Geography Medium Term Planning

Year One

Spring Term & Summer Term 2

Our Amazing World

Geography End of Year Expectations for Children in Year 1

Geographical Skills and fieldwork	Human and Physical Geography	Place	Location
I can use world maps, atlases and globes to identify countries, around the world	I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Understand geographical similarities and differences of a small area of the United Kingdom that contrasts to our own locality **Rural village**	I can name and locate the world's seven continents and five oceans
I can draw picture maps of imaginary places and from stories - using my own symbols on an imaginary map	I can identify key human features, including: factory, farm, house, office, port, harbour and shop		I can make observations about the local geography around me e.g buildings, trees, supermarkets, fields, shops, canal, fire station
I can draw around objects to make a simple plan map	I can identify key physical features, including: beach, cliff forest, hill, mountain, sea, ocean, river, soil,		
I can use a simple picture map to move around the school			
I can follow directions (near, far, left and right)			
I can recognise that a map is about a place			

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Skills and Fieldwork	➢ Make first hand observations and understand surroundings where they are –school/local area ➢ Use world maps, atlases and globes to identify countries, around the world ➢ Follow directions (near, far, left and right) ➢ 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	Learning guidance: **Locate** a range of different countries on a map **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? **Express own views** about a place, people and environment. **Draw and label pictures** to show how places are different. **Motivational Context – Journeying from continent to continent exploring the world**	**Story Topic Texts:** **Books which allow opportunity to explore different physical & human features around the world** • 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 **Twinkl links** **Google Earth** **Activity Village** **Geographical videos** https://www.geography.org.uk/Primary-Membership-Landing	Beach Cliff Coast Forest Hill Mountain Sea Ocean River Valley Desert Blue Planet Reef Capital Cities Cities Country Earth Country World Hot Cold Warm North Pole South Pole Atlas Map Globe Left Right Up Down
Human & Physical Geography	➢ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: ➢ key physical features, including: beach, cliff forest, hill, mountain, sea, ocean, river, soil, ➢ key human features, including: factory, farm, house, office, port, harbour and shop	Labelling different landscapes from around the world linked to story topic travelling from continent to continent Explore rivers, mountains and key landscapes and landmarks in the those areas		
Place	➢ Understand geographical similarities and differences of a small area of the United Kingdom that contrasts to our own locality (e.g. coast, rural village)	Using the continents explore explain the difference in hot and cold climates from one continent to the next		
Location	➢ name and locate the world's seven continents and five oceans ➢ Use first hand observations to enhance locational awareness	**<u>Mapping opportunities</u>** • 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 • 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	https://www.3dgeography.co.uk/map-skills-worksheets	Bigger/Smaller Near/Far

Year Two

The UK: Up our Street

Autumn Term & Summer Term 1

Geography End of Year Expectations for Children in Year 2

Geographical Skills and fieldwork	Human and Physical Geography	Place	Location
I can ask simple Geographical questions	I can identify seasonal and daily weather patterns in the UK	I can understand geographical similarities and differences of a small area of the United Kingdom that contrasts to our own locality **Different Non- European country to Year 1** **Coast**	I can name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
I can make observations about what is happening around me	I can identify key physical features, including: beach, cliff, coast, valley, vegetation, season and weather	I can make simple comparisons between features of different places	I can use first hand observations to enhance locational awareness
I can use world maps, atlases, globes and digital sources	I can identify key human features, including: city, town, village		I can spatially match places (e.g. recognise UK on a small scale and larger scale map)
Create a simple map; and use and construct basic symbols in a key	I can use aerial photographs and plan to recognise landmarks and basic human and physical features		
I can understand the need for a key and use class agreed symbols to make a simple key			
I can make a simple plan view map			
I can follow a route on a map			
I can use simple compass directions (north, south, east and west			

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Skills and Fieldwork	➢ 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 ➢ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ➢ 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	Children to generate questions from what I know and what I want to know initial assessment Use and apply the questions that ca be used applying the resources to solve these question enquiries	**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 Potential supplementary text: 'Voices in the Park' by Anthony Brown **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 https://www.geography.org.uk/Primary-Membership-Landing	Symbol Plan View Key Route City Town Village shop factory farm house office port harbour building Footpath Road North South East West Landmark England Scotland Wales Northern Ireland Seas North Sea Irish Sea
Human & Physical Geography	➢ Identify seasonal and daily weather patterns in the UK Use basic geographical vocabulary to refer to: ➢ key physical features, including: beach, cliff, coast, valley, vegetation, season and weather ➢ key human features, including: city, town, village	Label maps using the key vocabulary Link and use as a simple map of the local area, school, playground or areas that the children are familiar with Identify the seasons – explore what changes happen within those different seasons Look at the local areas city, small city, what is rural? – use locality how is that different to where we live? What is different?		
Place	➢ Understand geographical similarities and differences of a small area of the United Kingdom that contrasts to our own locality (e.g. coast, rural village) – **Different Non- European country to Year 1**	Map and atlas locate – complete different maps and different applications of the maps Explore what is significant about the capital cities		

