



Geography Autumn Medium Term Plan



Reception

Using Development Matters: Understanding the World (People and Communities)

Key Question	Enquiry Questions	Geography Skills	Fieldwork opportunities
Do I know how to get to the playground?	What is my address?	Use geographical vocabulary to describe features of the world around them.	Visits to parks, museums and libraries throughout the year.
	Where is my school?		
	What does my school environment look like?	Share non-fiction texts that offer an insight into environments.	
	How does my school environment change through the seasons?		
	Can I make a simple map of familiar stories?		
	Meet important members of society such as police officers, nurses and firefighters.		
		Draw maps of imaginary settings	
		Observe the natural world and how the seasons change. Identify weather and seasonal features.	
Key Vocabulary:	<p>Playground - an outdoor area provided for children to play in, especially at a school or public park.</p> <p>Map - a representation of a place which might show land, sea, and physical features such as, buildings, cities and roads.</p> <p>Outside - out in the open, not in a building</p> <p>Inside - in a building</p> <p>Address - information about where you live including road name and village, city or town</p>		

Unit Title	Enquiry Questions	Geographical skills	Geographical knowledge	Field work opportunities	End Point
Local Experts	<i>What do we know as 'local area experts'?</i>	use aerial photos to recognise landmarks and basic human and physical features.	name and locate their local area on a map	Local area walk to identify landmarks in the local area.	Make collaborative or individual 3D homes or local landmarks they have seen on their field trip, which can be placed on a larger base map.
	<i>What is near to school, far away from school?</i>	Devise a simple map and use and construct basic symbols in a key.	use basic geographical vocabulary to refer to key human features such as; village, town, city, house, office, farm and shop.	Using maps to pinpoint places of interest to them/where they live/their journey to school	
	<i>How do you read a plan?</i>	Use 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.			
	<i>How do you use a map?</i>				
	<i>Where is our nearest open space?</i>				
	<i>Can we share our journey to explain what our area is like?</i>				
Key vocabulary:	<p>home: the place where one lives permanently, especially as a member of a family or household.</p> <p>landmark: an object or feature of a landscape or town that is easily seen and recognised from a distance, especially one that enables someone to establish their location.</p> <p>near and far: the distance in which something is in relation to where you are.</p> <p>school: a place where children go to be educated.</p> <p>locality: a small area of a country, a county or a city.</p>				

Unit Title	Enquiry Questions	Geographical skills	Geographical knowledge	Field work opportunities	End Point
What are the seasons?	<i>Can we observe the weather?</i>	Use world maps, atlases and globes to identify the United Kingdom and its countries.	name, locate and identify characteristics of the 4 countries and capital cities of the U.K and its surrounding seas.	Record the weather over a number of weeks. Use an atlas to identify hot and cold areas of the world.	Present (or record) a presentation about the weather including information that they have learnt about throughout the unit. They could present the weather for the U.K as if they are the weather man/lady.
	<i>What have we observed about the weather this week?</i>				
	<i>Why does the weather change?</i>	Use an atlas to identify hot and cold areas of the world.			
	<i>What are the seasons?</i>				
	<i>What can we find out about the weather in different parts of the country?</i>				
	<i>What changes occur through the seasons and how they are shown on maps?</i>				
Key Vocabulary:	<p>Horizontal - (Wind) is any horizontal movement of air. It is caused by pressure differences, which in turn are caused by temperature differences.</p> <p>Prediction – saying what the weather might be like before it happens</p> <p>seasons: (spring, summer, autumn, winter) 4 times a year they change depending on the Earth's rotation in relation to the sun.</p> <p>Weather - the state of the atmosphere, including temperature, atmospheric pressure, wind, humidity, precipitation, and cloud cover.</p> <p>Wind - Wind is the movement of air near Earth's surface. Wind can be a gentle breeze or a strong gale. Changes in the temperature of air, land, and water cause wind. When air flows over a warm surface, it heats up and rises.</p>				

Year 3					
Unit Title	Enquiry Questions	Geographical skills	Geographical knowledge	Field work opportunities	End Point
	<i>What are weather, climate and biomes?</i>	Read and use a map of the world,	Describe and understand the key	Organise a visit to a deciduous forest	Create a climate report - could be a

Why is climate important?	<i>What are the polar regions like?</i>	atlases and globes to locate areas with similar climates and biomes.	aspects of physical geography including: climate zones and biomes.	and find out about the native trees of our temperate forest biome.	video, oral presentation, poster or powerpoint. The report could be about a specified animal or people. It should include: -where they live (continent, country) -a weather summary of seasons (temp. and rainfall) -the climate zone and biome -how the climate and biome affects their way of life
	<i>Where are the hottest, driest places in the world?</i>	Use an atlas to identify the hottest&driest/hottest&wettest areas of the world.			
	<i>Where are the hottest wettest places in the world?</i>				
	<i>Which climate zone and biome do we live in?</i>				
	<i>Why is climate important?</i>				
Key Vocabulary:	<p>biomes: including deserts, forests, grasslands, tundra and aquatic environments, biomes are defined by the climate, soil, organisms, flora and fauna of a large area; each biome consists of many ecosystems whose communities have adapted to the small differences in climate and the environment inside the biome</p> <p>climate: the average weather pattern of a place over many years, in the long term; climates can be predominantly hot, cold, wet or dry; hot and wet; hot and dry; and so on – the climate of a place affects the soil, flora and fauna of that place, and impacts on human activity in a variety of ways</p> <p>fauna: animals</p> <p>flora: plants</p> <p>weather: our atmosphere from day to day, in the short term; weather varies, and the range of weather in a place is a characteristic of its climate</p>				

