

East Stanley School



Geography

Scheme of Work

Updated December 2022

Long Term Plan

	Autumn 1	Spring 1	Summer 1
Year 1	What is my place like? (School)	What can I find in my corner of the world? (Local area)	What is our country like? (UK)
Year 2	Why is my world wonderful? (World)	Wherever next? (Contrasting hot and cold, poles, equator and contrasting localities Antarctica and Kenya)	What might we see on a holiday? (Contrasting Saltburn/ Kenya)
Year 3	Is the UK the same everywhere?	Why do we have cities?	We've got it all! Why is the North East special?
Year 4	What can we discover about Europe?	Why does Italy shake and roar?	Coasts - What happens when the land meets the sea?
Year 5	What shapes my world?	Where could we go? Fantastic Journeys around the world	Where has my food come from?
Year 6	Fantastic Forests – Why are they so important?	What are the key human geographical features of our local area? Or How has our local area changed over time?	Destination Sao Paulo! What do places have in common?

Year 1 Autumn Medium Term Plan

What is my place like?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
1	Autumn	<p>This is the first unit of Geography pupils will study. It has a focus on the local scale and builds on the outdoor experiences of the EYFS. In this way the unit reflects the first steps in personal geography essential for all pupils and the geography of their school and its grounds.</p> <p>This unit is an opportunity to introduce some of the basic geographical terms that will be important throughout KS1&2. The basic fieldwork and introduction to maps are important steps.</p> <p>Lessons:</p> <ol style="list-style-type: none"> 1. Where in the world are we? 2. Which way shall we go today? 3. What can we find in our school grounds? 4. What did we find? 5. What is our weather like today? 6. Can you design a school playground? <p>Concentrate on the school grounds rather than the classroom.</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology</p> <p>Pupils will develop simple knowledge about their locality.</p> <p>Pupils will develop basic locational knowledge related to their school and homes. Key terms for common features will be introduced and used in annotations, discussions and writing. Simple sorting of human and physical features will be introduced as well as weather observation.</p> <p>Understanding of similarities and differences, interaction of people, processes and places</p> <p>Pupils will consider how people and places interact by considering how places make them feel and what positive/negative things they observe in a place.</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes etc</p> <p>Pupils will use aerial photographs and maps to inform their investigation of the school, the grounds and the local area.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record</p> <p>Pupils will use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather.</p>	<p>school home buildings location address land village house land use town city</p>	<p>You will need to gather some basic resources about your school for this unit e.g. map, plan, clear photographs.</p> <p>A set of aerial photographs of the school in its grounds.</p> <p>A set of photographs of different areas of the school.</p> <p>A set of photographs of "landmarks" in the school grounds.</p> <p>Basic equipment for weather observation such as a basic rain gauge, outdoor thermometer, weather vane.</p>	<p>THERE IS AN OPPORTUNITY TO BEGIN A YEAR LONG PROJECT HERE, MONITORING AND RECORDING THE WEATHER. IF WE START WITH OUR LOCAL AREA AND SEE THE SEASONS, WE CAN ADD THE UK WEATHER IN DURING THE SUMMER TERM.</p>

Year 1 Spring Medium Term Plan

What can I find in my corner of the world?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
1	Spring	<p>In this unit, pupils move up the scale from the school and school grounds to the area around the school. Teachers will use their professional discretion on whereabouts in the local area to focus upon. Pupils have met aerial views and simple maps in unit one. In this unit pupils will use aerial photographs again, a simple map of a local area and add detail. Fieldwork techniques are widened as pupils choose what to take a photograph of.</p> <p>Discussion of distance and location throughout this unit are important so that accurate vocabulary is modelled and used.</p> <p>Lessons:</p> <ol style="list-style-type: none"> 1. What do we know about our corner of the world? 2. What can we see from the air? 3. What can we find in our local area? 4. What did we find out from our field work? 5. What did I find out about my local area? 	<p>Knowledge of locations, places and their features, human and physical processes and key terminology Developing knowledge of human and physical features in the locality. Using locational and directional language to describe the location of features and the routes followed on the map. Deploying accurate terminology.</p> <p>Understanding of similarities and differences, interaction of people, processes and places Looking at how people use the local area, observing the effects of people on a place</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes. Use of simple local map and map of the UK.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Using a map to follow a route and adding to a basic map, making a map, collecting and labelling field photographs, simple surveying, king use of simple fieldwork information.</p>	<p>Near/far/left/right locality weather Plants Soil Village House Office Shop settlement</p>	Photographs of the local area	

Year 1 Summer Medium Term Plan

What is our country like?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
1	Summer	<p>1. Where in the world are we?</p> <p>2. What countries are in the United Kingdom?</p> <p>3. What is special about my United Kingdom?</p> <p>4. What is the weather like in the United Kingdom?</p> <p>5. Where shall we go today?</p> <p>6. What would I see on a journey North?</p> <p>7. What do we know about the UK?</p> <p>This unit moves pupil knowledge up the scale from local to national. The sequence of planning enables pupils to locate the UK at different scales and reinforces locational language. There is an emphasis in this set of planning about pupils becoming familiar about the shape of the UK and the constituent countries. Locations of capital cities and some associations with basic landmarks, shown as quality photographs, supports the development of geographical knowledge of use of geographical information. Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers are also introduced in this unit as a way of looking at the physical characteristics of the UK. The unit has a strong emphasis on direction to allow introduction of some compass points and the idea of distance. Some regional landmarks are included to lay the ground work for KS2 knowledge about a region of the UK and to support pupil sense of place. There is a very useful opportunity for some observational fieldwork regarding local weather in this unit if this was not covered earlier in the year</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology</p> <p>Develop their locational and place knowledge of the United Kingdom to include: the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas, key characteristics of the four countries.</p> <p>Develop knowledge of weather as a physical process.</p> <p>Identification of daily weather patterns in the UK.</p> <p>Understanding of similarities and differences, interaction of people, processes and places</p> <p>Knowledge of some basic similarities of and differences between different parts of the UK</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes.</p> <p>Use of GIS, globe, basic atlas and UK maps. Weather information. Recording on their own map.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record.</p> <p>Observation of daily weather patterns in the UK.</p>	<p>Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea. Direction, North, South, East, West.</p> <p>Forest, hill, river, weather, city, coast, country, capital.</p>	<p>You will need to be confident in using Google Maps or similar to zoom and hover. Investigate using the pin function mark places. Basic/ first atlases are needed that show the UK. Outline maps of the UK will be needed and several other maps, simplified to remove some of the extra detail. Possible resource - Digimaps.</p> <p>The United Kingdom is situated in the NW of Europe. It was formed by the union of the kingdoms of Wales, England, Scotland and Ireland. Ireland split into N and S in 1922. Only NI is part of the UK. The UK's main upland areas in the North and West of the country - Grampians, Pennines, Cumbrian Hills and Cambrian Mountains. The main rivers are the Thames, Severn and Trent.</p> <p>The UK has a temperate climate with mild, wet winters and warm summers.</p>	

