



Academic Year 23-24

Whole School Medium Plan- Geography

<b>Sessions:</b> teachers to date Some sessions may be blocked		<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>EYFS</b>	<b>Art activities: continuous provision/ small group work</b>	<b>Myself</b> Understanding the world. Past and present. People, culture and communities.	<b>Space</b> Understanding the world. Past and present. People, culture and communities. The natural world.	<b>Our Planet</b> Understanding the world. Past and present. People, culture and communities. The natural world.	<b>Our Planet</b> Understanding the world. Past and present. People, culture and communities. The natural world.	<b>Water</b> Understanding the world. Past and present. People, culture and communities. The natural world.	<b>Water</b> Understanding the world. Past and present. People, culture and communities. The natural world.
<b>Y1</b>	<b>1</b>	<b>Penguins, Possums and Pigs</b> What do we mean by hot and cold places of the world and where are hot/cold places in the world?	<b>Fire! Fire!</b>	<b>Growth and Green fingers</b>	<b>Robots Geography learning from Family album</b> (Link to Fire!Fire! – London throughout) Name and locate the 4 countries of the UK – England, Scotland, Wales and N.Ireland and then the capital cities –	<b>The Great Outdoors</b> Show large letter addressed to school and discuss each line including postcode. Locate school on a map of British Isles and locate 4 countries of the UK. Zoom in on	<b>Family Album</b>

					London, Edinburgh, Cardiff and Belfast.	school and surrounding area. See Key questions on Lancashire.	
	2	Identify and locate hot and cold places in relation to the Equator, North and South Poles.			Name and locate the UK surrounding seas – North Sea, English Channel, Irish Sea and St George’s Channel. Discuss shape and outline of UK, land sea, coast, island.	Use large ordnance survey maps of school on 1:1250 scale using Digimap or Google maps. Observe school buildings from inside & outside using large scale map (including pictures), plan & aerial photos.	
	3	Identify key human features: city, town, village, housing. Zoom in using Google Earth.			Identify key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation on maps at different scales.	Create own plan of school or classroom, create symbols and simple key. Draw a “messy map” of likes and dislikes eg garden, route map, place in a story.	
	4	Identify key physical features: land, sea, ocean. Frozen, desert. Zoom in using Google Earth.			Identify key human features including city, town, village, factory, farm, house, office, port, harbour and shop on aerial photos.	Observe both man-made and natural features in school grounds eg playgrounds, fences, gates, trees, car park etc	

		<b>Assessment – Label human and physical features on a picture</b>				and make a model/frame and draw and describe what they see of school grounds.	
	5	Name and locate the world's 7 continents and 5 oceans using maps and globes of different scales.			Recognise landmarks and some characteristics of the 4 countries eg flags, language, currency, mountain, river, music, food. Play games in PE such as fly north to Scotland, travel south to London, Climb mountain in Wales, swim across Irish sea to Belfast.	Experience NESW not just on a map and introduce movements and directions using BBC Bitesize tool. Work in groups and hide an item in school grounds and mark on map for others to find. Discuss changes to school and environment over time.	
	6	What animals and plants live in hot/cold places of the world? Compare with uk.			Recognise landmarks and some characteristics of 4 capital cities Focus on London (Fire!Fire!) eg buildings, motorways, airports, London Underground.	Fieldwork walk around vicinity of school to observe features such as types of houses, shops, roads etc. Compare bird's eye view and aerial views such as Google Earth or Bing Maps, match features on satellite images.	