Location	➢ Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas ➢ Use first hand observations to enhance locational awareness	Use school or local areas for familiarity for the children 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 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 Use photographs of the school and local area and further the application of the routes **<u>Mapping Opportunities</u>** undertake fieldwork on occasions in the school grounds and local neighbourhood to identify and describe local features • 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 • us 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	https://www.3dgeography.co.uk/map-skills-worksheets	The Channel Ocean 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)

Year Three

Exploring Europe & Contrasting Localities – Autumn Term

Biomes and Vegetation Belts – Summer Term 2

Geography End of Year Expectations for Children in Year 3

Geographical Skills and fieldwork	Human and Physical Geography	Place	Location
I can collect and record evidence using Non-Fiction books, stories, atlases, digital technologies pictures/photos and internet as sources of information	I can understand the key aspects of biomes and vegetation belts	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a Europe	I can name and locate significant European countries, capitals and major cities
I can observe, measure, record and present geographical features	I can understand the key aspects of economy and trade links in studied countries		I can name and identify key hills, mountains, coasts and rivers linked to the area of study
I can use 4 compass points to follow/give directions – following a route with some accuracy			I can locate places on larger scale maps e.g. map of Europe, globes, large world map
I can make a plan view of a short route experienced, with features in correct order			
I can use standard symbols and understand why a key is needed			
I can draw a sketch map from a high view point			

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Skills and Fieldwork	➢ Begin to collect and record evidence using NF books, stories, atlases, digital technologies pictures/photos and internet as sources of information ➢ Use fieldwork to observe, measure, record and present geographical features ➢ 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	Aerial photographs of the local area used to apply understanding and application to different locations Use of atlases, maps and globes to locate the key geographical locations and areas Research from a range of sources specific focus areas within France	**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. 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. https://www.geography.org.uk/Primary-Membership-Landing	Continent Africa Antarctica Asia Europe North America South America Oceania Ocean Arctic Atlantic Indian Pacific Southern Compare Similar Similarity Difference Settlement Trade Land Use Economic Co-ordinates Compass Key Symbol Trade Settlement Economic
Human & Physical Geography	➢ Understand the key aspects of biomes and vegetation belts ➢ Understand the key aspects of economy and trade links in studied countries	Identify a specific location and explore the region using home as a comparisons to the different houses, land uses etc		
Place	➢ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Europe	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		
Location	➢ Name and locate significant European countries, capitals and major cities ➢ Name and identify key hills, mountains, coasts and rivers linked to the area of study	Local maps to locate and identify places 4 compass points linked to maths cross curricular Apply symbols to maps and begin to map local and expand to areas linked to story topic **<u>Mapping Opportunities</u>** • 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 • 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	

Year Four

Our Blue Planet

Autumn Term 2 & Summer Term

Geography End of Year Expectations for Children in Year 4

Geographical Skills and fieldwork	Human and Physical Geography	Place	Location
I can collect and record evidence with using a range of sources to include satellite images, aerial photographs	I can describe and understand the water cycle	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a country, and a region within North America	I can name and locate counties and cities of the United Kingdom
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	I can understand the distribution of natural resources including energy, food, minerals and water	I can find and recognise places on maps of different scales - simple scale drawings	I can name and identify key hills, mountains, coasts and rivers linked to the area of study
I can collect and record evidence using Non-Fiction books, stories, atlases, digital technologies pictures/photos and internet as sources of information			I can understand how a local area of study has changed over time (Land use and land patterns)
I can observe, measure, record and present geographical features			
I understand how to use 4-figure grid references, symbols and keys (including the use of Ordnance Survey maps) – United Kingdom Focus			
I can draw a sketch map from a high view point (using symbols and a key)			
I can follow a route on a large scale map.			
I can draw a small plan view map using symbols and a key			

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Skills and Fieldwork	➢ Collect and record evidence with some aid using and extending sources to include satellite images, aerial photographs ➢ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➢ collect and record evidence using NF books, stories, atlases, digital technologies pictures/photos and internet as sources of information ➢ Use fieldwork to observe, measure, record and present geographical features ➢ 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	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	**Story Topic Texts:** 'Kensuke's Kingdom' by Michael Morpurgo Or Nim's Island by Wendy Or Or Sky Chasers by Emma Carroll (long) **Twinkl UK, world and the pacific topics** https://www.geography.org.uk/Primary-Membership-Landing https://www.3dgeography.co.uk/map-skills-worksheets	Globe Energy Food Mineral Water Countries Continents Counties Cities Oceans Regions Mountains Coasts Water Cycle Rainfall Precipitation Condensation Evaporation Transpiration Run-off Rainfall Grid reference Compass 8 point compass Key Symbols Physical Human Scale
Human & Physical Geography	➢ Describe and understand the water cycle ➢ Understand the distribution of natural resources including energy, food, minerals and water	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**		
Place	➢ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a country, and a region within North America	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		
Location	➢ name and locate counties and cities of the United Kingdom ➢ Name and identify key hills, mountains, coasts and rivers linked to the area of study ➢ Understand how a local area of study has changed over time (Land use and land patterns)	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 **<u>Mapping Opportunities</u>** • 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 • 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		