Year 2 Autumn Medium Term Plan

Why is my world wonderful?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
2	Autumn	<p>Qu: What are the wonderful things in our world?</p> <p>Qu: Where are we in this wonderful world?</p> <p>Qu: What is a continent?</p> <p>Qu: How are our continents divided up?</p> <p>Qu: Where are some our world's most amazing places?</p> <p>Qu: Where are the wettest places in our world?</p> <p>Qu: Where are the highest places in the world?</p> <p>Qu: Where in my wonderful world would I like to go?</p> <p>This unit aims to fuel that curiosity pupils have about the natural world and their desire to know more about unfamiliar places, basic processes, habitats and landmarks. This unit builds on the local and national scale places/ features investigated in Year 1 to introduce pupils to work at the global scale. It introduces identification of the 7 continents and 5 oceans of the world, use of simple compass direction North and South. It introduces the idea of the Equator. Via introduction of some major human and physical landmarks of the world, some of the key vocabulary for geographers is introduced and a selection of country names and locations. Pupils will be using aerial photographs, globes and atlases to develop their knowledge and to become familiar with these geographical information sources. There is a possible link to a very current geographical issue in this unit around plastics in the oceans.</p>	<p>Geographical knowledge of locations, places and their features, human and physical processes and key terminology:</p> <p>Locations of the continents and oceans.</p> <p>North / South / East / West</p> <p>Major mountains and rivers of the world.</p> <p>Understanding of similarities and differences, interaction of people, processes and places:</p> <p>Identification of simple similarities / differences.</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes:</p> <p>Use of simple world maps showing continents, oceans, mountains and rivers and the equator. Use of simple Atlases. Satellite images of the earth and then the continents. Use of aerial photographs to recognise land marks, basic physical features.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record:</p> <p>Not an emphasis on this unit.</p> <p>Geographical communication: World Maps, comparative writing.</p>	<p>earth land</p> <p>continent</p> <p>ocean sea</p> <p>river city</p> <p>equator</p> <p>The Continents - Europe, Asia, Africa, North America, South America, Oceania, Antarctica.</p> <p>The 5 oceans - Arctic, Atlantic, Indian, Pacific and Southern.</p>	County Documents	

Year 2 Spring Medium Term Plan Wherever next?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
2	Spring	<p>1. Where are the hot and cold places in the world? 2. Where shall we go today? Geography explorers! 3. Why do polar bears and penguins never meet in the wild? 4. What can we find out about the Equator? 5. What is life like in the hottest places in the world? 6. Do we live in a hot or a cold place? 7. What can we find out in the school grounds?</p> <p>This unit builds on the overview of basic world geography established in the first Unit of Y2 Why is my world wonderful? It builds on the naming of the 7 continents and 5 oceans to development of knowledge and vocabulary related to the location of each continent.</p> <p>The knowledge built in this unit prepares pupils for later work on different climate zones and biomes as well as the increasingly confident use of directional and locational language.</p> <p>Pupils need to know the location of the Equator so that they can later look at the Tropics and line of longitude and latitude.</p> <p>As part of the unit, pupils will look at an aspect of physical geography, climate zones, at an introductory level by identifying the hot and cold areas of the world in relation to the Equator, North and South Poles.</p> <p>Pupils will use different types of world maps in this unit as well as atlases and globes. The content of this unit enables pupils to meet and use compass directions as well as directional language to describe the location of features and routes on a map.</p> <p>Pupils will complete simple fieldwork to look at the weather in their school grounds to compare weather features with the world's hottest and coldest places. Schools may want to extend this unit to look at the environmental challenges facing the world's coldest areas.</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology: Pupils will develop knowledge of globally significant places: - Poles and Equator, looking at their location and some of the basic defining physical and human characteristics.</p> <p>Understanding of similarities and differences, interaction of people, processes and places Pupils will begin to develop an understanding of some features of the weather in hot and cold areas of the world and their effects.</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes etc. Pupils will use world maps of different types and globes to identify the continents, oceans, poles and equator.</p> <p>Pupils will use simple locational and directional language to describe features on different maps.</p> <p>Pupils will use and label photographs of key features.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Pupils will use simple observational skills to study a physical feature – the weather – of their school's environment.</p>	<p>Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West</p>	<p>Use of globes in this sequence of learning is very useful and teachers should familiarise themselves with the projection and orientation of the globes they have in school. Globes are the most accurate way of looking at the Earth and pupils need to have access to them.</p> <p>When looking at temperature, isotherm maps are very useful.</p>	

Year 2 Summer Medium Term Plan

What might we see on holiday?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
2	Summer	<p>1. What might we find on holiday in the UK? 2. What can we find out about a mystery place from the air? 3. What would a visitor find at Saltburn by the Sea? 4. What human features would we see at Saltburn by the Sea? 5. Destination Kenya – what will we see? 6. On safari in the Masai Mara – what will we find? 7. Saltburn or Safari – where shall we go?</p> <p>This unit builds on the local geographical place knowledge pupils have developed in KS1 so far, including the features of human and physical geography and the location of the UK and the world's continents and oceans. It provides an opportunity to revisit the location of the Equator and Poles. It deepens pupils' knowledge of the UK by looking at a small area in greater depth and then a contrasting area of a non-European country and fuels curiosity about new parts of the world. The examples in this planning focus on a small area of the North East and a small area of Kenya to develop knowledge of coasts and mountains. It encourages a problem solving/ decision making approach that gives a shape to the enquiry and encourages pupils to justify choices. The focus on comparison enables pupils to develop their knowledge about similarities and differences across human and physical Geography. This unit prepares pupils to look at a place at a wider scale in KS2 when the comparison moves to regional scale and helps to ensure pupils have secure locational knowledge of the continents, the UK and human and physical features as well as basic knowledge of using aerial photos, simple atlas, maps and information about places.</p>	<p>Geographical knowledge of locations, places, features and processes: location of the world's continents, the location of the equator, the location of the UK and its capitals, key vocabulary as relevant to the areas chosen as focus.</p> <p>Understanding of similarities and differences and interactions: comparison of the human and physical geography of two small areas.</p> <p>Working like a geographer: use of geographical information: Use of aerial photographs, use of atlases.</p> <p>Working like a geographer: fieldwork and geographical skills: use of aerial photographs, devising a simple map, using simple compass directions to describe location of features on a map.</p>	<p>United Kingdom, North East, Middlesbrough, Saltburn</p> <p>Human feature: town, city, house, farm, shop, road</p> <p>Physical feature: beach, sea, cliff, hill, vegetation, river, ocean, World, Continent, Location, Africa, Kenya, Masai Mara</p> <p>Compass points - North, South, East, West</p>	CD MTP	

