



Buckstones Community Primary School

Geography Medium Term Plans-Autumn

EYFS - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Understanding the World ELG	Can they talk about where they live?	Topic - Ourselves. Talking about where they live. Children to learn their address. Talk about how they get to school.
Understanding the World ELG	Can they talk about their school environment? Can they talk about what they like/dislike about their school environment?	Walk around the school inside and outside - take photographs. Talk about the different areas in school. Children talk about their favourite areas in school and why they like them. Focus on forest activities - the environment outside and how we can look after our school i.e. not dropping litter.

EYFS - Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Understanding the World ELG - the world</p>	<p>Can they talk about their environment?</p> <p>Can they talk about features of their environment they like/dislike?</p>	<p>Look at seasonal changes, weather.</p> <p>Look at wildlife - frogs in the pond, butterflies - look at the flowers beginning to grow. (this may be in Summer term depending upon the length of each half term)</p> <p>Look at changes to the environment during forest activities.</p> <p>People who help us - invite visitors in to talk about how they make our community a nice place/ safe/ help others.</p> <p>Look at people who help us further away - mountain rescuers/ RNLI/farmers.</p>
<p>Link to Mathematics ELG - shape, space and measure</p>	<p>Can they use positional language?</p> <p>Can they use understand and follow positional instructions?</p>	<p>Using the beebot to travel around a map. Work as a group directing the beebot around.</p> <p>Using the program on the laptops to direct the cursor around the map. Talk about the directions using positional language.</p> <p>Play blindfold games to follow instructions about direction.</p>

EYFS - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Understanding the World ELG - the world</p>	<p>Can they talk about changes in their environment?</p> <p>Can they talk about how environments vary from one to another?</p> <p>Can they talk about a place they have visited?</p> <p>Can they talk about what they liked/disliked about the place they visited?</p>	<p>Talk about seasons / weather. Environmental walk to look at changes and new growth.</p> <p>People who help us - looking at people close by, farmers, RNLI, mountain rescue. Why the different services are needed in different locations.</p> <p>Look at Africa - read Handa's surprise. Talk about the different culture, the animals we find in Africa. Look at Africa on the map and talk about how we would visit there from England. Look at how the people have different kinds of houses and why.</p> <p>Talking about local area - places they have visited - look at the picture of an area which has been misused, talk about how to make it look better and why it is important to look after our world.</p> <p>Places we can find water - think about where water comes from, how we use water, why it is important.</p> <p>Different habitats of different animals - polar,</p>

		jungle, farm etc.
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Overview for Geography - Year 1

	Autumn	Spring	Summer
Termly Topics	Local Area (Around our School)		World Geography (oceans & continents)
Ongoing Topic: United Kingdom	<ul style="list-style-type: none"> * 4 countries of UK * Own address 	<ul style="list-style-type: none"> * 4 capital cities * surrounding seas * compass points * London 	
Ongoing Topic: Weather	* UK Weather		* World Weather

Year 1 - Autumn - GEOGRAPHY
Local Area (Around our School)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Geographical Skills & Fieldwork</p> <p>Place Knowledge</p>	<p><u>Out & About</u></p> <p>Can they say what they like/dislike about their locality?</p> <p>Can they sort things they like and don't like?</p> <p>Can they answer some questions using different resources, such as photographs?</p> <p>Can they think of a few relevant questions to ask about a locality? (ongoing)</p> <p><u>School Grounds (outdoors)</u></p> <p>Can you make a picture map of their school grounds?</p>	<p><u>Out & About</u></p> <p>NB. Series of lessons:</p> <p>* Go into playground. Talk about then sketch what we can see from the infant playground.</p> <p>* Ch then go out into Local Area. Talk about what we can see. Take photos. What do we like / dislike? What would we change? Sort the photos we take into a table ☺ and ☹. Add a simple sentence. <i>Display in class.</i></p> <p>* Use photos we took. What can we say about our local area. Examples of Qs to ask: What are the houses like? How do people get about - what transport is there? Are there any shops? Is there anywhere for us to play?</p> <p>* Look at map of Local Area - which streets do we know? Do any of us live on any of these streets? Who lives the closest to school? Why are some of our streets not on this map? (eg. ch. who live in Moorside, Newhey) <i>Homework Idea</i> - map of how we get to school.</p> <p><u>School Grounds</u></p> <p>NB. Series of lessons.</p> <p>* Forest Fun - all out together exploring school grounds! What do we have in our school grounds? Can we name all the different parts? eg. infant playground, nature area, junior playground, field etc.</p> <p>How are all the parts linked together?</p>

	<p><u>School building (indoors)</u> Can you use a plan to describe our school? LINKED TO Can you plan a journey within our school site?</p> <p><u>Classroom</u> Can you make a map of our classroom using bird's eye view?</p>	<p>Link to <i>We're going on a Bear Hunt ...</i> * Draw and label map of school grounds</p> <p><u>Indoor Plans</u> * Split ch. into groups. Each group to go around school with JG. Ch to describe their route as they go to various places around school. <i>Link to work on positional language in computing / maths.</i></p> <p>* Discuss what 'bird's eye view' means. Watch YouTube clip - bird's eye view of Paris. Share egs. Of Bird's eye views. Ch. to choose their favourites. Work in pairs - discuss what they can see.</p> <p>* Make a bird's eye view plan of our table (each group does their own table, laid out according to ability). Together, do one of classroom!</p>
<p>Locational & Place Knowledge</p>	<p>Can they tell someone their address and what it is like to live there?</p> <p>Can they describe some places which are not near the school?</p>	<p>* <i>Link to homework (map):</i> make a map of your route to school. Which places do they pass? Why do we pass different things? (ie. come to school from different directions) Which places are not near school? Eg. golf course (Grains Bar), reservoir (Ogden), shops (various). <i>Together, do Tes i-board activity - who lives closest to school?</i></p> <p>* <i>Again, link to homework (map).</i> Discuss where we all live. Look at school's address (inc. postcode - link to work on capital letters).</p>