Year Five

Our Extreme World

Autumn Term & Summer Term 1

Geography End of Year Expectations for Children in Year 5

Geographical Skills and fieldwork	Human and Physical Geography	Place	Location
I can collect and record evidence using 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)**	I can describe and understand key aspects of physical geography, including volcanoes, mountains and earthquakes.	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Europe	I can 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)
I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales; temperature of various locations - influence on people/everyday life	I can understand types of settlement and land use, economic activity with the locations studied		I can 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
I can use 8 compass points confidently and accurately	I can understand what a climate zone is and explore its link to the equator and the hemispheres		
I can 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			
I can draw a plan view map with some accuracy			
I can draw maps and use symbols and a key with accuracy			
I can compare maps with aerial photograph			

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Skills and Fieldwork	➢ 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 ➢ Use 8 compass points confidently and 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 ➢ Draw a plan view map with some accuracy ➢ Draw maps and use symbols and a key with accuracy ➢ Compare maps with aerial photograph	Aerial photos – compare climate change in the arctic explore differences and adaptations over time Collect evidence about inuits exploring what they are etc	**Story Topic Texts:** 'Ice trap' by Meredith Hooper and MP Robertson 'Shackleton's Journey' by William Grill Trapped by the Ice!: Shackleton's Amazing Antarctic Adventure' by Michael McCurdy 'Sky Song' by Abi Elphinstone The Polar Bears Explorer's Club by Alex Bell 'Supplementary Texts: the Last Polar Bears by Harry Horse; The Great Explorer by Chris Judge; rainbow Bear https://www.geography.org.uk/Primary-	Latitude Longitude Equator Greenwich Meridian Hemisphere Climate (Equatorial; Tropical; Hot desert; Temperate; Arctic/Polar) Earth's core Volcano Eruption Tectonic plates Earthquake Volcano Northern Lights Inuit Arctic Antarctic Glacier Iceberg Climate change Climate Zone Plan View Thematic Cancer/Capricorn
Human & Physical Geography	➢ 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	Identify world volcanoes, mountains and earthquakes that have happened Explain the key physical features and identify utilising diagrams how these form and occur		
Place	➢ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Europe	Identify and understand the tropics, equator, poles, hemispheres and how they affect climate and geography in the earth Located countries in the arctic circle		
Location	➢ 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	Apply compass points and grid references to follow a map Cross curricular links to maths to support co ordinates Plan view maps of schools and adapt and apply this to the arctic		

		Use maps to compare important aspects of land – apply to measure these on scale maps **<u>Mapping Opportunities</u>** • 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 information that can be discovered by using these maps together	<u>Membership-Landing</u> <u>https://www.3dgeography.co.uk/map-skills-worksheets</u>	

Year Six

Another Place (South America)

Autumn Term & Summer Term 2

Geography End of Year Expectations for Children in Year 6

Geographical Skills and fieldwork	Human and Physical Geography	Place	Location
I can suggest questions for investigating – independent enquiries	I can understand geographical similarities and differences through the study of human and physical geography of a particular area - South America	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South and North America	I can use maps to focus on and locate with confidence significant places of study including In Europe, North and South America,
I can 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)	I can describe and understand key aspects of physical geography, including: rivers, biomes and vegetation belts		I can use maps to locate and identify environmental regions, key physical and human characteristics, countries, and major cities, key topographical features (including hills, mountains, coasts and rivers)
I can 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			
I can use 6 figure grid refs; use latitude and longitude on atlas maps			
I can draw a plan view map accurately			
I can 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			
I can use/recognise OS map symbols and atlas symbols			
I can describe features shown on OS map and follow a short route on an OS map			
I can use a scale to measure distances			
I can draw/use maps and plans at a range of scales			

Concepts	Content	Contextual Applications	Contextual links – Story topic links and additional guidance	Key Vocabulary
Geographical Skills and Fieldwork	➢ 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 ➢ 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	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 Compare Europe to South America based on a range of characteristics Collect own evidence from books, computers and various sources to develop own facts and knowledge to utilise in the analysis of a country	**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 https://online.kidsdiscover.com/unit/biomes https://www.youtube.com/watch?v=_M48ANM3hAQ – From River to Mouth https://www.bbc.co.uk/bitesize/clips/zb6g9j6 - Waterfalls https://www.youtube.com/watch?v=ilJ	Land use Biome Rainforest Tundra Tropical savannah rainforest Vegetation belt Nile Amazon Chang Jiang Mississippi-Missouri Murray-Darling Volga Erosion Transport Deposition Flooding Middle course Meander Ox Box Lake Waterfall Retreat Gorge Lode Channel River Bed Plunge pool V-Shaped Valley Overhang Levee Floodplain
Human & Physical Geography	➢ 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	River focus – from source to mouth • 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 North/ South America and Europe • 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 **Compare and contrast South America and Europe in each of these areas**	zge07mcs – 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
Place	➢ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South and North America	Identify both European and South American countries and contrasted the differences Identify both European and South American capital cities and contrast 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 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		
Location	➢ 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)	• 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 **<u>Mapping Opportunities</u>** • 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 • 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		