

Geography Medium Term Plan		
EYFS – Foundation Stage One		
Place Knowledge	Human and Physical Geography	
<p>Key Concept – The Earth and environment Curricular Goal: To share and talk about images of holidays related to the children’s own experiences Learning Objective:</p> <ul style="list-style-type: none"> To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that different people have different holidays and they travel there in different ways</u> <u>Know that we live in a big world that is made up of different countries</u></p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> Talk about our own holidays Talk about photographs that we see of different places around the world</p> <p>Key Vocabulary Holiday, world, country</p>	<p>Key Concept – The Earth and environment Curricular Goal: To be able to walk around the local area and make observations Learning Objective:</p> <ul style="list-style-type: none"> To be able to talk about what can be seen in the local area, using a wide vocabulary. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know in the local area there is a wood, houses the school and shops</u> <u>Know that we walk along the paths and roads are used by transport</u></p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> Make simple observations of what I can see around me</p> <p>Key Vocabulary Wood, tree, house, shop, path, road, school</p>	
EYFS – Foundation Stage Two		
Place Knowledge	Human and Physical Geography	
<p>Links to prior learning: To know that there are different countries in the world <i>Recap holidays. What was the weather like?</i></p> <p>Key Concept – The Earth and environment Curricular Goal: To be able to talk about differences in weather in hot and cold countries and what impact this has on the land, people and how they live</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories and non-fiction texts and when appropriate maps To know some similarities and differences between the natural world around them and contrasting environments <p>(Cold places – Arctic and Antarctic/ Hot places – Jungle)</p> <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how environments differ from where it is very cold and where it is very hot and this compares to where we live</u> <u>Know how the weather is different in a cold place and in a hot place</u> <u>Know differences in houses and homes in hot and cold places</u> <u>Know how people are affected by hot and cold places and what they would wear and how they would eat</u></p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> <u>Identify where hot and cold places are on a map and on a globe</u> Use stories and non-fiction to find out about hot and cold places in the world and how people live there</p> <p>Key Vocabulary Hot, jungle, cold, Arctic, Antarctic, map, globe, weather, snow, sun, homes, clothing, shops, food</p>	<p>Links to prior learning: To be able to talk about what can be seen in the local area, using a wide vocabulary. <i>What did we see in our local area?</i></p> <p>Key Concept – The Earth and environment Curricular Goal: To be able to explore the local area and describe what can be seen. Through discussion make observations over time of the changes in the weather and the seasons</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps To be able to explore the natural world around them including the seasons <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know that we dress differently at different times of the year because in the winter it is cold and the summer it is hot</u> <u>Know about the types of weather we experience in the local area</u> <u>Know that we live on Kingswood which is a place in Hull.</u></p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> Make observations of Kingswood and talk about how we come to school Make observations of the weather we experience</p> <p>Key Vocabulary Hot, cold, warm, rain, sun, rainbows, wind, snow, hail, Kingswood, Hull, houses, woods, school, Health Centre, names of shops on the village green</p>	
Year 1		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Links to prior learning: Draw information from a simple map. Recap looking at a map and finding places.</p>	<p>Links to prior learning: Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Recap what you can see, hear and smell in the local area.</p>	<p>Links to prior learning: Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Recap weather in hot and cold places & holiday weather.</p>