		Discuss how addresses need to be set out. <i>Set as homework task - write own address (Computing - TES iBoard)</i>
Geographical Skills & Fieldwork	Can you talk about ways to improve the locality? What do you like/dislike about our local area and why?	See Geographical Enquiry / Fieldwork
Geographical Knowledge	Can they use locational and directional language for example near and far, left and right?	ONGOING ... throughout all activities link to maths and computing work on position and direction.
<p>Miscellaneous Activities:</p> <p>ALL CH (DIFFERENTIATED): Local Area wordsearch (geographical vocab.)</p> <p>ALL CH: On the 'Street' Espresso activity (labelling street furniture)</p> <p>ALL CH: 'Sal's Journey to School' Espresso activity (planning a route)</p> <p>MA CH: 'Our Journey to School' Espresso activity (sequencing a journey)</p>		

	<p>capital cities?</p> <p>Can they name and locate the surrounding seas?</p> <p>Can they find where they live on a map of the UK?</p> <p>Can they use simple compass directions: N, S, E, W?</p>	<p>Locate Shaw / Oldham / Manchester on UK map.</p> <p>NB. <i>Revisit in Spring - link to work on compass directions ie. knowing that we live in North-West England.</i></p>
<p style="text-align: center;">Ongoing activities:</p> <p style="text-align: center;">* Encourage ch. to tell us if they have visited places over a weekend. Together, locate on map of UK.</p> <p>*Spring Term - perhaps send Barnaby Bear (or equivalent) when they go away. Encourage them to write a few notes, keep a few mementos, take photos etc. Make into a book.</p>		

Year 1 - Ongoing Topic - GEOGRAPHY
Weather

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Geographical Skills & Fieldwork (Autumn focus)</p>	<p>Can they think of a few relevant questions to ask about a weather map? (ongoing!)</p> <p>Can you use weather symbols on a map?</p>	<ul style="list-style-type: none"> * Initial lesson - what can we say about the weather? Brainstorm. Share ideas. * Share weather symbols - what do we think each of them means? Ch then complete a weather key (differentiated) * BBC Barnaby Bear website - weather symbols / UK cities (eg. it's snowing in Leeds) * Purple Mash - make own UK weather map. Add symbols (inc. changing size)
<p>Human & Physical Geography</p>	<p>Can they answer questions about the weather? (ongoing!)</p> <p>Can they keep a weather chart? (ongoing, one per season)</p> <p>Can you collect weather information over a longer period and use it to answer questions? (ongoing Winter / Spring / Summer)</p> <p>Can they explain the main features of a hot and cold place and how they are different? (summer)</p>	<ul style="list-style-type: none"> * Keep an individual Autumn weather diary over half-term week (symbols) * Together, keep a Winter weather diary in December - record weather each day (symbols <u>and</u> temperature). Use weather app on iPad. Do after morning register each - fair test.

<p>Human & Physical Geography</p>	<p>Can they begin to explain why they would wear different clothes at different times of the year?</p> <p>Can they explain what they might wear if they lived in a very hot or a very cold place? (summer)</p> <p>Can they tell something about the people who live in hot and cold places? (summer)</p> <p>Can you explain how the weather affects different people? (summer)</p>	<p>* Discuss seasons - what are we wearing today? Ask Qs eg. do we need a coat (why?) Why do we wear different clothes at different times of the year? ICT - Tes iboard Weather report activity (2 differentiated activities - one for Y/G, other for R/B).</p>
<p>Geographical Skills & Fieldwork</p>	<p>•Can they point out where the equator, north pole and south pole are on a globe or atlas? (summer)</p>	
<p style="text-align: center;">Miscellaneous Activities: * Discuss general changes in weather (ongoing)</p>		

Year 2 Spring
Small area of the UK (Isle of Coll)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Can they label a diagram or photograph using some geographical words?</p> <p>Can they find out about a locality by using different sources of evidence?</p> <p>Can they find out about a locality by asking some relevant questions to someone else?</p> <p>Can you find the longest and shortest route a using map?</p> <p>Can you use a map or plan to describe a contrasting locality?</p> <p>Can you use symbols on a map?</p> <p>Can they construct a map and use a key?</p> <p>Can they say what they like and don't like about their locality and another locality like the seaside?</p> <p>Can you use grid references A1, B2 etc.?</p> <p>Can you plan a journey to a place in our locality?</p> <p>Can you write and present findings?</p>	<p>1) Use globe and map of world to locate countries of the British Isles. Locate where we live and where Katie Morag lives.</p> <p>2) Place names and countries, capital cities and rivers/mountains on a map of the British Isles highlighting Shaw and Coll.</p> <p>3) Examine map of fictitious Struay and its human and physical features. Children to draw own representation from knowledge of books they have read.</p> <p>4) Analyse real maps of the Isle of Coll. How do they compare to Struay. Examine human and physical features. Draw a map of the island including a key of human and physical features. Use symbols and devise their own key.</p> <p>5) Children to compare and contrast Coll and Shaw and to discuss their likes and dislikes. To design and make a poster advertising their preferred place.</p> <p>6) Children to locate places on a map of Coll, using grid references.</p>

