

Geography Medium Term Planning

Year One Our Amazing World

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Enquiry	<ul style="list-style-type: none"> ➤ Engage in teacher led enquires – responding to simple closed questions ➤ Make observations and understand surroundings where they are –school/local area ➤ Use world maps, atlases and globes to identify countries, around the world 	<p>Learning guidance:</p> <p>Locate a range of different countries on a map</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p> <p>Motivational Context – Journeying from continent to continent exploring the world</p>	<p>Story Topic Texts:</p> <p>Books which allow opportunity to explore different physical & human features around the world</p> <ul style="list-style-type: none"> • Miranda the Explorer by James Mayhew • Meerkat Mail by Emily Gravett • The Day the Crayons Came Home by Oliver Jeffers • Oliver Who Travelled far & Wide by Mara Bergman & Nick Maland • Aunty Dot’s Atlas Eljay Yildirim • Emma Jane's Aeroplane Paperback by Katie Haworth <p>Twinkl links</p> <p>Google Earth</p> <p>Activity Village</p> <p>Geographical videos</p> <p>https://www.geography.org.uk/Primary-Membership-Landing</p> <p>https://www.3dgeography.co.uk/map-skills-worksheets</p>	<p>Beach</p> <p>Cliff</p> <p>Coast</p> <p>Forest</p> <p>Hill</p> <p>Mountain</p> <p>Sea</p> <p>Ocean</p> <p>River</p> <p>Valley</p> <p>Desert</p> <p>Blue Planet</p> <p>Reef</p> <p>Capital Cities</p> <p>Cities</p> <p>Country</p> <p>Earth</p> <p>Country</p> <p>World</p> <p>Hot</p> <p>Cold</p> <p>Warm</p> <p>North Pole</p> <p>South Pole</p> <p>Atlas</p> <p>Map</p> <p>Globe</p> <p>Left</p> <p>Right</p> <p>Up</p> <p>Down</p> <p>Bigger/Smaller</p>
Human & Physical Processes	<ul style="list-style-type: none"> ➤ Understand key vocabulary and know the differences/similarities between them (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, season and weather) 	<p>Labelling different landscapes from around the world linked to story topic travelling from continent to continent</p> <p>Explore rivers, mountains and key landscapes and landmarks in the those areas</p>		
Place and Location	<ul style="list-style-type: none"> ➤ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Using the continents explore explain the difference in hot and cold climates from one continent to the next</p>		
Maps and Fieldwork	<ul style="list-style-type: none"> ➤ Follow directions (Up, down, left/right, forwards/backwards) ➤ Draw picture maps of imaginary places and from stories - using my own symbols on an imaginary map ➤ Draw around objects to make a simple plan map ➤ Use a simple picture map to move around the school ➤ Recognise that a map is about a place <p>Use relative vocabulary (e.g. bigger/ smaller, near/far)</p>	<p>Mapping opportunities</p> <ul style="list-style-type: none"> • talk about the features in the local environment and in other environments they know • sort toy vehicles, animals, buildings, etc (of different sizes) and group them according to relative size and explain their grouping, using terms like larger, smaller, etc • make a model, using road strips and toy buildings that shows features in an area, perhaps one that they are familiar with, then talk about what is in the model • play games and listen carefully to instructions which require them to follow directions using words like right, back, half-turn, etc, then to give directions using these terms, in the classroom and school grounds 		

		<ul style="list-style-type: none"> • talk about the relative location of themselves and features they can see in the school grounds using words and phrases such as in front of, nearby, behind, etc • draw picture maps of places or routes with which they are familiar and of places they come across in stories or make up from their imagination • draw round the base of toy and life-size objects, remove the item and realise that the shape on the paper is the plan-view of the object • estimate relative distances, using terms such as nearer than, further away • talk about the use of maps for finding the way and showing the world • look at and talk about what they see in atlas maps, floormat maps of the country and the world and to look for major global features on world maps, such as continents • look at a large scale vertical aerial photograph and similar scale outline map of the main features to find the same features on the photograph and map • on tracing paper, trace features on a large-scale vertical aerial photograph, colour and/or name the features, then identify them when the photograph is removed 		Near/Far
Knowledge	<ul style="list-style-type: none"> ➤ Name and identify 5 countries across the world linked to the topic of study - ➤ Name and Identify key features, landscapes and rivers from the countries of focus - ➤ Name different hot and cold places around the world – linked to the topic of study ➤ Understand that countries are part of continents across the world 			