Year 3 Autumn Medium Term Plan

Is the UK the same everywhere?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
3	Autumn	<p>1. What can we spot on a satellite image of the UK?</p> <p>2. Where are the UK's hills, mountains and rivers?</p> <p>3. What are the major UK landmarks and where will I find them?</p> <p>4. What would we see if we sailed around the edge of the UK?</p> <p>5. Why have I got a county in my address?</p> <p>6. What's the weather like today in the UK?</p> <p>7. Why is our weather in the UK changing?</p> <p>8. What have we learned about the United Kingdom?</p> <p>This unit aims to fuel pupil curiosity about the great variety of the physical and human geography of the United Kingdom. It builds on the basic identification of the countries, capitals and surrounding seas of the UK in KS1, as well as the simple mapwork and identification of human and physical features in a small area of the UK and the local area. In this unit, pupil knowledge moves up the scale to develop knowledge at country level. This unit acts as a bridge in use of maps of different types to move detailed work later in the key stage. This is an important stepping stone unit for later learning as UK geographical knowledge is a recurring theme throughout KS2 and KS3. Pupils will need a strong sense of the variety of UK places as they go forward. There is also a wider curriculum consideration in ensuring pupils have knowledge of the country in which they live that extends beyond their immediate locality and how their local unit of government is organised at a basic level. Throughout the unit, there are suggestions to recall and retrieve earlier knowledge. At the end of the unit, a substantial knowledge recall idea has been shared.</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology</p> <p>Develop locational knowledge of the United Kingdom to include Counties, major towns/cities, physical features, some human features.</p> <p>Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers.</p> <p>Understanding of similarities and differences, interaction of people, processes and places</p> <p>Contrasting places in the UK – physical features in different parts of the country, differences in the weather.</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes.</p> <p>Use of a satellite image, use of physical features maps, use of political organisations map, use of Atlas maps of the UK, use of OS maps.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record.</p> <p>Adding detail to a base map, using OS maps with symbols and four figure grid references</p> <p>Geographical communication</p> <p>Annotation of photographs, base maps, satellite images. Description of information suggested by a map/ image. Summarising new knowledge and its sources. Fact files and simple factual accounts.</p>	<p>United Kingdom, capital. Country, county, region.</p> <p>Landscape, relief, landmark.</p> <p>Physical – rivers, mountains, hill climate, weather, vegetation. Climate change. Coastline, granite, pebble, sandy, chalk, river, lake, peninsula.</p> <p>Satellite image, symbol, grid reference, 4 figure grid references.</p>	<p>There are some excellent materials for schools on the Met Office website and the Royal Meteorological Society. Schools can also participate in the Weather Observation Website.</p> <p>https://www.britainfromabove.org.uk is useful for aerial images.</p> <p>https://cudl.lib.cam.ac.uk/collections/landscapehistories/</p> <p>The coastline of the UK is over 11,000km in length and changes every day as waves alter the coast. (This is picked up in Y4)</p> <p>The UK is divided into regions and then counties. These are often based on very ancient areas of land and rule.</p>	

Year 3 Spring Medium Term Plan

Why do we have cities?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
3	Spring	<p>1. Where do people live in the UK today? 2. Are all cities in the UK the same? 3. What can we find in UK cities? 4. How have our cities changed over the years? 5. What is changing in cities around the world?</p> <p>This unit builds on the local study of the area surrounding school in KS1 and brings a more concrete meaning to place, after the emphasis on identification and location of capital cities and key towns.</p> <p>The focus is on the cities of the UK to deepen country knowledge after the introduction to the physical geography of the UK in term one. The counties of the major cities of the UK are recalled to consolidate county knowledge and support locational accuracy.</p> <p>Land use and settlement are key themes in geography and this study looking at different cities in the UK develops pupil knowledge of reasons for the siting of cities and the differences in how cities have changed over time.</p> <p>Pupils will use geographical data including from OS maps and information to look at the key features and functions of cities.</p> <p>The study goes up in scale briefly at the end of the unit to enable some comparison to some contrasting European and World cities to expand geographical knowledge beyond the basics of the NC into Asia and North America. (Schools may have a city they wish to focus on that complements another aspect of their curriculum at this point).</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology: Pupils will know the names and locations of the major cities of the UK and the difference between a city and a town. The key features of cities will be introduced with accurate terminology to include site and function.</p> <p>Understanding of similarities and differences, interaction of people, processes, and places: Pupils will look at how cities differ within the UK and some of the possible differences between their local city and some globally significant cities. The unit looks at how places become cities and what happens there. Pupils will look at the impact cities have on people and the physical environment.</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes etc.</p> <p>Pupils will use maps and atlases as well as photographs and information texts to gather information.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record: Fieldwork is possible in this unit with a city investigation.</p>	<p>Settlement, city, factory, office, shop, function, urban, rural, land use, environment, environmental, human, physical</p> <p>Country, county, population, inhabitant. Shopping centre, market</p> <p>Satellite image, OS map, symbol, key.</p>	MTP	

Year 3 Summer Medium Term Plan

We've got it all! Why is the North East special?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
3	Summer	<p>Qu: What do we know about the North- East region of England?</p> <p>Qu: What are some of the main human and physical features of the North East?</p> <p>Qu: What does the North East look like on a map?</p> <p>Qu: What is made in the North East of England?</p> <p>Qu: What do we need water for and where does it come from – the water cycle?</p> <p>Qu: Where do the rivers of the North East start and finish?</p> <p>Qu: What do we see on a river's journey to the sea?</p> <p>This unit builds on the local knowledge pupils have developed in KS1 and giving a regional case study depth to the work on the geography of the UK during year 3.</p> <p>It moves case study from a small area focus to a region and prepares pupils to compare a region of the UK with a region of Europe (Bay of Naples in Y4) and a region of North or South America in Y6 (Sao Paulo). This unit reflects the personal geographies approach suggested by GA research.</p> <p>The unit looks at the human and physical geography of the region by giving an overview of key human and physical features and then some depth via two mini case studies.</p> <p>The unit introduces new knowledge around rivers that will form the basis of the study of physical processes that shape the landscape in Y5 and the idea of economic activity that will be further developed via the 'Food' unit in Y5 and 'Fantastic Forests' in Y6.</p>	<p>Knowledge of locations, places, their features human and physical, processes and key terminology: pupils will develop their knowledge of human and physical geography by looking in depth at one region of the UK – The North East of England. Pupils will be able to identify the region and component counties on maps across a variety of scales – moving from global/continental/national down to England. Pupils will identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region. There is a special focus on economic activity (what is made in the region) in the human geography element and rivers for the physical geography elements of the unit.</p> <p>Understanding of geographical similarities and differences, interactions of people, processes and places: pupils will develop knowledge of the varied human and physical geography of the region.</p> <p>Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork</p> <p>Working like a geographer: use of fieldwork and geographical skills - pupils will be developing their field work knowledge via new methods of collection and undertaking fieldwork beyond the local area.</p>	<p>County, region, hills.</p> <p>River, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition.</p> <p>Energy, power, transport, employment, resources.</p>	<p>Four counties form the North East region – Cleveland, Tyne and Wear, Durham and Northumberland. The region includes areas of lowland farming, dales and high moors; The West of the region is bounded by the Pennines, to the East the North Sea.</p> <p>The North East has an oceanic climate and the temperature varies less than in the South of England.</p> <p>There are 4 national parks, 4 AONB and 126 miles of heritage/ protected coastline.</p> <p>Information on rivers and river features can be found at https://www.bbc.com/bitesize/clips/zb39jxs</p> <p>Information about renewable energy https://www.bbc.com/bitesize/articles/ztxwqty</p> <p>A useful resource is the North East from Above book by Warren and Sasitorn</p>	