		7) Problem solving- children to use a map of Coll to plan journeys from one place to another.
Physical Geography	<p>Can they explain what makes a locality special?</p> <p>Can you compare where we live to a Scottish Island?</p> <p>Can they describe some of the features associated with an island?</p> <p>Can they describe the key features of a place, using words like, beach, coast, forest, hill, mountain, river, ocean, valley, cliff, vegetation, sea, soil?</p>	<p>1) What is so special about the Isle of Coll? Size, location, scenery, wildlife, low population.</p> <p>2) How is life different for us in Shaw to life on the Isle of Coll. Comparison of Buckstones to Arinagour Primary School.</p> <p>3) Children to use photographs to describe features listed. Make a montage of mini-photographs.</p> <p>4) Children to make a glossary of terms and what they mean.</p>
Human Geography	<p>Can they describe some human features of their own locality, such as the jobs people do?</p> <p>Do they think that people ever spoil the area? How?</p> <p>Can they explain what facilities a town or village might need?</p> <p>Can they describe the key features of a place, using words like, city, town, village, farm, port, harbour?</p>	<p>1) List jobs that could be done in Shaw. How do they compare to the jobs done on Coll?</p> <p>2) Compare transport systems in Shaw and Coll.</p> <p>4) What human features does Coll have? What does it need? What could be built?</p>

**Year 2 Summer
Local study -Shaw**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Can they say what they like/dislike about Shaw?</p> <p>Can they sort things they like and don't like?</p> <p>Can you make a picture map of Shaw or a part of Shaw?</p> <p>Can you use a plan to describe our local area?</p> <p>Can they think of a few relevant questions to ask about a locality?</p> <p>Can they answer some questions using different resources, such as, the internet and atlases?</p>	<p>1) Talk about why they like living in Shaw and what their favourite features are and why.</p> <p>2) Express views about the attractive/unattractive features of Shaw. How could the unattractive features of Shaw be improved? E.g. litter, pollution, traffic, noise.</p> <p>3) Take part in a class debate...'Shaw would be a better place to live if it had a.....'Arguments for and against.</p> <p>4) Children to draw a simple map showing the route we took into Shaw and the features we passed along the way.</p> <p>5) Children to use a map of Shaw to find features e.g. Buckstones, River Beal, tram line, cricket field etc.</p> <p>6) Before we embark on our Shaw Trail, children to ask questions they want to find out about the centre of Shaw.</p> <p>7) Use Google Maps as an alternative way of following the journey we take on our Shaw Trail.</p>

		<p>8) Use atlas to locate Shaw on a map of the British Isles and relate it to other places the children have visited.</p> <p>9) Children to conduct traffic survey in four places in Shaw. Which is the busiest part of Shaw? Which is the most common type of transport that passes through Shaw? How has the recently renewed tram route helped the traffic situation in the town centre?</p> <p>10) Collect data in the most appropriate way and display information in the form of a graph upon our return to school.</p>
Physical Geography	<p>Can they describe a locality using geographical words and pictures?</p> <p>Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p> <p>Can they describe some physical features of their own locality and using Geographical vocabulary?</p>	<p>1) Children to name and label human and physical features of Shaw using photographs of the local area.</p> <p>2) Learning and spelling new geographical and vocabulary. Plus learning names of buildings in Shaw.</p> <p>3) Children to label maps of Shaw accurately with appropriate symbols and use of a key.</p>
Human Geography	<p>Can you talk about ways to improve Shaw?</p> <p>Can they describe the key features of a place,</p>	<p>1) Make observations of the human features that give Shaw its character. (mills, farms, shops, tramline)</p>

	<p>using words like, factory, farm, house, office, shop?</p> <p>What do you like/dislike about our local area and why?</p>	<p>2) What are the attractive and unattractive features of the local area? How could certain areas be improved?</p> <p>3) Children to design posters to keep Shaw a clean and tidy place to live e.g. litter, dog walking, where to play sensibly etc.</p>
<p>Geographical Knowledge</p>	<p>Can they find Shaw on a map?</p>	<p>1) Locate places they have been to in the north-west using an atlas. Which are nearest to Shaw, which are furthest away?</p> <p>2) Use a road map to find the location of their homes. Trace the route from home to school. Who has to travel the furthest to school? Who has to travel the least furthest? What features do they pass on the way to school?</p> <p>3) Follow instructions on a trail around Shaw. Use and understand vocabulary including left, right, north, south.</p>

Year 2 Summer
Contrast with Non-European Country e.g. St Lucia

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Can they label a diagram or photograph using some geographical words?</p> <p>Can they find out about a different locality by using sources of evidence?</p> <p>Can you use a map or plan to describe a contrasting locality?</p> <p>Can they answer questions about a contrasting locality using different resources?</p>	<p><u>Section 1: Where is St. Lucia?</u></p> <p>Using maps, atlases and globes, ask the children to locate the UK and St. Lucia and to identify the main continents and oceans.</p> <p>Ask the children to trace a route to St. Lucia.</p> <p>Ask the children how they might travel there and what sort of time would be needed for the journey</p> <p>Ask the children to say or write down what they think St. Lucia would be like if they were to go there.</p>
Physical Geography	<p>Can they describe the key features of a place, using words like, beach, coast, forest, hill, mountain, river, ocean, valley, cliff, vegetation, sea, soil?</p> <p>Can they explain what makes a locality special?</p> <p>Can they describe a place outside Europe using geographical words?</p>	<p><u>Section 2: What is the island of St. Lucia like?</u></p> <p>Using the picture boards in the pack and a range of other collected pictures of St. Lucia discuss with the children what the island is like.</p> <p>Ask the children to draw and label pictures of St. Lucia to show its main physical and human features.</p> <p>Ask the children to write a short description of the area to describe what St. Lucia is like.</p>