Year Two Up Our Street

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Enquiry	<ul style="list-style-type: none"> ➤ Ask simple Geographical questions ➤ Make appropriate observations and investigate about why things happen ➤ Make simple comparisons between features of different places ➤ Use world maps, atlases, globes and digital sources 	<p>Children to generate questions from what I know and what I want to know initial assessment</p> <p>Use and apply the questions that can be used applying the resources to solve these question enquiries</p>	<p>Story Topic Texts: Autumn 1: Our Locality: Town A book set in a ‘town setting’ The Hodgeheg by Dick King Smith The Three Little Wolves & the Big Bad Pig</p>	<p>Symbol Plan View Key Route City Town Village shop factory farm house office port harbour building Footpath Road</p>
Human & Physical Processes	<ul style="list-style-type: none"> ➤ Understand geographical similarities and differences of a small area of the United Kingdom that contrasts to our own locality (e.g. coast, rural village) ➤ Identify and name key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Label maps using the key vocabulary</p> <p>Link and use as a simple map of the local area, school, playground or areas that the children are familiar with</p> <p>Identify the seasons – explore what changes happen within those different seasons</p> <p>Look at the local areas city, small city, what is rural? – use locality how is that different to where we live? What is different?</p>	<p>Potential supplementary text: ‘Voices in the Park’ by Anthony Brown</p> <p>A book set in a contrasting area of the UK Katie Morag’s Island Stories by Mairi Hedderwick; The Lighthouse Keeper Stories by Ronda & David Armitage Consider: The Snail & the Whale</p>	<p>North South East West</p>
Place and Location	<ul style="list-style-type: none"> ➤ Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	<p>Map and atlas locate – complete different maps and different applications of the maps</p> <p>Explore what is significant about the capital cities</p>	<p>Landmark</p>	<p>England Scotland Wales Northern Ireland Seas North Sea Irish Sea The Channel Ocean</p>
Maps and Fieldwork	<ul style="list-style-type: none"> ➤ Create a simple map; and use and construct basic symbols in a key ➤ Begin to understand the need for a key and use class agreed symbols to make a simple key ➤ Make a simple plan view map ➤ Follow a route on a map ➤ Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) ➤ Use simple compass directions (north, south, east and west) ➤ Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 	<p>Use school or local areas for familiarity for the children</p> <p>Explore a key on a map and what it does – see how different symbols can be drawn to show and represent what the children will see and explore within their own map</p> <p>Complete a walk of the local area, school field or around the school – then use a map, compass points and direction to map out and plan this route</p>	<p>https://www.geography.org.uk/Primary-Membership-Landing</p> <p>https://www.3dgeography.co.uk/map-skills-worksheets</p>	<p>Landmark</p>

