

Geography - Medium Term Planning - Autumn Cycle B

| Autumn cycle B | Prior skills/knowledge/language | New Skills | Planning |
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| Year 1 and 2 | Local Area | | |
| | <p>EYFS-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Y1 - Prior topics covered - Weather, Seasons and the Seaside, Continents and Oceans, and Hot and Cold Climates of the World.</p> <p>–Pupils can name and locate some of the continents, countries, seas and capital cities To learn the four seasons and key features of each one.</p> <p>-Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human/physical geography</p> <p>-Pupils can identify seasonal patterns</p> <p>-Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</p> <p>-Pupils are beginning to use basic geographical vocabulary to refer to human/physical features</p> <p>-Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately</p> <p>-Pupils can use simple compass directions with increasing accuracy</p> <p>-Pupils are recognising landmarks with increased accuracy</p> <p>-Pupils are beginning to devise a simple map</p> | <p>- 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 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 - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>- 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</p> | <ol style="list-style-type: none"> 1. Know the difference between town and countryside Y1 or urban and rural Y2, including your own. 2. Use fieldwork to identify and record the main features of the school grounds. 3. Use fieldwork to identify and record the main features of the local area. 4. Y1-to identify the types of houses in your local area Y 1 / 2- To take a journey through your local area to identify the types of settlements and building found Y2 - Using data collected during fieldwork, recount the journey through the local area. 5. Y1 -To find out about and begin to use a key. 6. Y 2- Recognise some commonly used Ordnance Survey map symbols. 7. Create a map of our local area, showing the key features. |

Climate Zones

Y2 - Topics Covered in KS1 - Local Area, Zambia, The United Kingdom, Weather, Seasons and the Seaside, Continents and Oceans and Hot and Cold Climates of the World.

- Pupils can name and locate the seven continents of the world, the seven seas, the four countries of the UK and their capital cities.
- Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human/physical geography
- Pupils can identify seasonal and daily weather patterns
- Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles
- Pupils can use a wide range of basic geographical vocabulary to refer to human features
- Pupils can use maps, atlases and globes confidently to identify studied regions
- Pupils can use simple compass directions confidently
- Pupils can recognise landmarks
- can devise a simple map with basic symbols in a key

Y3 - Prior topics as above with the addition of: Rainforests, Food and Farming and Exploring Your Local Area

- Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map
- Pupils can, with increasing accuracy, locate cities of the United Kingdom
- Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian
- Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human/physical geography
- Pupils can describe a few aspects of physical/human geography
- Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently
- Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key
- Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

- identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle
- describe and understand key aspects of: physical geography, including: climate zones
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts (Yr 4) - Round decimals with one decimal place to the nearest whole
- : Read, write and convert time between analogue and digital 12- and 24-hour clocks (Yr 4)

1. Identify the different lines of latitude and explain how latitude is linked to climate
2. Locate different climate zones and explore the differences between the Northern and Southern Hemispheres
3. Compare temperate and tropical climates
4. Explore weather patterns within a climate zone
5. Write a weather forecast for a typical day in your choice of climate zone
6. To identify the characteristics of each climate zone.

Y4 - topics covered in LKS2 - Rainforests, Food and Farming, Exploring your Local Area, Climate Zones, Rio and South East Brazil, and Rivers.

- Pupils can confidently locate countries in Europe, North and South America on a map
- Pupils can locate cities of the United Kingdom and are beginning to identify counties
- Pupils can identify at least 4 for 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
- Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical/human geography
- Pupils can describe an increased range of aspects of physical/human geography
- Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied
- Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)
- Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

Y5 - Topics covered as above with the addition of: Mountains, Europe, Natural Resources and World Trade.

- Pupils can, mostly, locate countries of the world on a map
- Pupils can, mostly, locate counties and cities of the United Kingdom
- Pupils can identify most for 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
- Pupils can identify aspects of the physical and human geography that have changed over time
- Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical/human geography
- Pupils can describe and understand an increasing variety of key aspects of physical/physical geography
- Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- describe and understand key aspects of: 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

1. Compare and contrast the different countries of the UK
2. Identify where I live in the UK and locate the UK's major cities
3. Identify physical characteristics of the UK
4. Understand how people have affected the United Kingdom's landscape
5. Describe and explain the sorts of industries in which people in the UK work
6. Understand the different types of energy sources used in the UK Evaluate the advantages and disadvantages of wind energy

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| | <p>-Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</p> <p>-Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p> | | |
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