



Year group	<p style="text-align: center;"><b>GEOGRAPHY MEDIUM TERM PLANS</b> (see progression in mapping document also)</p>					
	Within the reception year					
<p><b>EYFS</b></p> <p>KEY CONCEPTS: PLACE</p>	<p><b>ELG - Understanding of the World: People and Communities and The World</b></p> <ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and the natural world.</li> <li>Find out about their environment and talk about those features they like and dislike.</li> </ul> <p><b>Locational knowledge</b> is taught through exploring stories from other countries and cultures and leads to class discussions around what is the same about where we live and what is different.</p> <p><b>Place knowledge</b> is taught throughout the year and is focused on children knowing their immediate local area and what places are in their local area. When we learn about people who help us, we discuss the lives of people in our local area and their role in society. The children explore similarities and differences between different cultural communities in the UK through stories which often links with our RE curriculum.</p> <p><b>Human and Physical Geography</b> is part of our continuous provision for outside, children explore their immediate environment and discuss with adults and peers what they notice, what has changed, respond to questions such as; how do people feel about this place? How do I feel? Adults lead fieldwork exploration tasks to ensure children are noticing and asking questions about their immediate environment and how this might differ from person to person. Children are encouraged to play close attention to the seasonal changes that happen around us through adult questioning during topic time and through time spent outdoors everyday.</p> <p>To ensure children are ready for Y1, children have opportunities to begin using simple maps in provision with adult support eg. a road carpet with places on, story books with maps in. Positional language plays an important part in getting children ready for Year 1, we ensure that positional language is planned into our outdoor continuous provision.</p> <p><b>Geographical Skills and Fieldwork (local area study)</b> What is unique about where we live? (explore both physical and human features of the area)_What is special about our school grounds? (EYFS)</p>					
<p><b>1</b></p> <p>KEY CONCEPTS: PLACE SPACE SCALE ENVIRONMENT</p>	<p><b>Superheroes</b></p> <p><b>Geographical Skills and Fieldwork</b> 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</p> <ul style="list-style-type: none"> <li>Explore aerial and non – aerial photographs. Discuss why we use aerial photographs. Sort aerial photos and non – aerial photos.</li> <li>Follow a route on a map to the local shops/ post box.</li> <li>Plan a route to the park, devising their own simple map.</li> <li>Walk to park, following route and ask and respond to basic geographical questions during walk to park: where can we cross? Where it is safe? Would it be safe to cross here?</li> </ul> <p><b>Geographical Skills and Fieldwork (local area study)</b> What is unique about where we live? (explore both physical and human features of the area)</p> <ul style="list-style-type: none"> <li>How can we make our area better? (cleaner/safer?) (Y1)</li> </ul>	<p><b>Splendid Skies</b></p> <p><b>Locational Knowledge</b> Name, locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> <li>Locate 4 countries of the UK on simple map</li> </ul> <p><b>Human and Physical Geography</b> <b>Identify seasonal and daily weather patterns in the United Kingdom.</b></p> <ul style="list-style-type: none"> <li>What is weather? Looking at types of weather we experience in the UK.</li> <li>Brief weather report on day's weather recorded onto iPad.</li> <li>Keep a record of weather and temperature over the course of a week in Middlesbrough</li> <li>Seasonal weather changes- autumn update – revisit throughout the year as seasons change.</li> </ul>	<p><b>Moon Zoom</b></p>	<p><b>Paws claws and whiskers</b></p> <p><b>Locational Knowledge</b> Name and locate the world's 7 continents</p> <ul style="list-style-type: none"> <li>Learn names of the world's 7 continents and identify them on a world map.</li> </ul> <p><b>Geographical Skills and Fieldwork</b> 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.</p> <ul style="list-style-type: none"> <li>Identify which continents animals live on using a word map.</li> </ul>	<p><b>Bright lights, big city</b></p> <p><b>Locational Knowledge</b> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> <li>Label 4 countries of the UK and their capital cities.