		<p>Use photographs of the school and local area and further the application of the routes</p> <p><u>Mapping Opportunities</u></p> <p>undertake fieldwork on occasions in the school grounds and local neighbourhood to identify and describe local features</p> <ul style="list-style-type: none"> • make or use a model to walk a person or navigate a vehicle around talking about the directions faced and turned • be introduced to the use of symbols, which might be a grey colour for a road and a building shape for a house, to make their own maps of routes or places that they know • use a large-scale map of their classroom, school grounds and the area around the school to identify features and talk about what is where • use a large-scale map of the school building and grounds or the area immediately around the school to lead the way around and point out features on the map and in the area • use alpha-numeric co-ordinates to give grid references on picture maps and plans of familiar places • look at an oblique aerial photograph of their local area and point out features they recognise, then look at a large scale vertical aerial photograph of the same area and identify features, and then see if they can locate the same features on both photograph 		<p>Capital London Edinburgh Cardiff Belfast Climate Rain(y) Wind(y) Fog(gy) Mist(y) Shower(y) Drizzle Frost(y) Sun(ny) Cloud(y) Snow(y) Storm(y)</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> ➤ Know the 4 countries and capital cities of the United Kingdom – ➤ Know the ocean and 3 seas surrounding the United Kingdom ➤ Explain and understand what the seasons are, when the seasons are and what occurs in each season in the United Kingdom ➤ Name and identify 4 cities including local cities (Stoke-on-Trent, Manchester, Birmingham, Liverpool) and 6 local villages across the United Kingdom – part of the contrast of human geography ➤ Know and name key landscapes across the United Kingdom – focusing on the capital cities Houses of Parliament, Big Ben, Millennium Stadium, Edinburgh Castle, Titanic Museum ➤ Name and identify features of the local/wider area – Fields, Houses, Roads, Shops (Lidl), Industry(Car sales, factories), Middleport Pottery, Canal 			

Year Three Exploring Europe

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Enquiry	<ul style="list-style-type: none"> ➤ Investigate places and themes at more than one scale eg the different types of shop found in the villages, main towns, and cities of Europe ➤ Begin to collect and record evidence using NF books, stories, atlases, pictures/photos and internet as sources of information. ➤ Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations – Two different locations in Europe 	<p>Aerial photographs of the local area used to apply understanding and application to different locations</p> <p>Use of atlases, maps and globes to locate the key geographical locations and areas</p> <p>Research from a range of sources specific focus areas within France</p>	<p>Story Topic Texts: Mrs Cockle's Cat by Philippa Pearce - capital cities, the continent of Europe, the Channel, the coast, human settlements, physical features, population densities, aerial views of land masses, atlases and maps.</p> <p>The Boy who Grew Dragons by Andy Shepherd the links are the continent of Asia, human settlements, mountain ranges, map reading, compass points, maps of the locality.</p>	<p>Continent Africa Antarctica Asia Europe North America South America Oceania</p> <p>Ocean Arctic Atlantic Indian Pacific Southern</p>
Human & Physical Processes	<ul style="list-style-type: none"> ➤ Understand geographical similarities and differences through the study of human geography (types of settlement and land use) and physical geography (e.g. hills, mountains, rivers, deserts) of Europe 	<p>Identify a specific location and explore the region using home as a comparisons to the different houses, land uses etc</p>	<p>The Boy who Grew Dragons by Andy Shepherd the links are the continent of Asia, human settlements, mountain ranges, map reading, compass points, maps of the locality.</p>	<p>Compare Similar Similarity Difference</p>
Place and Location	<ul style="list-style-type: none"> ➤ Name and locate the world's 7 continents and 5 oceans ➤ Name and locate significant European countries and capital cities 	<p>Using maps and atlases to identify – use continents to explore countries linked to and that are important to the children e.g home countries, heritage</p>		
Maps and Fieldwork	<ul style="list-style-type: none"> ➤ Use letter/no. co-ordinates to locate features on a map ➤ Use 4 compass points to follow/give directions – following a route with some accuracy ➤ Make a plan view of a short route experienced, with features in correct order ➤ Use standard symbols and understand why a key is needed ➤ Draw a sketch map from a high view point ➤ Locate places on larger scale maps e.g. map of Europe, globes, large world map 	<p>Local maps to locate and identify places</p> <p>4 compass points linked to maths cross curricular</p> <p>Apply symbols to maps and begin to map local and expand to areas linked to story topic</p> <p>Mapping Opportunities</p> <ul style="list-style-type: none"> • talk about and compare knowledge of different features in places and environments they have visited or know of • make a model to show part of the local area, e.g. a park or a shopping street, or of an imaginary environment, such as an island 	<p>Settlement Trade Land Use Economic</p> <p>Co-ordinates Compass Key Symbol Trade Settlement Economic</p> <p>https://www.geography.org.uk/Primary-Membership-Landing</p>	