		<p>Ask the children to list the physical and human features of St. Lucia that are similar to and different from those in their own area.</p>
<p>Human Geography</p>	<p>Can they explain how the jobs people do may be different in different parts of the world?</p> <p>Do they think that people try to make the area better? How?</p> <p>Can you say how people affect the environment?</p>	<p><u>Section 3: What might it be like to live in St. Lucia?</u></p> <p>Using the pictures discuss with the children what life might be like in St. Lucia Ask the children to raise questions. <i>What is family life like for you? What sort of food do you eat? How much do things cost where you live?</i> The children may then be asked to try to answer the questions they have posed.</p> <p>Alternatively, one child might be asked to act the role of a St. Lucian and try to answer the questions.</p> <p>Ask the children to make two lists to identify newer and more traditional ways of cooking. Ask the children to write a description of life in St. Lucia using headings such as houses, food, shopping and going to school. The use of a writing frame for this task might be helpful for some children.</p> <p>Ask the children to do the same for their own locality and then to decide which aspects of life might be the same for both places. Research the types of jobs people might do in St.Lucia.Ask the children to think about how life is changing and may change in the future in</p>

		<p>St. Lucia</p> <p>Ask the children to reflect on how their ideas about a West Indies island have changed and developed. Ask them to think about what other questions they might ask to find out more about life in St. Lucia in general.</p>
Geographical Knowledge	<p>Can they name the 7 continents of the world and find them in an atlas?</p> <p>Can they name the world's 5 oceans and find them in an atlas?</p>	<p>Atlas work</p> <p>Children to label a blank world map with the 7 continents and the world's 5 oceans.</p>

Year 3 - UK (Spring)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Do they use correct geographical words to describe a place and the events that happen there? Can you label the same features both on an aerial photograph and a map?</p> <p>Do they know the difference between the British Isles, Great Britain and UK? (Geographical knowledge)</p> <p>Can they explain how a location fits into its wider geographical location; with reference to physical</p>	<p><u>Overview</u> Children will use globes, atlases and maps as well as information texts and ICT to find out about the countries of the United Kingdom. They will ask and respond to geographical questions about where places are in relation to each other and what they are like, using geographical vocabulary. The topic will include whole class, group and individual work together with independent research including ICT and practical activities.</p> <p><u>Where in the world is the UK?</u> What does 'UK' mean? Use Google Earth and atlases to look at the position of the UK. Describe in terms of hemisphere, continent, proximity to other countries, north, south, east, west. Compare size in simple terms with other countries children know about or have been to. Describe position in relation to North and South Poles and the Equator. Which countries are in the UK? Where are their capital cities? Use TES Connect tutorial video (Identify the UK and its Countries) to summarise this information. Ch. to label capital cities on an outline map of the UK and shade the 4 countries accurately.</p> <p><u>What is the difference between the UK, Great Britain and The British Isles?</u> Revise work done so far on the United Kingdom.</p>

	<p>features? (Physical geography)</p> <p>Can they locate and name some of the main islands that surround the UK? (Geographical knowledge)</p> <p>Can they locate and name some of the main islands that surround the UK? (Geographical knowledge)</p>	<p>Have ch heard the terms Great Britain and The British Isles? Use Google Earth and atlases/maps to show the difference between The UK, Great Britain and The British Isles.</p> <p>Use cut and match activity 'What's in a name?' from www.3dgeography.co.uk. Ch to match and label map outline of the UK, Great Britain, British Isles and England.</p>
Physical Geography	<p>Can they use maps and atlases appropriately by using contents and indexes?</p> <p>Can they use appropriate symbols to represent different physical features on a map?</p> <p>Can they name up to six cities in the UK and locate them on a map? (Geographical knowledge)</p> <p>Can they explain how a location fits into its wider geographical location; with reference to physical features?</p>	<p><u>Using maps and atlases to locate cities, rivers and mountains.</u></p> <p>Show ch range of maps in an atlas of the UK. They all show different things. Can ch work out what each shows? How are cities and towns shown? How are rivers and mountains shown? How is high land and low land shown?</p> <p>Use atlases to name some of the main cities, seas, oceans and islands around the UK.</p> <p>Ch to complete labelling activity on given map from 3D Geography.</p> <p>Class Quiz in teams - ch need to use their atlas to find, e.g. a city beginning with B, a town beginning with D, a river in Scotland, a mountain in England, a sea beginning with I, the name of the sea between England and France, etc...</p>
Human Geography		
Geographical Knowledge	<p>Do they use correct geographical words to describe a place and the events that happen there? (Geographical enquiry)</p> <p>Do they know the difference between the British</p>	<p>In mixed ability groups, children to use information texts, ICT, atlases and maps to investigate one country of the UK. Focus research on specific areas:</p> <ul style="list-style-type: none"> • Size and population

	<p>Isles, Great Britain and UK?</p> <p>Can they locate and name some of the main islands that surround the UK?</p>	<ul style="list-style-type: none">• Flag• Capital city• Patron saint• Emblem• Weather• Highest mountain• Major rivers• Other landscape features• Places of interest• Famous people• Food and drink• Celebrations/customs/festivals• Holiday activities <p>Ch to use a research chart to record information from a range of sources, e.g. books, leaflets, atlases, Google Earth, web-sites (e.g. www.woodlands-junior.kent.sch.uk/) . Read texts, identify and record the main points.</p> <p>Ch. work in small groups, using their findings, to produce an eye-catching information poster about the country they have researched.</p> <p>Poster to include: text boxes (both written and typed), pictures, photographs, maps, weather charts, symbols or emblems, flags etc...</p> <p>Each group to present their poster to the class and explain what they have found out about their country. Listen carefully to other groups to find out about each country of the UK.</p> <p>Class Quiz - team competition to be 'United Kingdom Champions'.</p>
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		Questions based on all eight posters produced, plus facts from the rest of this unit of work.
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Year 3 Rivers (Summer)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Can they observe, measure record and present human and physical features using a range of methods e.g. sketch maps, plans and graphs and use of digital technologies.</p> <p>Can they make careful measurements and use the data?</p>	<p><u>Overview</u> Children will use globes, atlases and maps as well as information texts and ICT to find out about the water cycle, physical features of rivers and valleys and how people use rivers. Using geographical vocabulary, they will ask and respond to geographical questions about why many major cities are situated by rivers, and the causes and results of floods. They will find out about the world's biggest rivers and the world's famous mountain ranges. The topic will include whole class, group and individual work together with independent research including ICT and practical activities.</p> <p><u>Elicitation</u> What do children already know about rivers? Class discussion. Create a concept map using children's existing ideas about rivers. Highlight contributions that use correct geographical vocabulary. Also begin a class list of rivers that the children have heard of. Add to this throughout the unit.</p>
Physical Geography	<p>Can they explain how the water cycle works?</p>	<p><u>What is the Water Cycle?</u> Ch to watch Water Cycle video from www.tutlediary.com which explains how the water cycle works. Focus on the geographical terms used and their definitions. Reinforce these constantly throughout lesson, through quick-fire questions.</p>