Year 4 Autumn Medium Term Plan

What can we discover about Europe?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
4	Autumn	<p>1.What can we work out about Europe from space?</p> <p>2.Can I find my way around the continent of Europe?</p> <p>3.What can we learn from different maps?</p> <p>4.How is the weather near you?</p> <p>5.What are the rivers and lakes of Europe?</p> <p>6.Why are there mountains in Europe?</p> <p>7.City Challenge: Can you navigate your way around Europe's capital cities?</p> <p>8.What is made, grown and mined in Europe?</p> <p>9.What have we found out about Europe?</p> <p>This unit builds on the basic identification of the location of all the continents in KS1, to a depth study of Europe. Pupils will apply some geographical vocabulary they have met previously – country, capital, river, sea. This unit links to the naming and locating of Europe in KS1 as one of 7 continents. It aims to develop knowledge and understanding of the location and characteristics of the significant human and physical features of Europe. The unit looks at the environmental regions of Europe and then physical characteristics, vegetation belts, rivers, mountains, as well as the key countries and major cities of Europe. Knowledge of the human Geography of Europe is introduced by looking at capital city locations, human landmarks and some of the main crops grown and sources of energy in different parts of Europe. Work on European rivers builds on river process knowledge introduced in Y3. The unit prepares pupils to look at a region of Europe in more depth in the Y4 unit, "Why Does Italy Shake and Roar?", and comparison to the UK. Pupil knowledge of the geography of Europe will form the basis of study of "Where Has My Food Come From?" and units in KS3 study. The introduction of climate zones is further developed in study of global biomes.</p>	<p>Geographical knowledge (location, places, features and processes)</p> <p>Location of key countries, capitals and physical features in Europe.</p> <p>Location of climate zones and an introduction to biomes. Place knowledge, key human and physical characteristics.</p> <p>Understanding of similarities and differences, interactions</p> <p>Developing knowledge of differences across Europe – relief, climate, different biomes.</p> <p>Use of geographical information</p> <p>Developing use of atlas maps, thematic maps and GIS, geographical information from research.</p> <p>Field work and geographical skills:</p> <p>Sketch/photographic annotation.</p> <p>Geographical communication:</p> <p>Describing places geographically.</p>	<p>Biome, settlement, country, Europe, continent, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse. Population, trade, natural resource, city, landmark.</p>	<p>Europe is the second smallest continent and is surrounded by water on three sides, bordered by the Arctic Ocean to the North, Atlantic to the West and the Mediterranean, Black and Caspian Seas to the South.</p> <p>Europe's most northerly point is Svalbard in Norway and the most Southerly points are the islands of Malta and Greece.</p> <p>Europe has four major geographical regions.</p> <p>Western Uplands - The West of Europe, ancient hard rock formed by glaciers. This area has marshes, lakes, cliffs and fjords.</p> <p>Northern European Plain - This is low lying land below 152m. It has rivers and a mild climate making farming very successful. Rivers and flat land have made this area easy to travel around and settle. It is densely populated.</p> <p>Central Uplands - This higher area runs across east to west and includes western France, Belgium, Southern Germany, parts of Switzerland and Austria. These areas are heavily wooded with important forests. It is sparsely populated.</p> <p>Alpine Mountains - This area of Europe's highest land includes Mountain ranges in Italy, the Balkans, France, Northern Spain. Highest peak is Mount Elbrus in Caucasus mountain range. Also active volcanoes - Etna and Vesuvius.</p> <p>Environmental regions or biomes</p> <p>Tundra - Iceland, northern Scandinavia and Russia. Treeless, lichens, ferns. Huge herds of reindeer.</p> <p>Taiga - Norther Europe. Coniferous forest - pine, spruce, fir. Moose, bear and elk.</p> <p>Temperate - North West Europe. UK, France, parts of France and Germany. Mild and wet winter, warm summer.</p> <p>Mediterranean - The southern area of Europe. Pine, cypress and cork oak. Warm, hot dry summer, cool winter.</p> <p>Europe's only native primate, the Barbary macaque, lives on Gibraltar.</p> <p>Largest City - Moscow 16.2 million people.</p> <p>Highest land - Mount Elbrus in Russia at 5,642m</p> <p>Largest River - Volga River 1.38 million 2km</p> <p>Most renewable energy produced - Iceland with 99% from hydropower and geothermal power.</p> <p>Geographical descriptors of places will include one or more of the following: location, relief, climate, vegetation, water, population, settlement, work, transport.</p>	