		<ul style="list-style-type: none"> • in the school grounds and local neighbourhood walk routes noting directions turned and giving instructions about which way to go using directional language accurately • draw their own plans and map of such features as a table, a room and an outside area, like the playground, that they can see and move around in while they draw, being encouraged to be as accurate as possible • start to use some conventional symbols when making their own maps of real or imaginary places and provide a key • be introduced to the reasons for having a key for a map they draw and to start to include a key on any maps they draw to show what the pictures, shapes and colours they use mean • be introduced to conventional map symbols and use them with appropriate maps to find features, such as roads, buildings, water, etc., in the key and on the map • use a directional compass in their school grounds to find the four compass points and to use the points of the compass to give directions on a map • look for different types of feature on atlas maps, e.g. city, country, sea • recognise features in the school grounds or local area shown in photographs and find these features on a map of the same area • use a large-scale map and/or a street map of the area around the school to identify features and routes in the environment between places 	https://www.3dgeography.co.uk/map-skills-worksheets	
Knowledge	<ul style="list-style-type: none"> ➤ Name and Locate the 7 Continents and 5 Oceans – using maps, atlases and digital sources ➤ Name and Locate 10 European Cities and their capital cities - using maps, atlases and digital sources ➤ Name and locate 5 key rivers in Europe – the Danube, the Volga (the longest in Europe), the Loire, the Rhine and the Elbe - using maps, atlases and digital sources ➤ Name and locate the Alps Mountain Range - using maps, atlases and digital sources ➤ Name and Locate 4 Key Mountains across Europe – Mount Elbrus, Mont Blanc, Monte Rosa, Matterhorn - using maps, atlases and digital sources ➤ Name and Locate Holiday Resorts across Europe comparing to residential cities explored in Europe (Comparing Settlement use) 			

Year Four - Our Blue Planet

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Enquiry	<ul style="list-style-type: none"> ➤ Ask and respond to questions and offer their own ideas. ➤ Collect and record evidence with some aid using and extending sources to include satellite images, aerial photographs ➤ Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Comparing Tunstall to a tropical island – aerial photographs Use maps to locate the countries as a part of place and location Compare the differences between Tunstall and other countries of focus and choice</p>	<p>Story Topic Texts: 'Kensuke's Kingdom' by Michael Morpurgo Or Nim's Island by Wendy Or Or Sky Chasers by Emma Carroll (long)</p>	<p>Globe Energy Food Mineral Water Countries Continents Counties Cities Oceans Regions Mountains Coasts</p>
Human & Physical Processes	<ul style="list-style-type: none"> ➤ Describe and understand the water cycle ➤ Understand the distribution of natural resources including energy, food, minerals and water 	<p>Water cycle application using the labelling, part by part to understand the importance of the cycle Cross curricular link to the materials science topic as part of the science weeks</p>	<p>Twinkl UK, world and the pacific topics</p>	<p>Water Cycle Rainfall Precipitation Condensation Evaporation Transpiration Run-off Rainfall</p>
Place and Location	<ul style="list-style-type: none"> ➤ name and locate counties and cities of the United Kingdom ➤ name and Locate countries around the world outside of Europe – focused around key mountains and Rivers across the world – focus around Mount Everest, Mount Kilimanjaro, River Nile 	<p>Looking at and identifying the mountains within the UK and Worldwide Identify the English cities Identify target countries around the world linked to the story topic Compare the locations of the countries using atlases and globes</p>	<p>https://www.geography.org.uk/Primary-Membership-Landing https://www.3dgeography.co.uk/map-skills-worksheets</p>	<p>Water Cycle Rainfall Precipitation Condensation Evaporation Transpiration Run-off Rainfall</p>
- Maps and Fieldwork	<ul style="list-style-type: none"> ➤ Use the 8 points of a compass ➤ Develop understanding of 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) – United Kingdom Focus ➤ Draw a sketch map from a high view point (using symbols and a key) ➤ Find and recognise places on maps of different scales - simple scale drawings ➤ Follow a route on a large scale map. ➤ Draw a small plan view map using symbols and a key ➤ Begin to select maps that would be suitable for the purpose 	<p>Map work and identifying routes and place Orienteering within trips and PE – Keep the maps, apply new maps or draw own maps based on different locations applying the knowledge that has been gained from the trip and the experiences Compass points – cross curricular links to the maths application and to the visits as well as locations around the school and expanding to the world Mapping Opportunities</p> <ul style="list-style-type: none"> • use fieldtrips in the school grounds, local area and further afield to identify and describe features and areas, e.g. streets, they know and which are new to them 		<p>Grid reference Compass 8 point compass Key Symbols Physical Human Scale</p>

