

## Geography - Medium Term Planning - Spring Cycle A

Spring cycle A	Prior skills/knowledge/language	New Skills	Planning
Year 1 and 2	Continents and Oceans		
	<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><b>Topics covered this year - Weather, Seasons and the Seaside</b></p>	<p>- name and locate the world’s seven continents and five oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans</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</p> <p>- use basic geographical vocabulary to refer to:</p> <p style="padding-left: 20px;">- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p style="padding-left: 20px;">- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>- use world maps, atlases and globes to identify the continents and oceans</p>	<ol style="list-style-type: none"> <li>1. Understand where I am in the world.</li> <li>2. Name and locate on a map the seven continents</li> <li>3. Locate on a map the oceans that link the continents.</li> <li>4. Use four compass points to describe where the continents are located</li> <li>5. Children sort the physical and human features of different continents around the world.</li> <li>6. Children share their understanding of a continent</li> </ol>

## Food and Farming

**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.**

- 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 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

**Topics covered this year - Rainforests**

- generate and answer questions about where some common foodstuffs come from
- generate questions about the places, people and processes involved in producing some common foodstuffs
- understand some of the processes involved in food production and distribution
- Understand the environmental impact of food production

1. Look at Food Miles and the environmental impact.
2. To look at why we need food packaging and how we can recycle it.
3. To Learn about how much food we waste and how we can reduce food waste.
4. To learn what is meant by Fairtrade and the economical and environmental benefits.
5. To create an advertisement for 'the perfect lunchbox'

## Europe (Greece and Athens)

### **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

-Find Europe on a map and discover information about some of its main countries.

- Explain some of the reasons why people migrate from Syria to Greece
- Describe contrasting aspects of the landscape of Greece
- Compare daily life for a child in Athens with their own

1. locate Europe and investigate key information about its principal countries
2. Explore tourism in the Mediterranean region.
3. To understand some of the factors affecting migration into Europe through Greece
- 4.To investigate the landscape of Greece, its features and how it is used
5. To investigate some of the main features of Athens
6. Compare life in Athens with my life and my local area.

-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)

-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

**Topics covered this year - Mountains**