



# 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
EYFS	Art activities: continuous provision/ small group work	<b>Myself</b> Understanding the world. Past and present. People, culture and communities. <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>	<b>Space</b> Understanding the world. Past and present. People, culture and communities. The natural world. <ul style="list-style-type: none"> <li>What is the name of our planet?</li> <li>What is our planet made of?</li> </ul>	<b>Our Planet</b> Understanding the world. Past and present. People, culture and communities. The natural world. <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>	<b>Our Planet</b> Understanding the world. Past and present. People, culture and communities. The natural world. <ul style="list-style-type: none"> <li>What is it like on a farm? (fieldwork – collecting objects) Link to advent 1</li> </ul>	<b>Water</b> Understanding the world. Past and present. People, culture and communities. The natural world. <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>	<b>Water</b> Understanding the world. Past and present. People, culture and communities. The natural world. <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>
Y1	1	<b>Penguins, Possums and Pigs</b> 1)Recap: What do you think geography	<b>Fire! Fire!</b>	<b>Growth and Green fingers</b>	<b>Robots</b> <b>Geography learning from Family album (spring 2)</b> (Link to Fire!Fire! – London throughout)	<b>The Great Outdoors</b> 1)Recap: what did we do in our last geography topic?	<b>Family Album</b>

		<p>is? What do we 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>Redo Kahoot quiz to 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?</p> <p>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?</p>			<p>1)Recap: quiz <a href="#">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</p>	

		Skill: compare/ <b>FIELDWORK:</b> Where are the hot and cold areas of the school? (folder on onedrive to show you what to do)				shops nearby the school. Skill: ask questions	
	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:</b> <b>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.			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				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) Small area of the UK 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</b></p>	Fighting Fit	Explorers	<p><b>The Farm Shop (See Explorers Lent 1)</b> Small area in a contrasting non-European country. Name and locate the world’s 7 continents and 5 oceans. Explore range of maps &amp; globes such as Barefoot Atlas, Living Earth app or website to locate hot &amp; cold regions in relation to</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</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>

		<b>continents and 5 oceans</b>			the Equator, North & South poles.	key questions Lancashire.	
	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	Create and annotate simple map of school			What is the human geography of this country	Investigate/discuss length of the day,	

		to play area and add photos eg buildings, roads and fields.  <b>Assessment – Label human and physical features on a picture</b>			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.	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 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?	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 & 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.			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 style="text-align: center;"><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-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	Rock and Roll Recap 7 continents and 5 oceans. Locate the position of m, longitude,	The Iron Man	There’s No Place like Home Loughborough – A region of the UK Locate UK on a world map. Locate England on a UK map and locate	What the Romans did for us  Geog moved to Summer 2	How does your garden grow (See Summer 1) 1)Recap from the last geography topic.



			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>		Loughborough, Leicester – county, town, village and neighbouring counties and towns.		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>
	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? <b>Skill: Ask questions about the world around them/Mapping</b>
	3		Investigate active, dormant and extinct volcanoes		Identify standard ordnance survey symbols		1)Recap from last 2 lessons

			around the world and patterns. View a range of satellite images, maps and aerial views.		on maps and what they mean.		<p>2) What is the physical geography of the Lake District like? (<i>climate, vegetation, mountains, rivers, lakes etc.</i>)</p> <p>3) What is the human geography of the Lake District like? (<i>settlement type, farming, mining, quarrying, tourism, energy, water supplies, transport links</i>).</p> <p><b>Skill: identify physical features/human features</b></p>
	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		Use aerial photos or a satellite view to identify key human and physical features eg buildings, shops, houses, town centre.		<p>1)Recap from last 3 lessons – where is the lake district, physical/human geography, difference between the lake district and national park</p> <p>2) How have geographical processes (changes) affected the</p>

			live earthquakes eg Newsround.				landscape? ( <i>volcanic impact, glaciation</i> ). Skill: <b>Ask questions about the world around them</b>
	5		Investigate seismometers and Richter scale eg seismograph or seismometer and the impact on the lives of humans.		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? 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</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><u>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</u></b>

			<b>countries and capitals</b>				<b>question: How does the Lake District compare with our own locality (Loughborough)?</b> Might need another lesson
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.</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>						
<b>Y4</b>	1	<b>Sparks might fly! (See Autumn 2 The Great Plague)</b> Name and locate counties and cities of UK including Leicester, London and Eym in Derbyshire on a range of maps and atlas with different ranges of scales. See	<b>The Great Plague</b>	<b>Water, Water Everywhere</b> 1)Recap: what did we do in our last geography topic? Recap key vocabulary.  2) What is a river? Children will learn that rivers have sources, channels, tributaries, and mouths, that they	<b>The Art of Food</b>	<b>Passport to Europe</b> 1)Recap: what did we do in our last geography topic? Recap key vocabulary.  2)	<b>Hunted</b>

		<p>key questions on Lancashire about “the environment”. Likes/dislikes of classroom, school, home, town, world etc.</p> <p>*Ask children to bring in junk mail for next week*</p> <p><b>Assessment – Vocabulary quiz</b></p>		<p>receive water from a wide area and that most flow eventually into a lake or the sea.</p> <p>Skill: physical, ask questions</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	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>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>2) Where are the key rivers in the UK? Skill: use and read maps</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.	
	4	<p>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.</p> <p><b>Assessment – Locate countries and capitals on UK map</b></p>		<p>1)Recap: Name at least 2 key rivers in the UK</p> <p>2) Locate the key rivers in the world. Skill: use and read maps</p>		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 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>1)Recap: Name atleast 2 key rivers in the world</p> <p>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</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.	
	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		<p>1)Recap: Give at least 2 facts about the River Soar. Show me whiteboards.</p> <p>2)How do rivers affect people's lives through <b>flooding</b> and influence human activity? Skill: compare, research, ask questions</p>		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.	





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 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	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.

			country or capital city.				
	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. 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



Y6	1	<b>Survival!</b> 1)Recap: What do you remember about the geography you have learnt in year 5?  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	Super Sleuth	Brittens Got Talent Autumn 1-Survival	Heroes and Villains	<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	1)Recap: Key terms like: 1) Longitude 2) Equator 3) Continent 4) Oceans 5) Latitude 6) Prime meridian  2) what are physical and human features? Any on the playground? Label physical and human features on a satellite map. What is a satellite map?  Choose a country to research about in this topic in pairs/whole class/group –this lesson choose a river within				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.

		<p>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?  Which plants and animals live near the mountain?  What is the climate like?  Interesting facts:</p>				<p>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.</p>

		<b>Assessment: Share the information they have found out about the river/mountain with another group. How much can they remember?</b>				
	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>				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	<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?</p>				Investigate topical or local issues eg fracking, wind farms, airport close using Blackpool Gazette or Council website. Create an online questionnaire to gather views about Blackpool, attractions, changes,

		<p>Choose a biome in their chosen country and research about it. Characteristics about the biome?</p> <p><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>illuminations and locate on OS maps using 1:50K scale.</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>Visit Geographical Association website for a case study and investigate coastal environment, erosion and sea defences or events in the news.</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</p> <p>Answer questions: How is it caused?</p>				



		<p>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></p> <p><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.</p> <p><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 align="center"><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> <p><b>Human Geography-</b> industry, manufacture, raw material, labour, employment, fuel/power, energy, market, natural resources, cargo, export/import</p> <p><b>Geographical Skills &amp; Field work-</b> climate, rainfall, mist, fog, dew, anemometer, weather vane, tornado, hurricane, monsoon,</p> <p align="center">- 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, Ordinance Survey</p>						