Year 4 Spring Medium Term Plan

Why does Italy shake and roar?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
4	Spring	<p>1. Where in the world IS Italy? 2. What is Italy like? 3. Is the boot the same all over? 4. Why does Italy shake and roar? 5. What happens when Vesuvius erupts? 6. Why does Italy shake? Earthquakes 7. How are the UK and Italy similar/ different?</p> <p>This unit broadens the scale of study from the UK in Y3 to Europe and builds on the European overview built at the start of Y4 in the Discover Europe unit. It reinforces learning regarding the names and locations of continents in KS1 and extends opportunities to acquire and apply knowledge of some of the main countries and cities in Europe.</p> <p>The unit draws pupils into an investigation of the human and physical geography of Italy with a special focus on the region in Italy affected by Tectonic activity.</p> <p>The unit continues to develop a range of geographical and map skills as well as introducing sketch maps.</p> <p>The unit revisits and builds upon learning about the North East Region of England in Y3 to develop approaches to geographical comparisons.</p> <p>This unit prepares pupils for further study of physical processes (Tsunami are taught in a later unit) in Y5 and later work on tectonic activity and its effects.</p>	<p>Knowledge of locations, places and their features: The location of Italy – identify and describe it and its regional key physical and human characteristics using maps of Europe and country maps, key features of places.</p> <p>Understanding of similarities and differences, interaction of people, processes and places: Understand geographical similarities and differences through the study of a region in a European country (area around Naples).</p> <p>Physical and Human Geography: describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use.</p> <p>Working like a geographer, use of geographical information from different types of maps, atlases and other information sources: Gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW.</p> <p>Working like a geographer, use of fieldwork and observational skills: Not directly developed or assessed in this unit.</p>	<p>Continent</p> <p>Europe</p> <p>Country, region</p> <p>Italy</p> <p>Population</p> <p>Coastline, bay</p> <p>Peninsula</p> <p>Mountain range: Alps, Apennines</p> <p>River, Po, Tiber</p> <p>Tectonic – plate boundaries,</p> <p>Volcano(es) – Vesuvius, Stromboli, eruption, magma, ash, gas, vent, cone, crater, lava flow</p> <p>Earthquake – vibration, fault, plate boundary, epicentre, Richter scale, tremor, seismic, hazard</p>	<p>Useful links for teachers</p> <p>https://www.britannica.com/place/Italy</p> <p>National Geographic Kids</p> <p>BBC Bitesize Geography</p> <p>BBC Earth - Mount Etna</p> <p>Volcanodiscovery.com - includes daily reports from Etna, Vesuvius and Stromboli</p> <p>The Year I didn't go to school, Giselle Potter 2002</p> <p>The Thread of Life: Twelve Old Italian Tales, Vittorini and Grandpre 2003</p> <p>Anno's Italy, Anno 1984.</p>	

Year 4 Summer Medium Term Plan

Coasts - What happens when the land meets the sea?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
4	Summer	<p>1. What happens when the land meets the sea?</p> <p>2. What can we learn from different maps about the UK's coastline?</p> <p>3. What processes shape our UK coastline?</p> <p>4. Should the coast be protected?</p> <p>5. Investigating Seaham – What can we find at the Durham coast? -</p> <p>6. Lesson 6 – What did we find out at Seaham?</p> <p>This unit builds on the introduction to coasts in the KS1 unit – Where shall we go on holiday?</p> <p>By looking in more depth at features and processes at the coast, pupils begin to develop their knowledge of the physical processes shaping the land.</p> <p>The unit begins with an overview of key features and processes at the coast and then moves to a case study approach.</p> <p>This second part of the unit is based around a fieldwork enquiry that is supported by the planning and attached resources.</p> <p>The fieldwork has been designed to develop pupil knowledge of a range of fieldwork techniques and geographical skills. The unit prepares pupils for work in Y5 that looks at the range of physical processes that shape the landscape.</p> <p>Study of coasts is further developed in KS3/KS4&5.</p>	<p>Knowledge of locations, places, their features human and physical, processes and key terminology: Physical processes that shape the coast. Coastal protection and management effectiveness.</p> <p>Understanding of geographical similarities and differences, interactions of people, processes and places: coastal processes and the impact on people and landscapes</p> <p>Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork</p> <p>Working like a geographer, fieldwork: planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation.</p>	<p>Coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour.</p> <p>Fieldwork vocabulary – risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey.</p>	<p>It is worth taking a little time to refresh subject knowledge here as accuracy of terms is very important</p> <p>A map showing UK coastline - sandy beaches, cliffs, ports and major rivers.</p> <p>OS maps, aerial photographs, Google Earth, Digimaps.</p> <p>Data collection and write up booklets (attached to County planning)</p> <p>Quick guide to Coastal Geography notes attached to this planning may be useful</p> <p>All resources attached to this planning can be edited to support your own fieldwork enquiry.</p>	

Year 5 Autumn Term Plan

What shapes my world?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
5	Autumn	<p>1. Why is the land around the planet so many different shapes? 2. Under pressure! How has ice shaped our Earth? 3. What happens when plates move? 4. How do rivers shape our world? 5. Different every day – How do waves change the coast? 6. How are people’s actions changing the planet? 7. What shapes our world? What do we need to remember?</p> <p>This unit fuels pupils’ curiosity about the shape of the earth beneath their feet. It uses dramatic landscape features to prompt questions about and investigation of the shaping of the land. Pupils enjoy finding out about their living, ever changing world and thinking about how human activity is changing the shape of the land in new ways. They often have strong interest and motivation to know more about the impact of human activity on the planet. This unit builds on the local, national and continental scale previously studied moving study to a global perspective and examples are deliberately chosen from around the continents. It is useful to have a large map of the world and add the example places.</p> <p>This unit starts to add depth to pupil understanding of the interaction between physical processes and the formation of landscapes and landforms. The unit focuses on basic physical processes that shape the landscape and bring change over time. The unit links back to the coastal fieldwork completed in Y4 and river fieldwork done in Y3.</p> <p>It builds on the work done on local rivers and the water cycle in Year 3 and the study of tectonic activity in Italy in Year 4. This allows teachers to encourage pupils to recall prior knowledge and use this as a basis for new material. The sequence of lessons includes work on the role of climate in shaping our world and goes beyond the national curriculum to lay the foundations for understanding of the role of ice in shaping the land which is picked up later in geography. The knowledge in this unit prepares pupils for more detailed work on vegetation belts in Y6 and the variation of place caused by physical processes.</p>	<p>Geographical knowledge of locations, places and their features, human and physical processes and key terminology: Locations, and places showing evidence of physical and human processes in shaping the landscape.</p> <p>Understanding of similarities and differences, interaction of people, processes and places: That physical processes have shaped and continue to alter the landscape and affect the lives of the people who live in different places. Examples could include weather, ice, coastal processes, human activity.</p> <p>Working like a geographer, use of geographical information from maps, atlases, globes: Use of atlases and globes. Use of a variety of sources of geographical information- text, photographs, satellite images.</p> <p>Working like a geographer, use of fieldwork and observational skills to observe, measure and record: not a focus of this unit but schools may want to pick up coastal, rivers or climate enquiry depending on prior learning of pupils. Ideas for river, coast and micro climate fieldwork is in the Durham planning guidance units.</p> <p>Geographical communication: annotation of photographs, geographical descriptions of features and places, using and referring to geographical resources in our writing.</p>	Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth’s crust, biome, vegetation, soil.	<p>The Earth’s rocky crust, made up of the tectonic plates, is unstable. This crust is very thin relative to the mantle and the tectonic plates (sections of the crust) may move in relation to each other - this could be together, apart or sliding against each other. At the boundaries where plates meet, earthquakes, volcanoes and fold mountains can occur.</p> <p>The shape of the crust is also affected by weathering and erosion. In cold climates the freezing temperature can cause rocks to break, causing jagged edges (not a focus at Ks2).</p> <p>The Earth’s crust is also modified by river processes as erosion helps to create waterfalls, gorges, flood plains, meanders.</p> <p>The Earth’s crust is modified by the effect of ice movement on the land as glaciers put pressure on the land producing new landforms. Ice has worn away mountains and shaped valleys by moving rocks across the land.</p> <p>The Earth’s crust is modified by coastal process as waves shape (erosion and deposition) the coast leading to new landforms.</p> <p>Human activity such as farming, settlement, transport, mining all affect landscapes as well as climate. BBC and OU Earth From Space Materials. These are freely available via the BBC or OU websites.</p>	