		<ul style="list-style-type: none"> • describe journeys they have been on and routes they have followed using appropriate directional language • draw maps of familiar places, like the area around home, or routes, such as the way to the shops from home • using a plan of their classroom or the school grounds, add features that are missing to the map and add a key to show what they are • use a metre ruler or trundle wheel to measure straight line distances in their classroom, the school building and the playground reasonably accurately • use a scale bar to measure straight line distances on a large-scale map • use letter/number and four-figure co-ordinates to give grid references on maps • use maps of a range of scales, including street and atlas maps to find places and to note directions from one place to another • orientate a large-scale plan of their classroom, the school building or grounds to the area it shows to identify where features are and to show the way around • identify features and routes on both a large-scale vertical aerial photograph and a similar scale map of their own locality • compare a globe with a world map and talk about how each is helpful 		
<p>Knowledge</p>	<ul style="list-style-type: none"> ➤ Name and Locate 10 Counties – Staffordshire, Cheshire, Derbyshire, Shropshire, Leicestershire, Warwickshire, Lancashire, Greater London, Buckinghamshire, Devon ➤ Name and Locate 10 cities across the United Kingdom (Not including the capital cities, Manchester, Birmingham, Liverpool and Stoke – These are recall knowledge from year 2 application) ➤ Name and locate the mountain range The Pennines ➤ Name and locate the tallest peak in each country of the United Kingdom – Ben Nevis (UKs and Scotland’s Tallest), Scafell Pike (England), Snowdon (Wales), Sileve Donard (N.Ireland) ➤ Name and Locate 6 Rivers across the United Kingdom – including local rivers – River Severn, Trent, Thames, Avon, Tweed, Bann, Wye ➤ Explain the different resources found across the different studied locations of the United Kingdom – energy supplies, economy differences and natural resources available ➤ Name and Locate Key countries and landscapes linked to the River Nile, Mount Everest and Mount Kilimanjaro ➤ Explain and understand the water cycle 			