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Visit Saltholme</li> <li>Why do birds choose to visit here?</li> </ul>	<p><b>Rio De Vida</b></p> <p><b>Locational Knowledge</b> Name and locate the world's 5 oceans</p> <ul style="list-style-type: none"> <li>Find and label the world oceans on a world map.</li> </ul> <p><b>Place Knowledge</b> Understand Geographical similarities and differences through studying human and physical geography of a small area of the UK and non-contrasting area.</p> <ul style="list-style-type: none"> <li>Sorting human and physical features of Middlesbrough and of Brasilia.</li> </ul> <p><b>Place study: Brasilia</b></p> <p><b>Human and Physical Geography</b> <b>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world.</b></p> <ul style="list-style-type: none"> <li>Compare weather and temperature for Middlesbrough and Brazil – identifying the equator</li> </ul> <p><b>Geographical Skills and Fieldwork</b> <b>Use world maps to identify the UK and its position in the world.</b></p> <ul style="list-style-type: none"> <li>Identify the UK on a world map and describe which continent it is part of, which oceans surround it which hemisphere it is part of and who are closest land neighbours are.</li> </ul>
<p><b>Substantive Vocabulary</b></p>	<p>Direction, near, far, up, down, left, right, forwards, backwards, journey, route, safety, address, path, road, street, surroundings, environment, local, North, South, East, West,</p>	<p>Town, city, beach, cliff, coast, river, cloud, cold, fog, gale, hot, rain, showers, snow, sun, warm, seasons, autumn, change, spring, summer, winter, blizzard, flood, heatwave, map, countries, seasons, autumn, winter, spring, summer,</p>		<p>World, ocean, land, coast, continent, country, map, locate, near, far, up, down, left, right,</p>	<p>North, South, East, West, near, far, up, down, left, right, locate, countries, capital, surroundings, city, town,</p>	<p>Near, far, up, down, left, right, forwards, backwards, North, South, East, West, ocean, hot, cold, equator, countries, continents, locate, hemisphere,</p>

<p style="text-align: center;"><b>2</b></p> <p>KEY CONCEPTS: PLACE SPACE SCALE ENVIRONMENT</p>	<p><b>Land Ahoy</b></p> <p><u>Locational Knowledge</u> Name and locate the world's 7 continents and 5 oceans</p> <ul style="list-style-type: none"> <li>Label continents on world map</li> <li>Label oceans on world map</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>Use google Earth , Globes and world maps to help locate and label continents and oceans</li> <li>Use maps to identify some countries that Captain Cook visited.</li> </ul> <p>Devise a simple map; and use and construct basic symbols in a key &amp; use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> <li>Using symbols on a map lesson</li> <li>Creating own pirate map with symbols and a key</li> </ul> <p>Use simple compass directions (North, South, East West) and locational and directional language to describe the location of features and routes on a map</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Drawing physical and human features on maps</li> </ul>	<p><b>Street Detectives</b></p> <p><u>Geographical Skills and Fieldwork</u> Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map 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.</p> <ul style="list-style-type: none"> <li>Sorting human and physical features of local area (Roseberry Topping/ Stewarts Park/River Tees/Redcar Beach/ Middlesbrough Football Stadium/Transporter Bridge/hospital /Teesside Park/Railway Track)</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>Children use an aerial photograph to create a planned perspective of school. Identify human and physical feature by creating a colour key.</li> </ul> <p><u>Geographical Skills and Fieldwork (local area study)</u> What is unique about where we live? (explore both physical and human features of the area)</p> <ul style="list-style-type: none"> <li>What wildlife visits our school? (Y2)</li> </ul>	<p><b>Messy Mixtures</b></p>	<p><b>Healthy Living</b></p>	<p><b>Scented Garden</b></p>	<p><b>Beachcomber</b></p> <p><u>Geographical Skills and Fieldwork</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (drawing map of Saltburn beach)</p> <ul style="list-style-type: none"> <li>England lesson – looking at rivers, capital cities, important landmarks</li> </ul> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding sea</p> <ul style="list-style-type: none"> <li>Label countries and capital cities of the UK on map.