	<p>Can they explain the main physical features of a river?</p>	<p>Play online game, labelling water cycle picture. Read p. 8-9 from CurriculumVisions book. Use volunteers to act out the water journey. Ch to colour and label a Water Cycle diagram (from twinkl).</p> <p><u>What are the main features of a river?</u></p> <p>Look at a range of photographs of rivers (Sparklebox). Why do they all look different? Use coloured diagram from p.5 CurriculumVisions (Features of Rivers and Valleys) and accompanying explanation text. Ch in mixed ability pairs - give ch a number to find on the diagram, ch race to find, read, then explain feature to the class. Explain to the ch we are going to watch two videos showing the course of two rivers (Severn and Tees) from source to mouth. Ch to look out for the features we have just discussed, in particular: source, stream, tributary, confluence, river bed, V-shaped valley, waterfall, gorge, meander, oxbow lake, flood plain, estuary, delta. Ch to label diagram of a river system and answer questions using appropriate vocabulary (p.5 from Essentials for Geography).</p> <p><u>Field Trip:</u> To Crompton Moor to trace the source of Old Brook, using maps of the local area, and follow its course to the waterfall and beyond.</p>
<p>Human Geography</p>	<p>Can they explain why water is such a valuable commodity?</p> <p>Can they explain why people are attracted to live by rivers?</p>	<p><u>How do people use rivers?</u></p> <p>Discussion - Why is water so important? What do we use it for?</p> <p>Show ch same coloured diagram from CurriculumVisions, but this time with human features added. Explain difference between</p>

	<p>Can they explain why many cities of the world are situated by rivers?</p>	<p>human features and physical or natural features. Discuss each of the features in turn. What is the feature? What does it look like? Why is it there and not somewhere else on the diagram? Ch to use atlases to find major cities in the world that are situated by rivers. Use Google Earth to zoom in on some of them. Can ch explain why they think that city grew up in that place.</p>
<p>Geographical Knowledge</p>	<p>Can they name and locate many of the world's major rivers on maps?</p>	<p><u>Where are some of the world's biggest rivers?</u> Show ch a series of photos of major rivers of the world (twinkle and Sparklebox). Find each one on Google Earth, noting the countries it flows through and which continent it is in. Ch to complete Rivers of the World comprehension activity (twinkle). Ch to use this plus info cards (twinkl), ICT (WoodlandsJunior) and p40-46 of CurriculumVisions to write a fact-file about one river. Use www.primaryglobaleye (focus on rivers). Ch to use a given table of information to complete an online challenge related to the world's major rivers.</p>

Year 4 - Uk Regions/Counties - Manchester

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Do they use correct geographical words to describe a place and the events that happen there?</p> <p>Can you find the same place on a map?</p>	<p>Find Manchester, Birmingham, London, Cardiff, Belfast and Liverpool on a map of the UK using an atlas.</p>
Physical Geography	<p>Can they describe the main features of a village? Eg Shaw</p> <p>Can they describe the main features of a well-known city?</p> <p>Can they describe the main differences between cities and villages?</p>	<p>We looked at the features of Shaw. What shops does it have? What else? Compare this to Manchester which has larger shops selling more things such as expensive clothes, video games etc. Also it has museums, lots of restaurants, cinemas etc</p> <p>Research a tourist attraction in Manchester and produce a poster on ipads with details about it (where and what it is, when it opens, prices)</p> <p>(Will use Newhey next year instead of Shaw as Shaw has quite a few specialist shops and it proved a bit confusing for the children)</p>
Human Geography	<p>Can they confidently describe human features in a locality?</p> <p>Can they explain why a place is like it is?</p>	<p>Sort human and physical features and stick into books.</p> <p>research either a human or physical feature (eg;</p>

	<p>Can they explain why people are attracted to live in cities?</p> <p>Can they explain why people may choose to live in a village rather than a city?</p>	<p>Ayers rock) Create a short factfile about it.</p> <p>This will be covered more in our history topic as Manchester became a city during the industrial revolution - until then it was just a small town.</p> <p>create a carroll diagram detailing the advantages and disadvantages of living in both a village and a city.</p>
<p>Geographical Knowledge</p>	<p>Can they name local counties on a map?</p> <p>Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</p>	<p>In first session, locate Yorkshire, Lancashire and Cheshire on a map.</p> <p>Maths later in the year.</p>