	7	<p>Identify hot and cold world weather using live data or website.</p> <p><b>Assessment Quiz – name 7 continents and 5 oceans</b></p>			<p>Label wall maps and pin photos or postcards of places class have visited.</p> <p>Simple compass directions NESW</p>		
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:</p> <p>key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>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) Small area of the UK Loughborough</b></p> <p>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></p> <p>Small area in a contrasting non-European country.</p> <p>Name and locate the world’s 7 continents and 5 oceans.</p> <p>Explore range of maps &amp; globes such as Barefoot Atlas, Living Earth app or website to locate hot &amp; cold regions in relation to the</p>	<p><b>Wind in the Willows</b></p> <p>Recap name, location and characteristics of 4 countries and capital cities of UK and surrounding seas on a weather map.</p> <p>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></p> <p>Using Google Maps or Google Earth, zoom in on school location and zoom out to coast.</p> <p>Identify and name resorts along the coastline and any features identified on seaside pictures.</p>

					Equator, North & South poles.		
	2	Use aerial photos of Loughborough and recognise landmarks and basic human features.			Locate small area in non-European country, which continent it is located in, is it in Northern or Southern hemisphere, discuss the area's weather and any seasonal patterns and differences. Build on skills and understanding from "The Place Where I live" topic -Aut 1.	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.	
	3	Identify key human and physical features of the landscape on a visit to local place/play area.			What is the physical geography of this country eg weather, landscape, river, hills etc. Follow a river course on a map and compare to our local river. Look at similarities and differences between this area and Loughborough in UK and locate on maps of diff scales.	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.	

	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>			<p>What is the human geography of this country eg settlement size, shops, services, transport links, tourist attractions. Recognise features on maps eg roads, buildings and landmarks using aerial photos. Identify shops, services and industries in this area.</p>	<p>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.</p>	
	5	<p>Use picture maps at different scales to refer to physical and human features of school and local area. Locate land and sea on maps.</p>			<p>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?</p>	<p>Investigate weather in story and art eg weather poetry “January brings the Snow” by Sara Coleridge, paint the same scene in diff seasons such as David Hockney’s landscape &amp; tree creations. Try weather experiments from met office education website- create sundial.</p>	

	6	Use maps of local area to mark best/worst places and plan/design new play feature.			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> <p><b>Geographical Skills &amp; Field work</b>- 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.</p>						
<p><b>Ideas for Key stage 1 vocabulary</b></p> <p><b>Locational and Place knowledge</b>-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</p> <p><b>Physical Geography</b>- hill, stream, slope, river, lake, sea, island, waves, land, soil, rock, steep, gentle, beach, valley, mountain, wood, cliff,</p> <p><b>Human Geography</b>- shops, work, jobs, road, pedestrian, farm, factory, quarry, canal, railway, journey, transport (and types) bridge, roads, rail, landmarks, station, airport</p> <p><b>Geographical Skills &amp; Field work</b>-<b>wind</b>, 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</p>							

Y3	1	Healthy Humans	<p><b>Rock and Roll</b> Recap 7 continents and 5 oceans. Locate the position of latitude, longitude, Equator, Northern and Southern hemisphere on map, atlas and globe. KWL about earthquakes and volcanoes – see Key questions. <b>Assessment – Quiz of 7 continents and 5 oceans</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> Study of region of UK – Lake District, Cumbria. Key aspects of human &amp; physical features in Lake District, similarities and differences between Lake District and Loughborough. See Key questions in Lancashire.</p>
	2		<p>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.</p>		<p>Use large scale Ordnance survey map and zoom map eg Google Earth and locate St Mary's School. Use postcode search on digital map.</p>		<p>Ideally, go on a field visit to Lake District if not, Rutland waters. Study physical and human landscapes in this region eg observation, measuring &amp; recording eg mountains, lakes, rivers and tourism. Use information leaflets, maps, interactive YHA website, attractions around Lake District.</p>



	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.		Locate Lake District on range of maps such as OS Landranger 1:50,000 and OS Explorer 1:25,000 used by walkers and cyclists and/or Digimap for schools, routes and photos and historical maps from 1890's. Learn some OS symbols and Mapzone area for contour lines.
	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.		Consider how and why Lake District changes and how to improve for the future. Pick an environmental issue affecting Lake district eg wildlife, landscape or why/how has Beatrix Potter influenced tourism and research in groups. See visit Cumbria website.
	5		Investigate seismometers and Richter scale eg		Look at historical maps of Loughborough 50 or		Investigate what makes a National Park (15 national

			seismograph or seismometer and the impact on the lives of humans.		100 years ago and annotate how land has changed, types of settlements.		parks), what makes each one special, similar or different. What challenges do they face eg tourism, climate change, habitats?
	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.		Investigate Roman influence in Lake District, use images to prompt questions and live images using webcams, visit Cumbria website and use scale bars to calculate distances, OS symbols and ICT.
Key learning in geography in Year 3	<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. 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>						