</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Famous features of England</li> </ul> <p><u>Place Knowledge -</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-EU country</p> <ul style="list-style-type: none"> <li>Compare Robin Hood's Bay and Bondi Beach</li> </ul> <p>Place study: <a href="#">Robin Hood's Bay and Bondi Beach</a></p> <p>Use simple compass directions (North, South, East West) and locational and directional language to describe the location of features and routes on a map; showing area of Robin Hood's Bay</p> <p>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</p> <ul style="list-style-type: none"> <li>Use maps to identify Robin Hood's Bay / Bondi Beach</li> </ul> <p><u>Human and physical geography</u> 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: suburb, city, town, village, farm, house, café. Restaurant, shop, car parks, hotel, cottages, church, harbour.</p> <ul style="list-style-type: none"> <li>Looking at physical and human features of Robin Hood's Bay and Bondi Beach.</li> </ul> <p><u>Geographical Skills and Fieldwork</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (drawing map of Saltburn beach)</p> <ul style="list-style-type: none"> <li>Children use an aerial photograph to create a planned perspective of Robin Hood's Bay. Identify human and physical feature by creating a colour key.</li> <li>Why do people choose to visit Robin Hoods Bay? (Y2)</li> </ul> <p><u>Environmental Impact</u> Children Read 'The Mess That We Made' demonstrating the impact of rubbish on the ocean and marine life. Discuss litter picking in Y1 and how we need to 'respect' and look after our local environment too.</p>
<p><b>Substantive Vocabulary</b></p>	<p>beach, equator, ocean, continent, climate, weather, North, East, South, West, country, feature, human, physical, globe, land ,symbol, key, ,coast,</p>	<p>Human, physical, features, natural, man-made, surroundings, perspective, landmarks,</p>				<p>North, south, east, west, direction, compass, route, left, right, up, down, feature, human, physical, aquatic coastline island rock pool habitat microhabitat rural town coast cliffs North sea,Beach, suburb, village, landmark, city, population, climate, weather</p>

<p><b>3</b></p> <p>KEY CONCEPTS: PLACE SPACE SCALE INTERCONNECTIONS ENVIRONMENT ENVIRONMENTAL IMPACT AND SUSTAINABILITY</p>	<p><b>Urban Pioneers</b></p> <p><u>Locational Knowledge</u> Locate the world's countries using maps to focus on Europe (UK). Concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> <li>Identify Countries of the UK on a map.</li> <li>Identify the capital cities of each country.</li> <li>Identify seas and oceans.</li> <li>Locate Middlesbrough on a map.</li> </ul> <p><b>Name and locate countries 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.</b></p> <ul style="list-style-type: none"> <li>Compare maps of local area from different key times – look at how land use has changed over time.</li> </ul> <p><u>Human and physical Geography</u> Describe and understand key aspect of 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.</p> <ul style="list-style-type: none"> <li>Use photographs of human geography of local area –plot landmarks onto map.</li> <li>Look at historical maps of local area, seam of iron ore in Eston Hills and the impact this had on the changes in land use over time and the reasons for this. (economic / trade links / position of natural resources.</li> </ul> <p><u>Geographical skills and fieldwork (local area study)</u> 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> <ul style="list-style-type: none"> <li>Local area Visit</li> <li>Plot land use on map</li> <li>Begin to use symbols to represent human and physical landmarks.</li> </ul> <p><b>Use the four points of a compass, symbols and keys to build their knowledge of the United Kingdom.</b></p> <ul style="list-style-type: none"> <li>Use four compass points to locate towns, cities and villages that are N,E,S,W of Middlesbrough in the local area.</li> <li>Identify on a map using Compass references, where Middlesbrough is in relation to other major towns and cities in the UK.</li> <li>Use symbols when plotting human and physical landmarks</li> </ul>	<p><b>Predator</b></p> <p><u>Locational Knowledge</u> Identify the <u>position</u> and significance of Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <ul style="list-style-type: none"> <li>Plot on world map: Equator, Hemispheres and tropics.</li> <li>Plot on world map – location of Predator Species – what is the significance of where each predator lives.</li> </ul> <p><u>Human and physical Geography</u> Describe and understand key aspects of physical geography</p> <ul style="list-style-type: none"> <li>Identify similarities and differences between each of the tropical regions – how this affects where predators choose to settle.