



Medium Term Plan Geography St Mary's Catholic Primary School

2021-22	<u>Advent 1</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
EYFS	Understanding the World Past and Present, Culture and Communities and The Natural World:					
Y1	<p><u>Penguins, Possums and Pigs</u></p> <p>Hot and cold areas of the World</p> <ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns. <p>Oceans-name and locate.</p>	<p>Where is London? (History link)</p>		<p><u>Family Album-</u></p> <p>UK countries and capital cities</p> <ul style="list-style-type: none"> ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use a postcode to find a place on a digital map. ▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions. 	<p>The Great outdoors. (Improving the school grounds)</p>	



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Key learning in geography in Year 1	<p>Locational Knowledge- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place Knowledge- 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>Human & Physical Geography- 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>Geographical Skills & Field work-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> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 				
Y2 Show their developing knowledge and understanding of the past by:	<p><u>The Place where I Live</u> Significant places in their own locality: Loughborough: small area of the UK – where I live and play</p> <ul style="list-style-type: none"> ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. 	<p><u>Explorers</u></p> <p>Small area in a contrasting non-European country</p> <ul style="list-style-type: none"> ▪ Name and locate the world's seven continents and five oceans. ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. 	<p><u>Wind in the Willows</u></p> <p>Seasonal and daily weather</p> <ul style="list-style-type: none"> ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ▪ Investigate through observation and description. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. 		



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	<ul style="list-style-type: none">Recognise that maps need titles.Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.Recognise landmarks and basic human features on aerial photos.Know which direction is North on an OS map.Draw a simple map e.g. of a garden, route map, place in a story.Use and construct basic symbols in a map key.Know that symbols mean something on maps.Find a given OS symbol on a map with supportBegin to realise why maps need a key.		<ul style="list-style-type: none">Describe and label electronic images produced.Recognise differences between their own and others' lives. <p>Continents-name and locate.</p>		<ul style="list-style-type: none">Notice and describe patterns.	
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	<ul style="list-style-type: none"> ▪ Look down on objects and make a plan e.g. of the classroom or playground. 					
Key learning in geography in Year 2	<p>Locational Knowledge- Name and locate the world's seven continents and five oceans.</p> <p>Place Knowledge- 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>Human &Physical Geography-Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <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.</p>					
<p>Ideas for Key stage 1 vocabulary</p>						
<p>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</p> <p>Physical Geography- hill, stream, slope, river, lake, sea, island, waves, land, soil, rock, steep, gentle, beach, valley, mountain, wood, cliff,</p> <p>Human Geography- shops, work, jobs, road, pedestrian, farm, factory, quarry, canal, railway, journey, transport (and types) bridge, roads, rail, landmarks, station, airport</p> <p>Geographical Skills & Field work-wind, rain, cloud, frost, ice, storm, thunder, lightning, flood, weather, season, spring, summer, autumn, winter, temperature, thermometer,</p> <p style="padding-left: 40px;">-map, globe, plan, country, continent, ocean, area, place, position, north, south, east, west, near/far, left/right, up/down, key, gridlines, coordinates</p>						
Y3	<p><u>There's No Place Like Home:</u> The region where I live (uk). Os mapwork plus field work in the local area.</p> <ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United 		<p><u>Rock and Roll!</u></p> <p>Key aspects of Volcanoes and earthquakes</p> <ul style="list-style-type: none"> ▪ Identify and describe geographical features, 		<p><u>What the Romans did for us</u></p> <p>A region in the UK -Lake District</p> <ul style="list-style-type: none"> ▪ Create maps of small areas with features in the correct place. 	



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	<p>Kingdom.</p> <ul style="list-style-type: none"> ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. 		<p>processes (changes), and patterns.</p> <ul style="list-style-type: none"> ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations 		<ul style="list-style-type: none"> ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ 	
<p>Key learning in geography in Year 3</p>	<p>Locational Knowledge- 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>Place Knowledge- 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>Human & Physical Geography- 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>					



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	<p>Geographical Skills & Field work- 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>				
Y4		<p><u>The Great Plaque</u></p> <p>Rubbish and recycling – an environmental study</p> <ul style="list-style-type: none"> ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. ▪ Make use of geography in the news – online reports & websites. <p>Visit to Eyam.</p>		<p><u>Passport to Europe</u></p> <p>Contrasting region in a European country</p> <ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. 	<p><u>Water, Water Everywhere</u></p> <p>Key aspects of rivers</p> <ul style="list-style-type: none"> ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. ▪



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Key learning in geography in Year 4	<p>Locational Knowledge- 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>Place Knowledge- 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>Human & Physical Geography- 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"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical Skills & Field work- 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	<p><u>(A Kingdom United)</u> Uk Cities, counties and key features-research</p> <ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. 	<p><u>Food Glorious Food</u> World Food – where does Food come from? (RE link to Fair trade.)</p> <ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. 		<p><u>Super Sleuth</u> Uk and maps: Viking/ Anglo- saxon places.</p> <ul style="list-style-type: none"> ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? <p>Make predictions and test simple hypotheses about people and places.</p>	<p><u>Amazon Adventure</u> Contrasting region: Amazon Basin, rainforest, Biomes</p> <ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. 	



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	<ul style="list-style-type: none"> ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. 					
Key learning in geography in Year 5	<p>Locational Knowledge-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>Place Knowledge- 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>Human & Physical Geography- 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"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical Skills & Field work- 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	<p>Survival World's countries and key features: research</p> <ul style="list-style-type: none"> ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data 				<p>Oh! I do like to be beside the Seaside – <i>Human Geography, land use, economic activity, OS mapwork</i></p> <ul style="list-style-type: none"> ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. 	



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	<p>loggers to record (e.g. weather) at different times and in different places.</p> <ul style="list-style-type: none"> Interpret data collected and present the information in a variety of ways including charts and graphs. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</p>			<p>Draw measured plans.</p> <p>Use of ICT/Technology-</p> <ul style="list-style-type: none"> Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. <p>Investigate electronic links with schools/children in other places e.g. email/video communication.</p>
<p>Key learning in geography in Year 6</p>	<p>Locational Knowledge- 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>Place Knowledge- 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>Human & Physical Geography- Describe and understand key aspects of : Human and Physical geography, land use, economic activity, OS mapwork. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>			



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Geographical Skills & Field work- 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.

Ideas for Key stage 2 vocabulary

Locational and Place knowledge- settlement, population, urban, rural, suburban, density, port, resort, land use, zone, environmental quality, pollution, community, vehicles, waste, recycling, compost, landfill, derelict, planning, conservation

Physical Geography- 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