Y4	1	<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. *Ask children to bring in junk mail for next week*</p> <p><b>Assessment – Vocabulary quiz</b></p>	The Great Plague	<p><b>Water, Water Everywhere</b> Main theme Rivers and Water cycle. KWL and see Key questions on Lancashire. Find nearest lake, river or body of water eg canal, reservoir, coast. Look at local map of area and develop OS map work skills using Digimap and identify water and river features with Google maps or Bing bird’s eye photos of features.</p>	The Art of Food	<p><b>Passport to Europe</b> Introduce the theme with an image from the region. Observe where in Europe (longitude and latitude, Equator and Northern hemisphere) this region is located and discuss climate and vegetation patterns. Name and locate surrounding countries and regions and continent. Make a virtual visit to region eg Panoramio.</p>	Hunted
	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</p>		<p>Observe water in school grounds on different days. Where does it collect/go, gutters, drains, flows naturally downwards,</p>		<p>Locate the country using Ordnance survey Europe jigsaw map game on MapZone website. Where are main towns &amp; cities of the</p>	

		<p>present findings as a graph or chart.</p> <p>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>sometimes underground and eventually to sea.</p> <p>Model flow of river using sand tray, soil, trickle of water and obstacles. Observe, describe and record erode, channel, bend, moves sediment.</p>		<p>region? Human features - How large an area does it cover and population.</p> <p>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 reduce the litter. Repeat over time and check for improvements.</p>		<p>Visit nearby river or stream. Identify and describe different features, sketching and labelling source, channel, tributary, mouth. Take photos, close-ups or significant features to use in class with maps and aerial photos. Locate river and features on laminated large scale maps.</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 (including location of Russia) on maps.</p>	
	4	<p>Research local waste disposal and recycling centres through local council website. What are the different recycling types of</p>		<p>Use measuring tapes and sticks and data-logging equipment. Use floating objects and stop watches to</p>		<p>Explore range of maps (maps at more than one scale), globes, tourist brochures, town plans, leaflets</p>	

		<p>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.</p> <p><b>Assessment – Locate countries and capitals on UK map</b></p>		<p>measure rate of flow of water. Back in class input data on spreadsheet and use charts and graphs to look for patterns. Use river study to inspire writing &amp; vocab.</p>		<p>throughout. Investigate difference between Europe and European Union (EU) Link features on maps to aerial views and use a scale bar to calculate distances.</p>	
	5	<p>View landfill sites, waste centres and recycling centres on aerial and satellite images and compare 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.</p>		<p>Recap world’s countries using maps to focus on Europe (including Russia), North and South America. Identify latitude, longitude, equator, hemispheres, tropics of Cancer and Capricorn. Locate major rivers of the world in each continent, UK and locally, longest, widest, most water etc. Use satellite images of river courses, estuary,</p>		<p>Research travel and tourist info websites for the region or towns. Use real time flight info from FlightAware website and track flights from UK to region. Zoom in to view diff terrains or water and plan routes as a pilot.</p>	

				delta etc using Google Earth.			
	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.		Investigate River Nile and settlements and landforms along its course from source to sea, link to history. Longest river in the world, nearly 7,000km in length. See BBC Bitesize website for clips, river facts and 3D Geography website.		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	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.  <b>Assessment – Vocabulary quiz</b>		Investigate poems and art related to water and rivers and news stories both in UK and worldwide. Eg floods, effects on people, recent flooding in Somerset, water conservation, clean drinking water, drought eg WaterAid.		Compare other physical features eg mountains, forests, coasts, climate zones, vegetation belts using sketch maps, plans, graphs.	