</li> </ul> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>Plot on world map: Equator, Hemispheres and tropics.</li> </ul>	<p><b>Tremors</b></p> <p><u>Locational Knowledge</u> Locate the world's countries using maps to focus on Europe, North and South America. Concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> <li>Identify world's major volcanoes on world map.</li> <li>Plot the ring of fire.</li> </ul> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>Locate Earth's tectonic plates</li> </ul> <p><u>Human and physical Geography</u> Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> <ul style="list-style-type: none"> <li>Identify different types of volcanoes.</li> <li>Look at features of a volcano.</li> <li>How earthquakes are caused and the impact of an earthquake on human and physical geography.</li> <li>What causes a tsunami and how can the affect the landscape?</li> </ul> <p><b>Place study: Grindavik</b></p>	<p><b>Gods and Mortals</b></p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European.</p> <ul style="list-style-type: none"> <li>Compare and contrast geographical similarities and differences between Greece and the UK.</li> <li>Compare and contrast physical geography of Athens and Sparta.</li> </ul> <p><u>Human and physical Geography</u></p> <ul style="list-style-type: none"> <li>Identify physical and human landmarks (Greece)</li> </ul> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate Greece on world map.</li> </ul> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital computer mapping to locate countries.</p> <ul style="list-style-type: none"> <li>Locate Greece on world map using Google Earth to look at landmarks and landscape features.</li> </ul>	<p><b>Flow</b></p> <p><u>Locational Knowledge &amp; Human and Physical Geography</u></p> <p>Name and locate countries 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.</p> <ul style="list-style-type: none"> <li>Elements of the water cycle</li> <li>Identify UK rivers.</li> <li>Explore features of a river.</li> <li>How does the course of the river change over time and how does this affect the landscape?</li> <li>Why do people, plants and animals settle near rivers?</li> <li>Uses of a river.</li> <li>River safety.</li> </ul> <p><u>Environmental Impact</u></p> <ul style="list-style-type: none"> <li>River pollution.</li> </ul> <p><u>Geographical skills and fieldwork</u> 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> <ul style="list-style-type: none"> <li>River study – River Tees (Local Visit).</li> </ul>	<p><b>Tribal Tales</b></p> <p><u>Locational Knowledge</u> Identify the position and significance of Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <ul style="list-style-type: none"> <li>How the melting of the ice caps at the end of the ice age had an impact on the landscape and how this affected habitats, migration and played a part in the extinction of some species.</li> </ul> <p><u>Human and physical Geography</u> Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> <li>Location of Hillforts in the Iron age – why did people choose to settle there? What natural resources were available?</li> </ul> <p><u>Geographical skills and fieldwork</u> Use the four points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> <li>PE: orienteering.</li> <li>Orienteering activity using 4 compass points at Danby Moor centre: Location of different types of trees and resources available to stone age people.</li> </ul>
		Landscape, location, region, industry, map, population, trade, settle, famous landmarks, human, feature, country, island, capital city, sea, symbol, physical feature, human feature, amenity, industry, trade, land use, United Kingdom, Ireland, Scotland, Wales. North, South, East, West, Ariel photographs, position, Key.	Locate, location, position, significance, equator, hemisphere, north, south, Tropic of Cancer, tropic of Capricorn, Arctic, Antarctic, tropics, map, atlas, globe, features, country, region, climate,	Locate, location, world, country, map, Europe, North and South America, Environment, region, physical, human, characteristic, city, volcano, ring of fire, plot, mapping, feature, tectonic plate, world, earthquake, tsunami, landscape, satellite images, symbol, Key.	Similarities, differences, human, physical, region, United Kingdom and a region in a European, locate, Greece, Europe, locate, map, landmark, City, state, globe, atlas.	Locate, country, city, United Kingdom, region, human, physical, characteristics, feature, mountains, coasts, river, estuary, landscape, pollution, settle, observe, position.