Year 5 Spring Term Plan

Where could we go? Fantastic Journeys around the world?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
5	Spring	<p>1. What is that? Where might it be? 2. How do we find our way around the planet? 3. Can we locate our fantastic places like geographers? 4. What time is it where you are? 5. What do some of our fantastic places have in common? 6. Which Fantastic Place should UNESCO put top of the list?</p> <p>The purpose of this unit is to spark pupil's curiosity about some of the fantastic places around the planet. Pupils will develop knowledge of geographical space – where places are located and why they are there. The unit has been designed so that pupils develop knowledge of the way mapping conventions are used at a global scale to accurately describe places, longitude and latitude.</p> <p>The unit includes 'fantastic places' in different countries and geographical regions of the world so that pupils develop knowledge of a wide range of significant global places, their locations and variations. All the places included in this planning are from the UNESCO World Heritage List of cultural and natural sites of international significance.</p> <p>The unit uses these fantastic destinations as a way into the different biomes of the world and their key features.</p>	<p>Geographical knowledge of locations, places and their features, human and physical processes and key terminology: physical geography at global scale including climate zones, biomes. Local knowledge – Longitude and Latitude, Equator, Time zones.</p> <p>Understanding of similarities and differences, interaction of people, processes and places: Interaction of climate with landscape and development. Role of climate in vegetation.</p> <p>Working like a geographer, use of geographical information from maps, atlases, globes: Use of world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use – with index and clear location markings.</p> <p>Working like a geographer, use of fieldwork and observational skills to observe, measure and record: Not a focus but supported by mapwork</p> <p>Geographical communication: Annotation and description of photograph.</p>	<p>Longitude Latitude Meridian Tropics characteristics Time zone Biome vegetation</p> <p>Climate habitat UNESCO</p>	<p>Biomes: biomes are regions of the world with similar climate, animals and plants. There are biomes that cover the land and aquatic biomes.</p> <p>Aquatic biomes - freshwater, wetlands, marine, coral reef, estuary.</p> <p>Terrestrial biomes - tundra, rainforest, savanna, taiga or Boreal Forest, Temperate forest, temperate grassland, alpine, chaparral, desert.</p>	

Year 5 Summer Term Plan

Where has my food come from?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
5	Summer	<p>1. Where do you think your food comes from?</p> <p>2. What is in the food cupboard and how far has it come?</p> <p>3. Where does the UK get food from?</p> <p>4. What do farms do?</p> <p>5. How does our food get from farms to our plates?</p> <p>6. Does it matter if food is wasted?</p> <p>This unit uses a very familiar and shared knowledge around food, to enable pupils to develop knowledge about resources, industry, farming, trade and employment which can be tricky aspects of the KS2 NC to address. It builds on the locational knowledge from KS1 and lower KS2 and builds on the ideas of land use introduced in lower KS2. The unit develops key aspects of human geography to look at trade links via food as well as the range of jobs and other activities needed to get food to our plates. Pupils will use some new forms of geographical information – graphs showing imports. They will also use mathematical skills in Geography as they calculate food miles for everyday foods.</p> <p>The field work opportunities offered by this unit build on the data collection opportunities pupils have had in earlier units and allow a focus on human geography away from settlement study. This is always enjoyable for pupils.</p> <p>The use of resources and how people interact with the environment plays a vital role in pupil understanding of human/physical interactions as they progress through the geography curriculum. Using food as a vehicle for this allows all pupils to relate to the issues.</p> <p>This unit also contributes to PHSE, with an opportunity to look at healthy foods and personal responsibility and the impact of choices on others and the environment. The final suggested lesson on food waste offers opportunity for debate and some extended writing.</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology:</p> <p>Knowledge of land use patterns for farming in the UK and another area of the world. Distribution of natural resources including food. Economic activity including food production.</p> <p>Understanding of similarities and differences, interaction of people, processes and places:</p> <p>To understand how growing and producing food affects the physical geography of a place.</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes, diagrams etc</p> <p>Use information from maps, diagrams and information texts.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record.</p> <p>Look at possible questions, collect/measure and record data through fieldwork. Use some basic presentation techniques.</p>	<p>Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, import, producer</p>	<p>http://www.whyfarmingmatters.co.uk/why-farming-matters</p> <p>https://www.foodafactoflife.org.uk/</p> <p>countrysideclassroom.org.uk</p> <p>nationalgeographic.org – maps, film clips</p>	

Year 6 Autumn Term Plan

Fantastic Forests – Why are they so important?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
6	Autumn	<p>1. Can you find the connection and find the location?</p> <p>2. Where are the world's great forests?</p> <p>3. What forests and woodland do we have in the UK?</p> <p>4. What can we find in our local forest/ woodland? (Fieldwork opportunity)</p> <p>5. What do forests do?</p> <p>6. Why is the Amazon Rainforest so important?</p> <p>7. Why are forests in danger?</p> <p>8. How can we protect our forests in the UK?</p>	<p>Geographical knowledge of location, places, features and processes: Knowledge of environmental regions and key features of these areas, vegetation belts - Types of forest, functions, locations. Distribution of natural resources, economic activity</p> <p>Understanding of similarities and differences, interactions: Different types of forests, impact of human activity on vegetation, role of forests as a resource</p> <p>Working like a geographer: Use of geographical information including satellite photographs, charts and information texts</p> <p>Working like a geographer: Fieldwork and geographical skills to include data collection techniques and methods of presentation.</p>	<p>Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent, hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation.</p>	<p>Forests act as a source of food, medicine and fuel for more than 1 billion people. They cover more than 1/3 of the surface of the world and contain an estimated 3 trillion trees. Forests are home to more than 75% of the world's biodiversity. Forests are found in hot, wet climates as well as dry, windy or temperate climates.</p> <p>Forests are affected by human actions or processes such as farming, mining and logging which lead to deforestation. This changing land use causes changes to forest communities, loss of animal habitats, soil erosion, a decrease in clean water and the release of more carbon into the atmosphere.</p> <p>Some forests are deliberately planted by people - these are plantations. In 1990, 31.6% of the world's land area was covered by forest. 2015 30.6% of world's land area was covered by forest. Between 2000 and 2012, the world lost 2.3 million square km of tree cover. Only 0.8 million square km have been replanted during that time.</p> <p>There are three main forest biomes - the tropical, the temperate and the boreal or taiga. The more accurate term for tropical rainforest is equatorial rainforest.</p> <p>Useful resources/links for teacher subject knowledge The Woodland Trust 2018 The State of the World's Forests National Geographic Global Forest Watch</p>	