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> 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.	<b>Amazon Adventure</b> Amazon Basin - A region within South 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.	<b>Earthlings</b>	<b>Inventors and Inventions</b>	<b>Food Glorious food</b> Locate world's countries, name 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	Use range of atlas, globes and online resources and			See key questions on Lancashire. Categorise foods

			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.	locate Amazon Basin, surrounding countries, key features & landmarks. Refer to longitude, latitude and equator. Investigate size of Amazon basin and countries included.			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 Thames flood barrier in London. River Thames or Peak Cavern in <b>England</b> .	Study climate, various crops grown and 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.			Identify farmland on maps of local 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.	Identify main biomes and habitats of the world			Map food from around the world eg tea, coffee, sugar,



			Snowdonia National Park or source of River Severn in <b>Wales.</b>	including tundra, desert, grassland and forests and which animals live in Amazon rainforest compared with other rainforests of the world – see Living Rainforest website.			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	Locate major cities in Brazil including capital city Brasilia.			Investigate Martha Payne’s food blog, create a class blog

			Causeway or Lough Neagh in <b>N.Ireland</b> .	Investigate if in Basin or rainforest. Link to current or past events and news reports such as World Cup 2014, Olympics in Rio 2016.			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	<b>Survival! (See Lent 1)</b>	<b>Super Sleuth</b>	<b>Heroes and Villains Autumn 1- Survival</b> Revision of 7 continents and 5 oceans. Name key countries in each continent and focus on BRICS (Brazil, Russia, India, China, South Africa). Identify latitude, longitude, Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich Meridian and time zones. <b>Assessment – Quiz of above key facts</b>	<b>Britten’s Got Talent</b>	<b>Oh I do like to be beside the Seaside</b> Locate Lancashire seaside county on UK map, Leicestershire, surrounding counties, towns and names of seas. Locate on a large scale OS map, browsing surrounding area for railway lines, tramlines, shops, amusement parks etc. Are features natural or man-made, find differences using aerial photos and other images. See Key questions on Lancashire.
	2			Research specific country in the news and identify unique physical or human features using satellite images, scale bars on maps eg Himalayan mountains, Great Wall of China, World		Investigate scale and distances on maps, OS symbols and what they mean and satellite views and aerial photos using Google/Bing maps for key features eg Blackpool Tower, pier, zoo. Use 6 figure grid references to locate.

				Heritage sites, Frozen lands, volcanoes.		
	3			Use thematic maps and research and create fact files about a country's climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, population, weather etc using webpage, blog or simple app.		Use Google Earth and streetview to locate features, different land use, etc for roads/borders, historical maps on Digimap website and compare area 50 or 100 years ago.
	4			Annotate digital maps of the world and photos via Google maps/Google Earth. Study main rivers and/or mountains or islands of the world, world biomes and vegetation belts. <b>Assessment – Vocabulary quiz</b>		Identify Physical Geography of Blackpool and surrounding area eg coast, climate, vegetation, rivers and Human Geography of Blackpool and surrounding area eg settlement types, commerce, industry, farming, tourism, transport, attractions.
	5			Investigate the climate and weather patterns across the world including live		Investigate topical or local issues eg fracking, wind farms, airport close using Blackpool Gazette or Council website. Create an online questionnaire to gather

				data, tourism, key sporting events eg World Cup, Olympics using digital/online maps and websites.		views about Blackpool, attractions, changes, illuminations and locate on OS maps using 1:50K scale.
	6			Discuss/debate topical/controversial geographical issues in the news eg disease, famine, extreme weather, natural disasters and locate on maps. <b>Assessmnt – x4 in a group, hop &amp; swap, present country findings</b>		Visit Geographical Association website for a case study and investigate coastal environment, erosion and sea defences or events in the news.
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>					
<b>Ideas for Key stage 2 vocabulary</b>						
<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						
<b>Physical Geography-</b> source, tributary, mouth, erosion, weathering, deposition, floods, environment, tides, vegetation, relief, landscape, features, bay, headland						

**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