<p><b>4</b></p> <p><b>KEY CONCEPTS:</b> PLACE SPACE SCALE INTERCONNECTIONS ENVIRONMENT ENVIRONMENTAL IMPACT AND SUSTAINABILITY</p>	<p><b>Autumn 1: I Am Warrior</b></p> <p><u>Locational Knowledge</u> Locate some of the world's countries using maps focusing on Europe.</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate countries of the Roman Empire and describe features studied.</li> </ul> <p><u>Place Knowledge</u> Understand geographical similarities and differences through a study of human and physical geography or a region of the UK and a region of a European country.</p> <ul style="list-style-type: none"> <li>Study environmental regions, key characteristics, countries and major cities</li> <li>Look at the differences between Italy and Britain.</li> <li>Use maps of Rome to undertake a walking tour visiting key landmarks</li> <li>Use maps to identify major cities of Italy</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand key aspects of human geography, including types of settlement and climate.</p> <ul style="list-style-type: none"> <li>Understand similarities and differences with a study of a specified region in Italy (Lazio).</li> </ul> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital mapping to locate countries of the Roman Empire and describe features studied.</p> <ul style="list-style-type: none"> <li>Sketch map of a Celtic Fort</li> </ul> <p><u>Geographical Skills and Fieldwork (local area study)</u></p> <p>What is unique about where we live? (explore both physical and human features of the area)</p> <ul style="list-style-type: none"> <li>How has our area changed? (Y4)</li> </ul> <p><u>Place study: Rome</u></p>	<p><b>Autumn 2: Burps, Bottoms &amp; Bile</b></p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of physical geography</p> <ul style="list-style-type: none"> <li>Study Malala Yousafzai in English and begin to understand terms asylum seeking and refugee</li> </ul>	<p><b>Spring 1: Traders &amp; Raiders</b></p> <p><u>Locational Knowledge</u> Locate some of the world's countries using maps.</p> <ul style="list-style-type: none"> <li>Look at maps of Europe – Viking raiders and the importance of York</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: 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.</p> <ul style="list-style-type: none"> <li>Look at locations of Saxon settlements, exploring geographical features for reasons for position of settlements and the resources available.</li> </ul> <p><u>Describe and understand key aspects of physical geography.</u></p> <ul style="list-style-type: none"> <li>Look at maps of Europe – Viking raiders and the importance of York</li> </ul> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital computer mapping to locate countries and cities</p> <ul style="list-style-type: none"> <li>Sketch maps of Saxon forts and settlements</li> <li>Use OS maps to locate Viking sites locally</li> </ul>	<p><b>Spring 2: Potions</b></p>	<p><b>Summer 1: Misty Mountain</b></p> <p><u>Locational Knowledge</u> Locate some of the world's countries using maps focusing on Europe.</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate countries in Europe where the Alps are located.</li> <li>Use maps, atlases, globes and digital mapping to locate China/ Huang Shan.</li> <li>Use maps, atlases, globes and digital mapping to locate mountains of the world Contours on maps / Environmental zones</li> </ul> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and the UK.</p> <ul style="list-style-type: none"> <li>Compare scale of mountain in the Alps with those of the mountains in the UK.</li> <li>Compare two areas - Alps/Huang Shan</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand key aspects of physical geography,</p> <ul style="list-style-type: none"> <li>Describe how mountains are formed</li> </ul> <p><u>Geographical skills and fieldwork</u> Use the 8 points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world.</p> <ul style="list-style-type: none"> <li>4/6 figure grid references</li> <li>OS Symbols</li> <li>Location of UK mountains</li> <li>Use OS maps of Housesteads Fort / Sketch maps of Housesteads (Fieldwork)</li> </ul>	<p><b>Summer 2: Blue Abyss</b></p> <p><u>Locational Knowledge</u> Locate some of the world's countries using maps</p> <ul style="list-style-type: none"> <li>Australia</li> </ul> <p><u>Geographical Skills and Fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>Identify latitude and longitude using maps, atlases and globes</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand key aspects of human physical geography.</p> <ul style="list-style-type: none"> <li>Look at the features of the Great Barrier Reef</li> <li>Describe and understand key aspects of human geography including economic activity</li> <li>Environmental issues linked to oceans</li> </ul> <p><u>Environmental Impact</u> Children read 'Ducks Overboard' Children revisit 'The Mess That we Made' demonstrating the impact of rubbish on the ocean and marine life. Pay particular attention to back section on Ocean Pollution and Calls To Action. Discuss plastic pollution/human impact on the reef (CSB to provide samples)</p>
