your map</p> <p>Research some human features in your chosen country</p>				<p>To investigate how Blackpool has changed over time and explore current issues affecting the town. Compare historical maps from Digimap with modern maps.</p> <p>Study local news about Blackpool tourism and developments.</p>
7	<p>1)Recap: Key terms from before and add: ordnance survey maps</p>				

	<p>2) What is a geographical issue? Learn about a geographical issue in their chosen country. For example: earthquake, hurricane Answer questions: How is it caused? What are they doing to overcome the issue?</p> <p><b>Assessment: Complete a Kahoot quiz with all of the key vocabulary to check their understanding.</b> <b>Create a fact file of everything they have learnt about their chosen country. Share with another class.</b></p>				
Key learning in geography in Year 6	<p><b>Locational Knowledge-</b> On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. World countries and key features: research.</p> <p><b>Place Knowledge-</b> Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p> <p><b>Human &amp; Physical Geography-</b> Describe and understand key aspects of : Human and Physical geography, land use, economic activity, OS mapwork. Describe and understand key aspects of: <b>physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>human</b> 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><b>Geographical Skills &amp; Field work-</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record 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><b>Ideas for Key stage 2 vocabulary</b></p> <p><b>Locational and Place knowledge-</b> settlement, population, urban, rural, suburban, density, port, resort, land use, zone, environmental quality, pollution, community, vehicles, waste, recycling, compost, landfill, derelict, planning, conservation</p> <p><b>Physical Geography-</b> source, tributary, mouth, erosion, weathering, deposition, floods, environment, tides, vegetation, relief, landscape, features, bay, headland</p>					

**Human Geography**- industry, manufacture, raw material, labour, employment, fuel/power, energy, market, natural resources, cargo, export/import

**Geographical Skills & Field work**- climate, rainfall, mist, fog, dew, anemometer, weather vane, tornado, hurricane, monsoon,

- latitude, longitude, co-ordinate, 4 figure grid reference, 6 figure grid reference, distribution, region, political map, physical map, aerial photograph, scale, cardinal point, key, routes, network, Ordnance Survey