Year 4 - European Countries/Region of France (Marseilles)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Do they use correct geographical words to describe a place and the events that happen there?</p> <p>Can you find the same place on a globe and in an atlas?</p>	<p>What do we already know about France? Do you know anything about the food? Tourist attractions? Has anyone been there?</p> <p>As a group discuss what you do know about France already and record on a mind map.</p> <p>Find France using an atlas and label some of the major cities there. (Paris, Marseilles, Lyon, Toulouse, Lille, Nice)</p> <p>Label the Mediterranean Sea and the Atlantic Ocean</p> <p>Find Marseilles on Google Maps - Whereabouts in France is it? What do you think the weather will be like? Why do you think that? (Street view)</p>
Physical Geography	<p>Can they locate the Mediterranean and explain why it is a popular holiday destination?</p>	<p>Why is the Mediterranean a popular holiday destination? Create a poster to show why</p>

<p>Human Geography</p>	<p>Can they confidently describe human features in a locality?</p> <p>Can they explain why a place is like it is?</p> <p>Can they explain how the lives of people living in the Mediterranean would be different from their own?</p> <p>Can they describe and understand economic activity including trade and the distribution of natural resources including food?</p>	<p>Research Marseille and Provence-Alpes-Cote d'azur. What are some of the physical features? What are the human features? On iPads, collect pics to show both of these and then choose 2 of each to create a fact file in books set out with one pic at side and then writing.</p> <p>Find out about some aspects of life in the South of France: Food and school in particular (explain that France is not that different to the UK apart from the weather so they will have mostly the same video games and books etc.)</p> <p>Research into jobs in the Mediterranean. What are the main jobs that people can do in the Mediterranean? Tourism (bars, gift shops, restaurant work, tour guides, excursion companies)</p> <p>Make an information video about Cote d'Azur. What is there to do there, what is it like? What is the weather like? Use ipads and imovie.</p>
<p>Geographical Knowledge</p>	<p>Can they name and locate the world's countries with a focus on Europe including Russia. Name and locate some well-known European countries?</p> <p>Can they name and locate the capital cities of neighbouring European countries?</p> <p>Are they aware of different weather in different</p>	<p>We will start the topic with this even though it is at the bottom for some reason.</p> <p>On a map of Europe, Locate the countries themselves and label them with a coloured pencil. UK Republic of Ireland Russia</p>

	<p>parts of the world, especially Europe?</p> <p>Do they know the countries that make up the European Union?</p>	<p>France Norway Sweden Germany Spain Portugal Greece Switzerland Turkey Poland</p> <p>Find out the capital cities of some of these countries and label them with a different colour of pencil.</p> <p>Find out the name of the countries that are members of the European Union and label these with another colour of pencil. Don't forget to sharpen your pencil and create a key on your map.</p> <p>Choose an EU member state and compare the weather there to that in the UK. How is it different? (Make a fact file about it in your books)</p>
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Year 5 Autumn - Volcanoes and Earthquakes

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Can they collect information about a place and use it in a report eg volcano?</p> <p>Can they use digital mapping to locate areas and describe features?</p> <p>•Can they find possible answers to their own geographical questions?</p>	<p>1. <u>Research a famous case study and create a report using the information.</u></p> <p>Chn write a report about the place/volcano.</p> <p>Use Google Earth and other digital mapping resources to locate areas and describe features.</p> <p>Additional information box: Chn to create some questions of their own and answer them using safe sites/books.</p>
Physical Geography	<p>•Can they describe how volcanoes are created?</p> <p>•Can they describe how earthquakes are created?</p>	<p>2. <u>Label the structure of the earth.</u> Label the diagram of the sections of the earth.</p> <p>3. <u>Locate and label Earth's major tectonic plates.</u> Label the major plates on a map.</p> <p>4. <u>Find if Earth has always looked the same and to find out what continental drift means</u></p> <p>Piece together a Pangea puzzle -use an atlas to help if need reference. Watch the history of continental drift.</p> <p>5. <u>Explain the different types of plate boundaries and recognize where and why volcanoes and earthquakes occur.</u></p> <p>Explain each plate boundary type carefully using resources. Chn will find out what happens under the ground when two</p>

		<p>plates meet. Discover the physical features that are created at plate boundaries.</p> <p>Activity: match up the correct diagram of each type of plate boundary and the example of each in real life on chart.</p> <p><u>6. Describe the different types of volcanoes and famous examples.</u> Explain the different types of volcanoes Use the information to help you create a poster on the four different types of mountains/volcanoes.</p>
Human Geography	<p>Can they describe how settlements are affected by their location near to a volcano or in an earthquake zone?</p>	<p><u>7. Understand the effects of volcanoes on settlements.</u></p> <p>Watch a series of videos to see how powerful the lava flow is (pyroclastic flow). Explain pyroclastic flow. Watch the video of the dome collapse where the immensely powerful pyroclastic flow sweeps over a valley. Discuss feelings of those involved. Sentence work and story of a volcanic disaster affecting the local settlement.</p>
Geographical Knowledge	<p>Can they locate and name some of the world's most famous volcanoes?</p> <p>Can they locate and name areas affected by earthquakes?</p>	<p><u>8. Locate Earth's major tectonic plates</u></p> <p>Using maps of the world, find plates and plate boundaries. Look at the tectonics. Show how they are created due to tectonic movement. Chn research the major plates. Chn use a map of the world and colour in the plates. Using an atlas, label some of the earth's major volcanoes and</p>

earthquakes.

9. WALT create an information leaflet on the world's most famous volcanoes or earthquake zones.

Using case studies, create an information leaflet on famous volcanoes and earthquakes. Choose subheadings to show causes, effects, primary effects and secondary effects and precautions for future etc.

10. Create a volcanic eruption

Using vinegar and bicarbonate of soda, CT demonstrates how a volcano looks when it erupts.