<p><b>Substantive Vocabulary</b></p>	<p>Locate, Europe, country map, atlas, globe, mapping, features, natural, human, environment, characteristic, major city, Italy, Britain, Rome, tour, landmark, climate, region.</p>		<p>Locate, world, country map, atlas, globe, Europe, features, natural, human, settlement, trade link, distribution, resources, position.</p>		<p>Locate, country, world, map, Europe, atlas, globe, Alps, China, Huang-Shan, region, mountain, United-Kingdom, compass, zone, contour, grid-reference, symbol, OS-map.</p>	<p>Locate, world, country, atlas, map, globe, digital mapping, feature, grid reference, symbol, key, latitude, longitude, globe, reef, economic activity, environment, ocean.</p>

<p><b>5</b></p> <p><b>KEY CONCEPTS:</b> PLACE SPACE SCALE INTERCONNECTIONS ENVIRONMENT ENVIRONMENTAL IMPACT AND SUSTAINABILITY CULTURE AND DIVERSITY</p>	<p><b>Pharaohs</b></p> <p><u>Locational Knowledge</u> name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> <li>Using an atlas, label a world map with all 7 continents, 5 oceans and Egypt. Then answer questions about Egypt in relation to labelled parts.</li> </ul> <p>locate the world's countries, concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases</p> <ul style="list-style-type: none"> <li>Using an atlas, label Egypt and England and their bordering countries on their continent maps. Then compare capital cities, population, climate, animals and vegetation in a table.</li> </ul> <p>identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle</p> <ul style="list-style-type: none"> <li>After learning about these aspects, children use memory to label equator, Northern/Southern Hemisphere and Arctic/Antarctic circle on a world map. Children to then explain how the position of the UK and Egypt in relation to these points affects their climate.</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>Create a poster about physical features of Egypt including its climate zone (arid), biome(desert), vegetation belt(desert), River Nile and low eastern mountain highlands.</li> </ul> <p>Describe and understand 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</p> <ul style="list-style-type: none"> <li>Children to label a picture of the river Nile with its different uses to the Egyptians and explain why the ancient Egyptians chose to settle there.</li> </ul> <p><u>Geographical Skills and Fieldwork</u> Use 8 figure compass and 6 figure grid reference accurately</p> <ul style="list-style-type: none"> <li>Children given map of Ancient Egypt and answer questions which involve using 8 figure compass directions and 6 figure grid references.</li> </ul>	<p><b>Stargazers</b></p> <p><u>Locational Knowledge</u> locate the world's countries, concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases</p> <ul style="list-style-type: none"> <li>Locate USA and Russia (USSR) on a world map and label population and size.</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand 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</p> <ul style="list-style-type: none"> <li>Compare USA and Russia (USSR) focussing on economic activity and how this affected the cold war.</li> </ul> <p><u>Geographical Skills and Fieldwork(local area study)</u> 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> <ul style="list-style-type: none"> <li>Fieldwork Project (Who lives here and why?)</li> <li>Local area Visit</li> <li>Plot land use on map</li> <li>Begin to use symbols to represent human and physical landmarks.</li> </ul>	<p><b>Peasants, Princes and Pestilence</b></p> <p><u>Locational Knowledge</u> locate the world's countries, concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases</p> <ul style="list-style-type: none"> <li>Using online maps, show on a world map using colour how the Black Death spread across different countries by starting in China.</li> </ul> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European.</p> <ul style="list-style-type: none"> <li>Compare England and Belgium and look at why their human and physical geography affected the spread of the Black Death.</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand 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</p> <ul style="list-style-type: none"> <li>Explore how trade links around the world contributed to the spread of the Black Death and compare to modern day Covid and how trade links have changed but still contribute to spread of disease.</li> </ul>	<p><b>Beast Creator</b></p> <p><u>Locational Knowledge</u> locate the world's countries, concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases</p> <ul style="list-style-type: none"> <li>label the different animals (invertebrates) which survive on each continent</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>Explore how each different biome is suited to different invertebrates e.g. only one insect survives in a tundra biome.</li> </ul> <p><u>Geographical Skills and Fieldwork</u> 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> <ul style="list-style-type: none"> <li>Fieldwork Project – What are the microhabitats of invertebrates in the temperate forest biome?