Year 6 Spring Term Plan
What are the key human geographical features of our local area?
Or
How has our local area changed over time?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
6	Spring	<p>Step 1a: Designing geographical questions and planning a fieldwork enquiry</p> <p>Step 1b - Planning our fieldwork</p> <p>Step 2: Deciding what data will be needed, how and exactly where the data will be collected.</p> <p>Step 3: Thinking about and planning for risks – pupil phase</p> <p>Step 4: Designing a data collection sheet or way of recording the data</p> <p>Step 5: Observing and Collecting Data in the field.</p> <p>*The field trip</p> <p>Step 6: Processing and presenting the data.</p> <p>Step 7: Describing and explaining the field work data.</p> <p>Step 8: Evaluating our fieldwork.</p>	<p>Geographical knowledge (locations, places, features and processes): Human geography - types of settlement, human and physical features in the local area.</p> <p>Understanding of similarities and differences, interactions: whilst not the key focus for this unit, teaching opportunities may arise.</p> <p>Use of geographical information: Use of maps, observation, field sketch, graphs, digital technologies.</p> <p>Fieldwork and geographical skills: Development of a coherent approach to the different phases of fieldwork. Setting an enquiring question, designing a data collection method, collecting, presenting and describing the data.</p>	<p>Settlement, housing, land use, site, shopping, services, primary data, secondary data, change, factory, mine, employment,</p>	<p>The fieldwork planning sequence</p> <p>Step 1: Designing a key question - looking at the context and knowing why it matters</p> <p>Step 2: Deciding what data will be needed and how and exactly where the data will be collected - this might be on paper, by app, taking photographs, using kit, sketch, annotation of map or diagram.</p> <p>Step 3: Thinking about and planning for risks</p> <p>Step 4: Designing a data collection sheet or way of recording the data e.g. Survey questions, interview questions, land use map, base map, tally chart materials, identification sheet.</p> <p>Step 5: Observing and collecting data in field</p> <p>Step 6: Presenting the data</p> <p>Step 7: Describing/explaining the data</p> <p>Step 8: Evaluation of findings/application to an issue</p> <p>If teachers are following the 'change over time' question, it is important to remember that secondary data will be the old photographs and maps used by pupils to investigate the area in the past. Primary data is the information gathered by the pupils in the field about the modern local area.</p> <p>Useful links: Field Studies Council, Royal Geographical Society - https://www.rgs.org/schools/teaching-resources/developing-primary-geography/fieldwork/</p>	

Year 6 Summer Term Plan

Destination Sao Paulo! What do places have in common?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
6	Summer	<p>1. Where in the world is a place like this?</p> <p>2. What are the main human and physical characteristics of Brazil?</p> <p>3, 4 & 5 - A tale of two cities - Durham and São Paulo.</p> <p>What do geographers use to find out about places?</p> <p>3. Photographs</p> <p>4. Graphs / data</p> <p>5. Field Work</p> <p>6. How are the regions similar and different?</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology</p> <p>Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement.</p> <p>Understanding of similarities and differences, interaction of people, processes and places</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p>Working like a geographer:</p> <p>Use of geographical information from maps, atlases, globes.</p> <p>Use of different types of maps, graphs and information. Use of GIS for mapping and weather information.</p> <p>Working like a geographer:</p> <p>Use of fieldwork and observational skills to observe, measure and record.</p>	<p>Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy.</p>	<p>The main geography learning activities are based the photograph pack; Destination Sao Paulo! These are available free of charge via www.europedirectnortheastengland.wordpress.com</p>	

		1	2	3	4	5	6
TOPICS		What is my place like? What can I find in my corner of the world? What is our country like?	Why is my world wonderful? Wherever next? What might we see on a holiday?	Is the UK the same everywhere? Why do we have cities? We've got it all! Why is the North East special?	What can we discover about Europe? Why does Italy shake and roar? Coasts - What happens when the land meets the sea?	What shapes my world? Where could we go? Fantastic Journeys around the world Where has my food come from?	Fantastic Forests – Why are they so important? What are the key human geographical features of our local area? Or How has our local area changed over time? Destination Sao Paulo! What do places have in common?
Fieldwork/ Map Skills	Skills	Pupils can use a simple map of a familiar place and associated directional language. Pupils can add extra labels to a map. Pupils can use a compass to find N/S Pupils can ask basic geographical questions. Pupils can use a pro forma to gather basic data on a field walk.	Pupils can find things on a simple map. Pupils can make a simple map and add basic key. Pupils can use a compass to find N/S/E/W Pupils can talk about some of the symbols on a map. Pupils can collect basic information on a field trip and record it with help.	Pupils can gather basic information during fieldwork and present their findings. Pupils can follow a route on a map, identify features on an aerial photograph, use four fig grid references and 8 points of the compass to identify features on a map. Recognise and use OS symbols and the key.	Pupils use some basic geographical skills and techniques with limited accuracy. (To include measurement, recording and presentation methods (sketch etc.). Basic Ordnance survey map skill use - use 8 points of compass, 6 fig grid ref, use of symbols, basic scale in order to state the distance)		
	Suggested Assessment Tasks	<ul style="list-style-type: none"> Use the map of our school playground. Add 3 new details. Use a compass to show the direction of North. Take a photograph of what you can see in your local area. Add a title and a label. 	<ul style="list-style-type: none"> Draw, label and add symbols to a simple sketch map of your school grounds. Add NSEW to the sketch. Collect information about your local area and record it clearly. Explain what you found out. 	<ul style="list-style-type: none"> Before going on fieldwork, decide two questions you would like to investigate. Using an OS map, find the location of your fieldwork location and describe it using 4 figure references. Using an OS map of a known area, identify the key features using the key. Draw and annotate a sketch map of a geographical feature that you have studied. <i>E.g. a river bank/ waterfall.</i> Select a view of <i>the river</i> you are visiting <i>and take a photograph.</i> Add titles and labels to show the date and location. 	<ul style="list-style-type: none"> Using an aerial photograph of a European city or land form, identify and label the key features. Using a map of Europe, identify the location of key locations using grid references and NSEW. Design the questions you would want to investigate if you were visiting <i>the Bay of Naples.</i> Decide what questions you would want to ask people about living in a city like <i>Paris.</i> 	<ul style="list-style-type: none"> Decide two questions you would like to investigate about where our food comes from. Design a survey to help you gather information about the origin of popular foods. Use your survey findings to present your results/findings in a graph/chart. Using an OS map, identify the main areas in your locality that are used to grow food and the nearest port that might be used to import food. 	<ul style="list-style-type: none"> Use an ordinance survey map of your local area. Write directions to 3 places of interest using compass directions. Use 4 and 6 figure grid references to find the highest point on your local area, the location of a place of worship and a port. Plan to investigate your local environment. Decide what you will investigate and set a question. You could: <i>Survey tree types</i> Use a base map of the area <i>to annotate different features.</i> <i>Other idea: Litter/environmental impacts/traffic/microclimate.</i> Present your findings using a graph/field sketch/base map or similar. Chose one technique you used and explain how useful it was to investigate your question.

