

## Geography - Medium Term Planning - Autumn Cycle A

Autumn Cycle A	Prior skills/knowledge/language	New Skills	Planning
Year 1 and 2	<b>Weather, Seasons and the Seaside (coasts)</b>		
	<p><b>EYFS</b>-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><b>Y1 - Prior topics covered - Local Area, Contrasting Localities, and The United Kingdom</b></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>- identify seasonal and daily weather patterns in the United Kingdom</p> <p>-Order the months of the year. Name and order the seasons.</p> <p>-Identify differences between the types of weather experienced in different seasons in the UK.</p> <p>-Identify differences between the types of weather experienced in different seasons in the UK. Identify aspects of the weather and how it affects my local environment.</p> <p>-Identify aspects of the weather and how it affects my local environment.</p> <p>- I can identify and record daily weather patterns.</p> <p>-trace the outline of the UK coast on a map</p> <p>-name some of the features I would see at the seaside</p> <p>-describe some of the features of a place by the seaside.</p>	<ol style="list-style-type: none"> <li>1. Order the months of the year and recognise seasons.</li> <li>2. Find clues to decide which season we are in (FIELDWORK)</li> <li>3. Identify the types of weather we have in the United Kingdom and record the daily weather in our area.</li> <li>4. Identify some of the features of places by the seaside.</li> <li>5. To use actual (or virtual) fieldwork to identify features at a seaside locality</li> <li>6. Identify the features of the coast</li> </ol>
Year 3 and 4	<b>Rainforests</b>		
	<p><b>Y2 - Prior topics covered in KS1 - Weather, Seasons and the Seaside, Continents and Oceans, Hot and Cold Climates of the World, Local Area, Contrasting Localities, The United Kingdom.</b></p> <p>-Pupils can name and locate the seven continents of the world, the seven seas, the four countries of the UK and their capital cities.</p>	<p>-Recognise what a rainforest is and locate the world's rainforests on a map.</p> <p>-Recognise the different layers of life in a rainforest.</p>	<ol style="list-style-type: none"> <li>1. Explore what a rainforest is and locate rainforests on a map.</li> <li>2. Look at the different layers of the rainforest with</li> </ol>

- 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 covered as above with the addition of: Climate Zones, Rio and South-East Brazil, and Rivers.**

- 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

- Recognise the features that make up a rainforest.
- Describe the key characteristics of the Congo.
- Describe and explain the impact of the deforestation of the rainforests.
- Explain the importance of the Amazon Rainforest.
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn
- 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

definitions, images and descriptions of the animals that live there.

3. Explore the many features of the rainforest and look at how important rainforests are for food and medicine around the world.
4. Describe the key characteristics of the Congo.
5. Define what deforestation is and look at the impact it has on the world's rainforests.
6. Explore the Amazon Rainforest and its importance.

**Y4 - Topics covered in LKS2 - Rainforests, Food and Farming, 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 - Prior Topics covered as above with the addition of: The United Kingdom, Volcanoes and Earthquakes and Exploring your Local Area and Region.**

- 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

- describe and understand key aspects of physical geography, including: mountains
- 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
- name and locate key topographical features of the UK (including mountains)

1. Describe what a mountain is and locate the world's 'Seven Summits' on a map.
2. Describe the key features of mountains and how they are formed.
3. Describe the climate of the mountains and explore mountain life.
4. Explore and locate the UK's highest mountains.
5. Recognise the importance of the Himalayas

	<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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