

Geography - Medium Term Planning - Spring Cycle B

Spring cycle B	Prior skills/knowledge/language	New Skills	Planning
Year 1 and 2	China -Beijing		
	<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>Topics Covered so far this year - Local Area</p>	<p>- Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</p> <p>- 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 - 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 countries, continents and oceans studied at this key stage</p>	<ol style="list-style-type: none"> 1. To locate China on a map and have a look around the landscape. 2. To find out about human and physical features in China. 3. To Locate the city of Beijing and find out about its main features 4. To compare going to school in Beijing to going to school in Liverpool 5. To find out about animals in China. 6. to Experience celebrating Lunar New Year (possibly and parent stay and play)

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

Topics covered so far this year - Climate zone

- locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- identify the position and significance of the Equator
- identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America

1. Children are able to locate South America on a world map and identify some of its key features.
2. To locate South American countries and capitals, in order to compare the time difference between them and the UK.
3. To compare key facts about Brazil with facts about your country.
4. To Find out about life in Rio De Janeiro and some of the challenges the city faces.
5. To investigate trade links with south east Brazil

Volcanoes and Earthquakes

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

- describe and understand key aspects of physical geography, including: volcanoes and earthquakes
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Evaluate the advantages and disadvantages of living near a volcano
- study the effects of a specific volcanic eruption

1. Find out about the structure of the Earth and label a diagram
2. Describe what happens at the boundaries between the Earth's plates
3. Locate where famous earthquakes have occurred and write a report
4. Describe and explain the key features of a volcano
5. Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.
6. Identify the effects of earthquakes on land and people

-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 so far this year - United Kingdom