Year Five - Our Extreme World

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Enquiry	<ul style="list-style-type: none"> ➤ Begin to suggest questions for investigating – Beginning independent geographic enquires ➤ Collect and record evidence unaided beginning to use primary and secondary sources of evidence in their investigations from all written and digital sources e.g using atlases to find out about other features of places. (e.g. find wettest part of the world) ➤ (building on resources from Y4) ➤ Analyse evidence and draw conclusions e.g. compare historical maps of varying scales; temperature of various locations - influence on people/everyday life 	<p>Aerial photos – compare climate change in the arctic explore differences and adaptations over time</p> <p>Collect evidence about inuits exploring what they are etc</p>	<p>Story Topic Texts: ‘Ice trap’ by Meredith Hooper and MP Robertson ‘Shackleton’s Journey’ by William Grill Trapped by the Icel: Shackleton's Amazing Antarctic Adventure’ by Michael McCurdy</p>	<p>Latitude Longitude Equator Greenwich Meridian Hemisphere Climate (Equatorial; Tropical; Hot desert; Temperate; Arctic/Polar)</p>
Human & Physical Processes	<ul style="list-style-type: none"> ➤ Describe and understand key aspects of physical geography, including volcanoes, mountains and earthquakes. ➤ Understand types of settlement and land use, economic activity with the locations studied ➤ Understand what a climate zone is and explore its link to the equator and the hemispheres 	<p>Identify world volcanoes, mountains and earthquakes that have happened</p> <p>Explain the key physical features and identify utilising diagrams how these form and occur</p>		<p>Earth’s core Volcano Eruption</p>
Place and Location	<ul style="list-style-type: none"> ➤ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ➤ Locate and Identify countries that fall across these significant lines of latitude and longitude – countries on the equator, Northern and Southern Hemisphere countries, different time zone countries linked to GMT 	<p>Identify and understand the tropics, equator, poles, hemispheres and how they affect climate and geography in the earth</p> <p>Located countries in the arctic circle</p>	<p>‘Sky Song’ by Abi Elphinstone The Polar Bears Explorer’s Club by Alex Bell</p> <p>‘Supplementary Texts: the Last Polar Bears by Harry Horse; The Great Explorer by Chris Judge; rainbow Bear</p>	<p>Tectonic plates Earthquake Volcano Northern Lights Inuit Arctic Antarctic Glacier Iceberg</p>
Maps and Fieldwork	<ul style="list-style-type: none"> ➤ Use 8 compass points confidently and accurately ➤ Use 4 figure co-ordinates confidently to locate features on a map ➤ Draw a variety of thematic maps (distribution of human or natural features or data) based on their own data e.g. a map of population ➤ Draw a plan view map with some accuracy 	<p>Apply compass points and grid references to follow a map</p> <p>Cross curricular links to maths to support co ordinates</p> <p>Plan view maps of schools and adapt and apply this to the arctic</p>	<p>Climate change Climate Zone Plan View Thematic Cancer/Capricorn</p> <p>https://www.geography.org.uk/</p>	

	<ul style="list-style-type: none"> ➤ Draw maps and use symbols and a key with accuracy ➤ Compare maps with aerial photograph ➤ Measure straight line distance on a plan 	<p>Use maps to compare important aspects of land – apply to measure these on scale maps</p> <p><u>Mapping Opportunities</u></p> <ul style="list-style-type: none"> • through fieldwork locally and elsewhere extend their awareness of a variety of features of different types and scales in the environment • use appropriate geographical terms to describe features • make reasonably accurate scaled maps of the classroom and school grounds, using measurements they have made • draw plans and use symbols with a key to show features on maps • draw acceptably accurate map of familiar places and routes, while on fieldwork and from memory • use the points of the compass to give and follow directions on a map and during fieldwork • use four-figure grid references to locate features on maps • use the contents page in an atlas to find specific pages • develop their understanding of the real distances that they measure on large-scale maps, particularly in their school grounds and local area • orientate a large-scale map of a local area, using landmarks and compass points • use a large-scale conventional map to find the way around an area and relate their position and features they see to their location on the map • discuss the way that symbols become more general about what they show as the scale of maps decreases • make a sketch map to show some important features on a published map • annotate an outline map of the area shown in a vertical aerial photograph to name a variety of the features • point out and discuss some patterns that maps show, such as a road pattern or the distribution of villages and towns • use a variety of maps to locate features and places and to describe directions from place to place • compare maps showing the same area at different scales and with different purposes and describe some of the 	<p>Primary-Membership-Landing</p> <p>https://www.3dgeography.co.uk/map-skills-worksheets</p>	
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		information that can be discovered by using these maps together		
Knowledge	<ul style="list-style-type: none"> ➤ Understand and use the words latitude and Longitude ➤ Identify the Equator ➤ Identify and understand what the Northern and Southern Hemisphere are ➤ Name and locate countries of both the Northern and Southern Hemisphere and those on the equator ➤ Explain what a climate zone is and its link to the equator and the hemispheres ➤ Locate the Tropic of Cancer and the Tropic of Capricorn ➤ Identify the Greenwich Meridian and understand its link to time zones ➤ Name and Locate different countries across different time zones explaining the time difference linked to GMT ➤ Identify and locate the Arctic and Antarctic Circle ➤ Understand how volcanoes form and occur ➤ Understand how mountains are formed ➤ Explain what earthquakes are and why they occur 			