</li> <li>Guisborough forest visit</li> </ul> <p><u>Environmental Impact</u> <u>Deforestation debate</u></p>	<p><b>Scream Machine</b></p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European.</p> <ul style="list-style-type: none"> <li>migration project (opportunities) – use history of Middlesbrough Steel Industry to explore why people from all over UK moved there.</li> </ul> <p><u>Human and Physical Geography</u> Describe and understand 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</p> <ul style="list-style-type: none"> <li>Use maps of river tees to show how resources from Middlesbrough were transported</li> </ul> <p><u>Geographical Skills and Fieldwork</u> Use 8 figure compass and 6 figure grid reference accurately</p> <ul style="list-style-type: none"> <li>Children given map of theme park and answer questions which involve using 8 figure compass directions and 6 figure grid references.</li> </ul>	<p><b>Hola Mexico</b></p> <p><u>Locational Knowledge</u> locate the world's countries, concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases</p> <ul style="list-style-type: none"> <li>Locate Mexico</li> </ul> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European.</p> <ul style="list-style-type: none"> <li>pupils start with our own school and its catchment area to find out more about where people have come from. They can move on to looking at regional, and then national, boundaries, where people migrate from and to and their many reasons for doing so.</li> </ul> <p><u>Environmental Impact</u> <u>One reason for migration is to find a new, safe home after a natural disaster or famine.</u></p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>Create a poster about physical features of Mexico including its climate zone (arid), biome(desert), vegetation belt(desert),</li> </ul> <p>Describe and understand 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</p> <ul style="list-style-type: none"> <li>discover why Mayans settled in Mexico and why their population declined with the increase of human geography</li> <li>explore how chocolate was first discovered by Mayans and traded all over the world</li> <li>look at chocolate today and the Fairtrade business</li> </ul> <p><u>Place study: Mexico - Yucatan Region</u></p>
<p><b>Substantive Vocabulary</b></p>	<p>Continents, pyramids, hemispheres, climate, equator, climate-zones, compass points, grid-reference</p>	<p>Countries, environment, population, climate, vegetation</p>	<p>Settlement, land use</p>	<p>Longitude, latitude,</p>	<p>Settlement, land use,</p>	<p>Climate, landscape, region, South America, continents, migration, trade</p>

<p><b>6</b></p> <p>KEY CONCEPTS: PLACE SPACE SCALE INTERCONNECTIONS ENVIRONMENT ENVIRONMENTAL IMPACT AND SUSTAINABILITY CULTURE AND DIVERSITY</p>	<p><b>Frozen Kingdom</b></p> <p><b>Locational Knowledge</b> name and locate the world's seven continents and five oceans locate the world's countries (Arctic and Antarctic), concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases</p> <ol style="list-style-type: none"> <li>1. Continents and Seas marked on a world map. Also marking the equator and the hemispheres</li> </ol> <p>identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle</p> <ol style="list-style-type: none"> <li>1. As above</li> </ol> <p><b>Place Knowledge</b> 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 within North or South America.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast Arctic /Antarctic using knowledge organisers. Also explain how the land is changing. The compare this to our local area (Middlesbrough)</li> </ol> <p><b>Human and Physical Geography</b> Describe and understand key aspects of physical geography, including: climate zones and the effects of climate change</p> <ol style="list-style-type: none"> <li>1. Revisit climate and biomes from Y5 (desert) and identify polar climate and tundra. Using map from previous lesson climate zones are colour coded and examples of biomes labelled</li> </ol> <p><b>Environmental Impact</b> What is Climate Change? Causes and consequences of polar ice melting. Persuasive letter written to MP. Social responsibility: children see themselves as active global citizens.</p> <p><b>Geographical Skills and Fieldwork</b> Use 8 figure compass and 6 figure grid reference accurately</p> <ul style="list-style-type: none"> <li>• Compass points revised</li> <li>• Four figure grid references revised using a map, children read the references of given places</li> </ul> <ol style="list-style-type: none"> <li>1. Children are introduced to six figure grid references and answer given questions</li> </ol> <p><b>Geographical Skills and Fieldwork (local area study)</b> What Trees Are in our Local Area and why are they important?