Year 5 Spring- Biomes/Vegetation Belts

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Can they collect information about a place and use it in a report eg Biomes?</p> <p>Can they use digital mapping to locate areas and describe features (biomes/vegetation belts)?</p> <p>Can they use atlases to locate biomes and vegetation belts?</p> <p>Can they find possible answers to their own geographical questions?</p>	<p>1. <u>Use digital mapping and atlases to understand that the world has biomes and vegetation belts</u></p> <p>Introduction to topic.</p> <ul style="list-style-type: none"> ✓ What is a biome? ✓ What is the main feature that defines a biome? ✓ A list of the main biomes in the world. ✓ Images <p>Define a biome and vegetation belt. Use Google Earth, an atlas and the iPad to label the world's biomes.</p> <p>2. <u>Collect information about a location and write a biome report.</u></p> <p>What are the unique characteristics of each biome?</p> <p>How are the plants and animals of each biome adapted to their environment?</p> <p>How are the biomes similar to one another?</p> <p>Where in the world is each biome located? Use a pencil to mark the locations on your World Map.</p> <p>Which biome do you live in?</p> <p>What other biomes have you visited? What do you know about each one?</p>

		<p>Divide the class into biome research teams: Tundra, Desert, etc.</p> <p>Research using sources of information.</p> <p><u>3. Create a climograph for a biome.</u></p> <p>Create a climograph for their biomes, using online resources.</p>
Physical Geography	<p>Can they describe features of biomes?</p> <p>Can they describe and understand vegetation belts?</p>	<p><u>3. Define biomes and vegetation belts</u></p> <p>Describe a biome.</p> <p>Describe a vegetation belt.</p>
Human Geography	<p>Can they describe the use of the land is it a biome or a vegetation belt?</p>	<p><u>4. Describe land use: biome or vegetation belt?</u></p> <p>Chn compare the difference between biomes and vegetation belts in a paragraph. Then they sort examples under each heading.</p>
Geographical Knowledge	<p>Can they name the largest desert and other biomes in the world?</p>	<p><u>5. Name deserts and biomes in the world.</u></p> <p>Quiz: Biomes and the largest deserts in the world. The ten largest deserts of the world on display. Chn have access to many topic reading books and they write down facts each week in their reading sessions and answer comprehension based questions on deserts and biomes through reading sessions.</p>

Year 5 Summer - Coasts/Region in the UK

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Geographical Enquiry</p> <p>Fieldwork</p>	<p>Can they identify key features of a locality by using a map?</p> <p>Can they begin to use 4 figure grid references?</p> <p>Can they accurately plot NSEW on a map?</p> <p>Can they use a range of OS map symbols?</p> <p>Can they use OS maps to answer questions?</p> <p>Can they make accurate measurement of distances within 100Km?</p> <p>Can they plan a journey to a place in England?</p> <p>Can they observe, measure record and present human and physical features using a range of methods eg sketch maps, plans and graphs and use of digital technologies?</p> <p>Can they map land use?</p> <p>Can they choose the best way to collect information needed and decide the most appropriate units of measure?</p>	<p>1. <u>Understand what a coast is and identify features of a coast using a map.</u></p> <p>Intro to coasts: Children should understand that a coast is an area where sea meets land. They should also understand that coast have features and they are caused by erosion.</p> <p>Using a map of the UK shade in the coastlines. Label coastal resorts with a key. Use an atlas to locate where in the UK they are (NSEW).</p> <p>2. <u>Use 4 figure grid references to locate key features of a locality.</u></p> <p>Explain 4 figure grid references and how to write them. Write down the 4 figure grid references for certain locations using an OS map .Locate features on an OS map and state the 4 figure grid reference.</p> <p>3. <u>WALT recognize OS map symbols and use them accurately.</u></p> <p>Chn introduced to OS map symbols. Test using flashcards.</p>

		<p>Complete an OS map symbol grid and draw the relevant symbol for the feature. Create a coastal resort using OS map symbols. *Map land use. Choose appropriate units of measure for scale on maps.</p> <p>4. <u>Plot a journey to a coast in the UK and write directions.</u></p> <p>Chn use maps in order to plan a journey to a coast. They will jot down directions using major routes. Work out the distance using the scale on the map (to 100km).</p> <p>5. <u>Use N, S, E, W, NE, SE, NW, SW on an OS map to plan a journey around a locality.</u></p> <p>Use both skills they've gained to plan a journey around an OS map. Explain using direction and 4 figure grid references,</p>
Physical Geography	<p>Can you confidently name human and physical features in a locality?</p> <p>Can you explain why a locality has those features?</p> <p>Can they confidently describe physical features in a locality?</p>	<p>6. <u>Name human and physical features in a locality</u></p> <p>Explain difference between human and physical features.</p> <p>Sort images to physical and human. Then add one to each. Discuss which places have these features. Discuss why.</p> <p>7. <u>Recognize and explain coastal erosion, deposition, coastal features and explain how coasts change over time.</u></p> <p>Watch videos of coastal processes.</p>

		<p>Label images of coastal features e.g. stack, arch, cave etc</p> <p>Order images to show the changes in a headland and the formation of coastal features and explain each stage.</p>
Human Geography	<p>Can you confidently name human and physical features in a locality?</p> <p>Can you explain why a locality has those features?</p> <p>Can they confidently describe human features in a locality?</p> <p>Can they explain why a place is like it is?</p> <p>Can they explain how a locality has changed over time with reference to human features?</p> <p>Can they suggest different ways that a locality could be changed and improved?</p>	<p>8. <u>Create a leaflet to encourage change in a coastal resort.</u></p> <p>Describe the changes in a beach and coast using info on beach pollution. Explain the dangers of pollution for animals and humans.</p> <p>Create a leaflet about saving the coasts. Explain the changes and why changes have occurred</p> <p>Explain the issues</p> <p>Provide info on how people can help improve the area.</p>
Geographical Knowledge	<p>Can they name and locate counties of the united Kingdom and their geographical region eg NW, NE etc....?</p>	<p>9. <u>Create a spider diagram of the coastal regions in the UK.</u></p> <p>Chn pick examples of coastal regions and name them. Under each they need to list things to do in the area. Give the region of the UK and refer to NW, NE etc.</p>