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The Amazing Americas	What are North American cities like?	locate North America, using a map concentrating on countries, and major cities.	to name the continents of the world	use a map to locate places in north america describing their position with compass points.	Pupils create a presentation about the best place to live in the Americas. Including information on compass points, physical, human and geographical features inc. tourism or historical & geographical features, natural wonders (if any) and interesting facts. Children can work in pairs or groups and have a debate at the end of the unit. (optional)
	What are South American cities like?	use the 8 points of a compass to describe the position of a city, state or region	to know the difference between continents, countries, cities and states.		
	What are America's main environmental regions?	use the 8 points of a compass to describe the position of a city, state or region			
	What are the natural wonders of the Americas?	describe the position of a city, state or region			
	Where is the best place to live in the amazing Americas and why? (2 Lessons)				
Key Vocabulary:	<p>biomes: including deserts, forests, grasslands, tundra and aquatic environments, biomes are defined by the climate, soil, organisms, flora and fauna of a large area; each biome consists of many ecosystems whose communities have adapted to the small differences in climate and the environment inside the biome</p> <p>Canada: the second-largest country in the world by land area</p> <p>city: a location where lots of people come together to live, work and take part in leisure activities; growing / rearing food and making products often happens away from modern cities</p> <p>continent: a huge land area with many countries in it, defined by certain unifying characteristics, which may be physical, human, or cultural</p> <p>United States: the third-largest country in the world by land area</p>				

Year 5

Unit Title	Enquiry Questions	Geographical skills	Geographical knowledge	Field work opportunities	End Point
<p>How is the U.K. changing?</p>	<p>What are the key features of the U.K?</p>	<p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p>	<p>name and locate countries and cities of the U.K and their identifying human and physical characteristics and land-use patterns and understand how some of these have changed over time.</p>	<p>Observe their local area any changes they know about. They will draw sketch maps, take photographs and interview people who have lived in the area for a long period of time who can tell them about changes that have taken place. Children will form their own opinions about changes happening around them.</p>	<p>In groups children will design something for the future in their local area. Using existing maps to annotate on top of with tracing paper. They should include a brief of what they have planned and the impact it will have on the local area, taking into account environmental issues.</p>
	<p>How did the 2012 Olympics change East London?</p>				
	<p>How did the second world war change the West Midlands?</p>				
	<p>How has our area changed from the past?</p>				
	<p>How might our local area change in the future? (2 Lessons to complete end point)</p>				
<p>Key Vocabulary:</p>	<p>capital city: the largest or most significant settlement where people live and work; where major government buildings and offices and cultural sites, such as museums, are located; and where people visit to see landmarks</p> <p>landmark: a significant human or physical feature that people know, name and recognise</p> <p>region: an area that is defined by certain unifying characteristics, which may be physical, human or cultural</p> <p>tourism: travelling for fun or holidays</p> <p>United Kingdom: country consisting of Great Britain (England, Wales and Scotland) and Northern Ireland</p>				

Year 6

Unit Title	Enquiry Questions	Geographical skills	Geographical knowledge	Field work opportunities	End Point
Are we damaging our Earth?	Are we damaging our world?	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	describe and understand key aspects of human and physical geography such as, economic activity and the distribution of natural resources including energy, food, minerals and water.	Field work within the school grounds, looking at how the grounds could be made more attractive to wildlife and investigating how sustainable the school is.	Create a campaign to raise awareness of conservation issues e.g. the protection of a certain animal or habitat. (Could be national or international) They will work in small groups to generate an idea, research it and then plan and present it to the rest of the class. Presentations could be leaflets, posters, oral presentation, powerpoint etc.
	What are minerals and where does our energy come from? Do we have an endless supply?				
	Should we protect our oceans?				
	How can we be more sustainable in school?				
	Can we plan a campaign for an important environmental issue? (2 lessons to complete end point)	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
Key Vocabulary:	<p>biodiversity: an area rich in life (human, plant and animal, but particularly non-human)</p> <p>endangered: wildlife that is at risk due to habitat destruction, or being harmed or hunted</p> <p>environmental issues: things to consider relating to how humans and the natural world and spaces interact, for example <i>There is a new housing development in an area where the protected newt lives; should the houses be built?</i></p> <p>habitat destruction: losing specific areas that support human and animal life</p> <p>river: a natural watercourse, flowing towards a sea, ocean or lake</p>				