Year Six - Another Place (South/North America)

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Enquiry	<ul style="list-style-type: none"> ➤ Suggest questions for investigating – independent enquiries ➤ Collect and record evidence unaided using primary and secondary sources of evidence in their investigations e.g Use geographical sources to find out about other features of places. (e.g. mountain regions, weather patterns) ➤ Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it 	<p>Use aerial photos to support in the creation of maps – use the local town and areas as a motivation and expand to the wider world application</p> <p>Compare Europe to South America based on a range of characteristics</p> <p>Collect own evidence from books, computers and various sources to develop own facts and knowledge to utilise in the analysis of a country</p>	<p>Story Topic Texts: ‘The Explorer’ by Katherine Rundell; ‘Journey to the River Sea’ by Eva Ibbotson Supplementary Text: The Great Kapok Tree by Lynne Cherry or The Shaman’s Apprentice by Lynne Cherry; Where the Forest Meets the Sea by Jeannie Baker; The Vanishing Rainforest by Richard Platt</p> <p>https://online.kidsdiscover.com/unit/biomes</p> <p>https://www.youtube.com/watch?v=M48ANM3hAQ – From River to Mouth</p>	<p>Land use</p> <p>Biome</p> <p>Rainforest</p> <p>Tundra</p> <p>Tropical savannah</p> <p>rainforest</p> <p>Vegetation belt</p>
Human & Physical Processes	<ul style="list-style-type: none"> ➤ Understand geographical similarities and differences through the study of human and physical geography of a particular area - South America ➤ Describe and understand key aspects of physical geography, including: rivers, biomes and vegetation belts 	<p>River focus – from source to mouth</p> <ul style="list-style-type: none"> • Upper course focusing from the source through to the waterfall focusing on how v shaped valleys are formed and how the water travels from the source to the waterfall including how the waterfalls are formed • Middle Course focusing on meanders and ox bow lakes how and why these are formed • Lower course – floodplains, levees, delta and the mouth to see where the river ends and how it comes to a completion • Application of key vocabulary and the journey of the river through the different courses <p>North/ South America and Europe</p> <ul style="list-style-type: none"> • Economy – use of money, class systems, country, people • Languages spoken • Religion • Land use – farming, wasteland, mining etc • Settlements – houses, buildings, differences in classes to settlements • Population – size of the continent to the people – dense or sparse – analyse different areas 	<p>Erosion</p> <p>Transport</p> <p>Deposition</p> <p>Flooding</p> <p>Middle course</p> <p>Meander</p> <p>Ox Box Lake</p> <p>Waterfall</p> <p>Retreat</p> <p>Gorge</p> <p>Lode</p> <p>Channel</p> <p>River Bed</p> <p>Plunge pool</p>	<p>Nile</p> <p>Amazon</p> <p>Chang Jiang</p> <p>Mississippi-Missouri</p> <p>Murray-Darling</p> <p>Volga</p>