Year 6 - Geog Skills: Autumn Term: Grid Ref's, Time zones, Climate Zones (part 1)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Can they plan a journey to another part of the world which takes account of time zones?</p> <p>Can they accurately use a 4 and 6 figure grid reference?</p>	<p>Orienteering at Castleshaw & Dovestones (Dependent on allocation of days.)</p> <p>Guided Walks Pupils learn to use a simple map through a guided walk to discover the use of symbols, scale etc.</p> <p>Directions and Cardinal Points Pupils learn about direction and cardinal points and try them out on a simple course.</p> <p>Grid Reference Course Pupils introduced to OS maps 4 or 6 figure grid references, and use them to complete a simple or more challenging course.</p> <p>Throughout all these activities, skills will be developed such as team work, measuring distance and direction, following routes, understanding symbols, etc. in a practical situation which is fun and challenging.</p> <p>Mapwork: What is a map? Which direction am I going? How do grid references help me find places? What do the different symbols mean? What is scale? Ext: How do we measure distance on a map? <i>Chdn will use a selection of different maps to different scales: world, Europe, British Isles &</i></p>

		<i>OS maps. They were given locations to find and to read symbols for both 4 & 6 figure coordinates.</i>
Physical Geography	Can they explain differences in the climate zones?	Create a fact file about different climate zones (possible use of ICT) Link to work on rainforests in the Spring.
Human Geography	Can they describe how different climates have impacted on people's lives? Can they describe the use of the land is affected by the climate zone?	Make posters for each of the continents. Information researched to include information such as climate, rainfall, temperature etc. Research agricultural use.
Geographical Knowledge	Can they locate the Tropic of Cancer and the Tropic of Capricorn? Can they explain how the time zones work including day and night, Prime/Greenwich Meridian? Can they name the main lines of latitude and meridian of longitude? Can they identify the position and significance of the equator, northern hemisphere and southern hemisphere, Arctic and Antarctic circles?	Map of World identifying key areas inc. the different continents. Map of main mountain ranges in each continent. Map of desert regions. Link time work to Maths.

Year 6 - The Brazilian Rainforest

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry	<p>Can they plan a journey to another part of the world which takes account of time zones?</p> <p>Can they accurately use a 4 and 6 figure grid reference?</p>	Plan a trip to Brazil: evaluate different methods of travel and costs.
Physical Geography	Can they explain differences in the climate zones?	(Focus on rainforests)
Human Geography	<p>Can they describe how different climates have impacted on people's lives?</p> <p>Can they describe the use of the land is affected by the climate zone?</p>	<p>What is a rainforest? Which is the biggest rainforest? What are the different parts of the rainforest?</p> <p><i>Chdn will use internet research for key questions, they will also identify examples of creatures which live in the different sections of the rainforest (Top Trumps style).</i> <i>Ext:Children will understand the contents of a biome and how the living things in the biome are placed together.</i></p> <p>How has the Amazonian rainforest been damaged? Why do we need to protect the rainforest and how do we do this? <i>Chdn will research the damage to the rainforests and the implications for the rest of the world?</i></p>

		<p><i>(Posters)</i> <i>Persuasive writing to save selected species.</i> <i>Report writing about damage to the rainforest.</i></p>
Geographical Knowledge	<p>Can they locate the Tropic of Cancer and the Tropic of Capricorn?</p> <p>Can they explain how the time zones work including day and night, Prime/Greenwich Meridian?</p> <p>Can they name the main lines of latitude and meridian of longitude?</p> <p>Can they identify the position and significance of the equator, northern hemisphere and southern hemisphere, Arctic and Antarctic circles?</p>	<p>Can you find your way around the world? <i>Chdn use maps/atlasses to find and record key lines to understand positioning around the globe?</i></p> <p>Identify the main lines and areas of importance on a world map.</p> <p>Use a world map and lines of latitude and longitude to identify habitats.</p>

Year 6 - London

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Geographical Enquiry and Knowledge	<p>Can you find the same place on a globe and in an atlas?</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time?</p> <p>Can they confidently explain scale and use maps with a range of scales?</p> <p>Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p>Can they use digital mapping to locate the area and describe features?</p>	<p>Chdn will use a variety of maps to locate London (globe, Google Earth, British Isles).</p> <p>Chdn will plot a route from Manchester to London (by coach as that is how we will be travelling).</p> <p>Chdn will understand the importance of the River Thames to the development of London through millennia. They will also find that the name of London has also changed from these times.</p>
Physical Geography	<p>Can they confidently describe physical features in a locality?</p> <p>Can they give extended descriptions of the physical features of different places around the world?</p> <p>Can they describe how some places are similar and others are different in relation to their physical features?</p>	
Human Geography	<p>Can they find different views about an environmental issue? What is their view?</p> <p>Can they explain how a location fits into its wider</p>	<p>Chdn will learn about London as a top tourist destination. They will visit the Tower of London as the oldest building in London and from this vantage point they will be able to see a variety of</p>

	<p>geographical location; with reference to human and economical features?</p> <p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Can they give an extended description of the human features of different places around the world?</p> <p>Can they describe how some places are similar and others are different in relation to their human features?</p>	<p>key tourist destinations.</p> <p>During their tour of London, they will pass key institutions e.g., Westminster, Bank of England etc.</p> <p>They will understand how London is the centre of politics in England and will look at the work of both houses in Parliament.</p>
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