Locational Knowledge	Skills	Pupils identify the names of the countries, capitals and seas of the UK. They name places/basic processes	Pupils recall the names of the countries, capitals and seas that have been studied. Pupils can add these details to a simple map. Pupils can recall, and use with increasing confidence, the key geographical vocabulary for this stage.	Pupils demonstrate simple knowledge relating to the location, physical and human geography of the UK. Pupils can demonstrate some general knowledge relating to the human and physical geography of a region of the United Kingdom and a region in Europe to include key features and human/physical process. Pupils use the key vocabulary for this stage.	Pupils demonstrate limited knowledge, understanding and application of the geographical information and issues studied. Pupils can demonstrate some general knowledge relating to the human and physical geography of a region of the United Kingdom, a region in Europe and a region within North or South America.
	Suggested Assessment Tasks	<ul style="list-style-type: none"> Describe an area of our school for your family. Describe one feature/ one special place in the local area Add labels to an outline map of the UK showing countries, capitals and seas. 	<ul style="list-style-type: none"> Name and label the continents and oceans on the outline map of the world Use NSEW in a description of a location studied. Describe the human and/or physical features of one of the places you have studied. Think about the two places we have studied, (<i>Masa Mara/Durham</i>) what was similar/ different? 	<ul style="list-style-type: none"> On an outline map of the UK label the main regions, the main rivers and mountain ranges. Describe the landscapes of the UK's highlands. Describe the main physical features of your <i>chosen</i> county. 	<ul style="list-style-type: none"> On an outline map of Europe, label the major countries, capitals, rivers and mountains. Using the maps, text and photographs research and write a description of a major city in Europe. Describe the main human and physical features the <i>Bay of Naples</i>.
Place Knowledge	Skills	Pupils identify basic key features on a photograph, sketch or a map or during a fieldwork observation	Pupils use a piece of information from a geographical figure/ source or fieldwork to agree or disagree with an idea. Pupils can use a globe to identify hot and cold places and the Equator.	Pupils choose and use information from a figure/ source / map or data from fieldwork in their geographical writing to agree or disagree with an idea.	Pupils make straightforward comments with some reference to evidence from a figure/ source or data from fieldwork. These may be generic comments informing a basic decision.
	Suggested Assessment Tasks	<ul style="list-style-type: none"> Look at the photograph we took on our fieldwork walk. What human and physical features (things people have made, natural things) can you see? 	<ul style="list-style-type: none"> Look at the photograph /map of <i>Sao Paulo</i>. Make a list of the human and physical features you can see. Compare the two photographs of Durham and 	<ul style="list-style-type: none"> Look at the two photographs of different areas in the UK. What physical features can you find? Look at the map of the UK. It shows some of the ways we use land in the UK. Find and list three different ways land used. 	<ul style="list-style-type: none"> Use an atlas to find a map showing global biomes. Describe the areas of the Mediterranean biome. Look at the information about the tropical biome. What do

		<ul style="list-style-type: none"> Look at the map of our school grounds. What can you find on the map? 	<p><i>Sao Paulo</i>. What is the same and what is different?</p>	<ul style="list-style-type: none"> Look at the graph in your atlas showing the number of people living in the UK. Describe two things you notice about the population of the UK. 	<p>you think are the main features of this biome?</p> <ul style="list-style-type: none"> Look at the world map showing the tectonic plates. Find two places in the world where you would expect to find volcanoes or earthquakes. Use the information about the way mountains are formed. Describe three stages in the formation of a mountain. 	<p><i>in Japan</i>. What do you notice?</p> <ul style="list-style-type: none"> Use the information about food miles. What do you notice about where your food comes from? Can you suggest reasons why? 	<ul style="list-style-type: none"> Look at the photograph of the coastline. Annotate it to show evidence of coastal erosion.
Human and Physical Geography	<p>Skills</p>	<p>Pupils identify some of the ways people influence/ effect their environment and how geographical phenomena affects them and their area</p>	<p>Pupils give a basic outline of how the weather affects people/ places/ animals/ vegetation. Pupils can give a basic outline of what jobs people do in a place or how a place has changed over time.</p>	<p>Pupil work indicates a simple understanding of how people/ places/ processes affect each other. Pupil work shows a simple understanding of cause and impact.</p>		<p>Pupils demonstrate basic/ simple understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena (processes). Pupils demonstrate limited awareness of key issues. Pupils are able to produce basic written discussions with limited development of ideas.</p>	
	<p>Suggested Assessment Tasks</p>	<ul style="list-style-type: none"> Think about our local area. What buildings did we find? Which one do you think is the most important? What jobs do people do in your village?? How much traffic is there in your area? 	<ul style="list-style-type: none"> Look at our weather chart. What happened to our school field when we had a lot of rain? In very cold parts of the world, how is vegetation different to the vegetation we see in the UK? 	<ul style="list-style-type: none"> List some of the factors which are important when choosing the site for a settlement. Describe the ways in which your chosen location e.g. <i>Durham City, Newcastle Quayside</i> has changed over time. Describe the ways in which rivers shape the land. List some of the ways people might be affected if their local river floods. 	<ul style="list-style-type: none"> How are people living in the <i>Bay of Naples</i> affected by living close to <i>Mount Vesuvius</i>? Think about the effects of an <i>earthquake</i>. Make a list of the aid would you send to a LIC hit by a major earthquake? 	<ul style="list-style-type: none"> How does the climate affect vegetation in your chosen country? Describe two ways in which people are affected by <i>tropical storms</i>. Describe the ways in which new land is made. How does <i>food production or transport</i> affect the natural world? world? 	<ul style="list-style-type: none"> Explain how human actions have <i>damaged the rainforest</i>. Describe the importance of <i>forests</i> for the people who live in them. Describe the positive and negative effects on people of living in cities.
<p style="text-align: center;">Key stage 1</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 				<p style="text-align: center;">Key stage 2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge</p>			

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple 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.

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify 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 (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
 - 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