		Compare and contrast South America and Europe in each of these areas	https://www.bbc.co.uk/bitesize/clips/zb6g9j6 - Waterfalls	V-Shaped Valley Overhang Levee Floodplain
Place and Location	<ul style="list-style-type: none"> ➤ Use maps to focus on and locate with confidence significant places of study including in Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, key topographical features (including hills, mountains, coasts and rivers) 	<p>Identify both European and South American countries and contrasted the differences</p> <p>Identify both European and South American capital cities and contrast</p> <p>Identify world mountains, mountain ranges and be able to identify the tallest mountain in the world and within specific contents – beginning to have a specific focus on South America</p> <p>Identify world rivers and begin to analyse the points at which they begin and the points at which they end introducing the source and mouth</p>	https://www.youtube.com/watch?v=iJzge07mcs – Waterfalls https://www.bbc.co.uk/bitesize/clips/zy7ygk7 - Meanders https://www.geography.org.uk/Primary-Membership-Landing https://www.3dgeography.co.uk/map-skills-worksheets	Upper course Lower course River mouth Source Estury Delta Population Region
Maps and Fieldwork	<ul style="list-style-type: none"> ➤ Use 6 figure grid refs; use latitude and longitude on atlas maps ➤ Draw a plan view map accurately ➤ Draw a variety of thematic maps (distribution of human or natural features or data) based on their own data e.g. a map of population ➤ Use/recognise OS map symbols and atlas symbols ➤ Describe features shown on OS map and follow a short route on an OS map ➤ Use a scale to measure distances ➤ Draw/use maps and plans at a range of scales 	<ul style="list-style-type: none"> • Plan view map creations using and applying symbols of the maps – changing an aerial picture of the local area into a plan view map • OS symbols and how they are used and applied on a map – using and applying the local area and South America • Scaled maps – both analysing and creating scale view maps – link to South America and make link to ratio and proportion within maths • Follow and create routes using OS symbols and 8 point coordinates – link to coordinates work within maths • Identify and follow routes using 6 point grid referencing – treasure hunts on a created map <p>Mapping Opportunities</p> <ul style="list-style-type: none"> • through fieldwork locally and elsewhere extend their awareness of a variety of features of different types and scales in the environment • use appropriate geographical terms to describe features • use appropriate spatial language to give and follow instructions about routes in the school grounds and beyond in safe places • make a reasonably accurate model of the school and/or part of the local area 		

		<ul style="list-style-type: none"> • use the scale bar to help measure both straight line and winding distances between two points on maps, including local area maps, street maps and road atlases • become aware that some symbols on small-scale maps are in disproportionate size to the real features they represent, such as roads on road maps • use four-figure and six-figure grid references to locate features on maps • use a map index with its map to identify locations • follow a route on a map from the description of features, direction and distance • become aware from the layer tints on relief maps and the contour lines on medium scale conventional maps that the landscape shown is not flat • identify features on atlas maps, eg coastline • see how the same features are shown by symbols on maps of different scales • make a sketch map to show some important features on a published map • annotate an outline map of the area shown in a vertical aerial photograph to name a variety of the features • point out and discuss some patterns that maps show, such as a road pattern or the distribution of villages and towns • use a variety of maps to locate features and places and to describe directions from place to place • compare maps showing the same area at different scales and with different purposes and describe some of the information that can be discovered by using these maps together 		
Knowledge	<ul style="list-style-type: none"> ➤ Name and Locate a wide range of countries and capital cities across Europe (Recall and further from the known countries in year 3) ➤ Name and locate 8 Countries and Capital cities across South America ➤ Name and Locate 5 North American Countries and 5 States in the United States of America ➤ Name and locate significant landmarks across both North and South America – Mount Rushmore, Goldengate Bridge, The Whitehouse, Statue of Liberty, Hoover Dam, The Kukulkan Pryamid (MAYAN LINK), Iguazu Falls, Christ the Redeemer, Angel Falls, Galapagos Islands, Machu Pichu ➤ Identify and locate 5 major rivers in the Americas – River Amazon, Mississippi, Parana, Maderia, Rio Negro, Missouri, Hudson ➤ Identify key mountain ranges across the world specifically North/ South America and Europe – Rocky Mountains, Andes ➤ Identify key mountains in North/ South America – Aconcagua, Pico de Neblina, Ojos del Salado, Denali, Mount Logan ➤ Identify and understand the different coasts around North and South America ➤ Understand and explain what biomes are and show examples within South America ➤ Understand and explain what vegetation belts are and show examples within South America ➤ Compare the human geography of North and South America 			

<u>Context</u>	
Year 1	Our Amazing World
Year 2	Up Our Street
Year 3	Explore Europe
Year 4	Our Blue Planet
Year 5	Our Extreme World
Year 6	Another Place – North and South America