</p> <p><b>Making maps: Draw plans of increasing complexity</b></p> <ol style="list-style-type: none"> <li>1. Children to draw the basic outline of the map of the school</li> <li>2. Using a video from around the building, children to mark on their map key locations (classrooms, toilets, first aid rooms, HT office, DHT office etc)</li> <li>3. Create a key for the school map using symbols</li> <li>4. Children to draw the MUGA to scale</li> </ol>	<p><b>Revolution</b></p> <p><b>Locational Knowledge</b> Locate London and on a map of London identify key places such as Science Museum, Royal College of Art, Hyde Park, Crystal Palace, National History Museum annotate and link back to 1851. Features and symbols on maps.</p> <ol style="list-style-type: none"> <li>1. Looking at a virtual map, key landmarks are identified and explored. Children then answer questions about the given landmarks.</li> </ol> <p><b>Name and locate cities of the United Kingdom. Locate local cities/features: Darlington, Stockton, Durham, River Tees labelling key geographical features.</b></p> <ol style="list-style-type: none"> <li>1. Cities labelled on map of the United Kingdom. Children then research cities with the largest and smallest populations.</li> <li>2. Children answer questions about the local area using research</li> </ol> <p><b>Human and Physical Geography</b> describe and understand key aspects of human geography including types of settlement (slums)</p> <ol style="list-style-type: none"> <li>1. From a series of pictures, children will write a sentence to describe why and how slums were where they are</li> </ol>	<p><b>Tomorrow's World</b></p> <p><b>Locational Knowledge</b> Locate the world's countries using maps and identify where key people who've changed technology live around the world.</p> <ol style="list-style-type: none"> <li>1. Mark and label on a map where in the world key people are from.</li> </ol>	<p><b>Darwin's Delights</b></p> <p><b>Locational Knowledge</b> identify the position and significance of latitude, longitude, the Prime/ Greenwich Meridian and time zones (including day and night).</p> <ol style="list-style-type: none"> <li>1. Children plot the route of The Beagle on a world map. Equator and hemispheres are all pre-printed.</li> </ol> <p><b>Place Knowledge</b> 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 within North or South America.</p> <p><b>Place study: Galapagos Islands</b></p>	<p><b>Child's War</b></p> <p><b>Locational Knowledge</b> name and locate countries and cities of the United Kingdom involved in WW2</p> <ol style="list-style-type: none"> <li>1. Children will colour a world map and create a key to highlight which countries were axis, allies and neutral.</li> </ol> <p>Locate the world's countries involved in WW2 and name the capital cities</p> <ol style="list-style-type: none"> <li>1. Children complete the worksheet identifying the capital city, population and flag of Britain, Germany, France, Poland and Berlin.</li> </ol>	<p><b>ID</b></p> <p><b>Locational Knowledge</b> Name and locate countries finding out about four countries (England, Ireland, Scotland and Wales)</p> <ol style="list-style-type: none"> <li>1. Children research to find out about each of the four countries that make up the UK recording flags, language, local landmarks etc.</li> <li>2. Children learn about the culture of each nation and what makes their national identity unique.</li> </ol> <p><b>Human and Physical Geography</b> ID Locality of theirs and peers homes. Compare physical features of the local area</p> <ol style="list-style-type: none"> <li>1. On a map of the local area mark theirs and a friends address.</li> <li>2. Discuss why features such as hospitals and schools are positioned where they are</li> </ol> <p><b>Understand what tourism is and what its positive and negative impact can be</b> Know that tourism is when people travel from where they live to another place for pleasure or relaxation. This can be a day trip or a few days holiday. Discuss tourism in the context of The Galapagos Islands exploring statistics on digimaps and debate the positive and negative impact of tourism on the environment.</p> <p><b>Geographical Skills and Fieldwork</b> Who visits Saltburn and why? (tourism focus)</p> <p><b>Environmental Impact</b> How does tourism affect the environment? Recall knowledge about the Great Barrier Reef in Y4</p>
<p><b>Substantive Vocabulary</b></p>	<p>sea, tundra, season, climate, biome, climate zone, population, continent, compass points, grid reference, equator, hemisphere,</p>	<p>Population, distribution, housing, famous landmarks, settlements, industrial, residential</p>	<p>America, United Kingdom, global, countries, map</p>	<p>Landscape, climate, hemisphere, longitude, latitude, equator, time zones, countries</p>	<p>Land-use, housing, residential, countries, United Kingdom, seas</p>	<p>housing, residential, environment, physical, human, settlement, tourism, sustainable tourism</p>

# CURRICULUM PROGRESSION INTO KS3

## Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

## Place knowledge

- Pupils should understand geographical similarities and differences through studying the human and physical geography of a region within Africa and a region within Asia

## Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

## Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ■ use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information