<p>Recognise some similarities and differences between life in this country and life in the other countries. Recap life in other countries from your holiday experiences.</p> <p>Key Concept – People and where they locate</p> <p>Curricular Goal: Pupils know the 4 countries making up the United Kingdom and are able to label them and the surrounding seas on a map of the United Kingdom</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To be able to use an atlas to locate the countries making up the United Kingdom and the surrounding seas/oceans. To know the capital cities of each country. To be able to describe the main characteristics of each country. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that the United Kingdom is made up England, Scotland, Wales and Northern Ireland Know the main seas/oceans surrounding the UK – The English Channel, The North Sea, The Irish Sea & The Atlantic Ocean Know the capital cities in the UK Know the main characteristics of each country Know that the UK is an island</p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> Use a simple key for land and water Use an atlas and globe to locate the 4 countries making up the UK</p> <p>Key Vocabulary United Kingdom, England, Scotland, Wales and Northern Ireland, land, water.</p>	<p>Key Concept – People and where they locate for different reasons</p> <p>Curricular Goal: To be able to draw a simple map of the human and physical features of the school and its local area – Kingswood.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To know that I live in Hull and where Hull is on a map. To know my own address To be able to identify the human and physical features in the local area. To be able to sort features of the landscape into human and physical <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that settlements vary in size – village, town, city, country Know where Hull is in the UK Know that some human features are shops, schools, houses, health centre Know that some physical features are the flat land, river, woods</p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> Draw a simple map Carry out simple field work. Use aerial photographs to recognise key features.</p> <p>Key Vocabulary Houses, green, wood, doctors, shops, river, city, town, village</p>	<p>Key Concept – People and where they locate for different reasons / Reason for weather</p> <p>Curricular Goal: To describe what the weather is like in different seasons and what we wear</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To be able to record how the weather changes in the different seasons. To be able to know that the different seasons are associated with different weather types. To be able to describe the different types of clothes worn in the different seasons. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know the weather that we have in Autumn, Spring, Summer and Winter Know what clothes we would wear in the different types of weather Compare and contrast the hottest and coldest seasons in the UK</p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> To be able to use symbols to record the weather over a short period of time.</p> <p>Key Vocabulary United Kingdom, rain, sun, wind, snow, ice, frost, Autumn, Spring, Summer, Winter</p>
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Year 2		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Links to prior learning: Pupils know the 4 countries making up the United Kingdom and are able to label them and the surrounding seas on a map of the United Kingdom. Recap the ocean surrounding the UK. Recap a key for land and water, and how to use an atlas and globe.</p> <p>Key Concept – People and where they locate / Part of a larger world</p> <p>Curricular Goal: Pupils can know and label the seven continents and five oceans.</p> <p>Learning objective</p> <ul style="list-style-type: none"> To be able to locate the seven continents and 5 oceans on a globe and map. (Use North, South, East & West) <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that the world is made up of seven continents - Europe, Africa, North America, South America, Asia, Antarctica, Australia Know the five oceans - Pacific, Atlantic, Indian, Arctic, Southern</p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> Use a simple key for land and water Use North, South, East & West on a compass Use an atlas and globe to locate continents and oceans</p> <p>Key Vocabulary Europe, Africa, North America, South America, Asia, Antarctica, Australia, Pacific, Atlantic, Indian, Arctic, Southern, ocean, continents, North, South, East West, Compass</p>	<p>Links to prior learning: To be able to draw a simple map of the human and physical features of the school and its local area – Kingswood. Recap what human and physical features are and what we have in the local area. Recap hot countries. Recap how to use aerial photographs to identify features.</p> <p>Key Concept – People and where they locate for different reasons / The Earth and environment which are constantly changing</p> <p>Curricular Goal: To be able to list the human and physical features of Hull and compare this with a small contrasting area of a non-European country. (Cairo – Year 4 Geography and Year 4 History)</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To be able to sort features in Hull into human and physical features. To be able to recognise the human and physical features of Hull on aerial photographs To be able to sort features in Cairo into human and physical features. To be able to recognise the human and physical features of Cairo on aerial photographs <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know the similarities and differences between two locations (Hull and Cairo)</p> <p>Human features:</p> <ul style="list-style-type: none"> Cairo tourist attractions: Pyramids of Giza, The Great Sphinx Hull tourist attractions: The Deep, The Humber Bridge, The City Hall Cairo: Hotels, Metro, roads, parks Hull: Parks, roads, hotels, churches <p>Physical features:</p> <ul style="list-style-type: none"> Cairo – The river Nile, desert, fields Hull – The River Hull, flat lands, fields <p>Disciplinary Knowledge <i>(Being a geographer)</i> Draw a simple map Use aerial photographs to recognise human and physical features</p> <p>Key Vocabulary City, port, river Humber, shops, industry, flats, river Nile, Cairo, Suez Canal, desert</p>	<p>Links to prior learning: Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Recap hot and cold places. Recap how to use a map. Recap use of symbols to record the weather.</p> <p>Key Concept – People and where they locate for different reasons / Reason for weather</p> <p>Curricular Goal: To be able to locate hot and cold areas of the world, using their knowledge of the poles and the equator. (Antarctica & Egypt comparison)</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To be able to describe the weather associated with each season in the UK. To be able to locate cold countries on a map (Arctic, Antarctica, Greenland). To be able to describe the weather in cold places. (Antarctica) To be able to locate hot countries on a map (Egypt, Brazil, Kenya, Indonesia). To be able to describe the weather in hot places. (Egypt) <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know the weather that we have in Autumn, Spring, Summer and Winter Know what clothes we would wear in the different types of weather. Know the seasonal and daily patterns in UK and compare with hot and cold countries.</p> <p>Disciplinary Knowledge <i>(Being a geographer)</i> Use symbols to record the weather over a short period of time. Identify seasonal and daily patterns in the UK and compare with hot and cold countries. Compare and contrast the hottest and coldest seasons in the UK</p> <p>Key Vocabulary United Kingdom, rain, sun, wind, snow, ice, frost, Autumn, Spring, Summer, Winter, cold, hot</p>

Year 3		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Links to prior learning: Pupils can know and label the seven continents and five oceans. Recap locating continents and oceans. Recap holiday destinations. Recap use of keys for land and water. Recap use of atlas and globe to locate continents and oceans.</p> <p>Key Concept – People and where they locate</p> <p>Curricular Goal:</p>	<p>Links to prior learning: To be able to draw a simple map of the human and physical features of the school and its local area and compare this with a small contrasting area of a non-European country. Recap human and physical features. Recap how to use aerial photos. Recap how to draw a simple map.</p> <p>Key Concept – People and where they locate for different reasons / Sustainability</p> <p>Curricular Goal: To be able to compare coastal towns in Yorkshire and the Reykjanes Peninsula in Iceland.</p>	<p>Links to prior learning: To be able to compare Coastal towns in Yorkshire and the Reykjanes Peninsula in Iceland (Port, fishing, beaches, rocks, cliffs, closest volcano to UK)</p> <p>Key Concept – People and where they locate for different reasons / The Earth and environment which are constantly changing</p> <p>Curricular Goal: To be able to describe what causes volcanoes and earthquakes using given case studies</p>

To be able to use a map and know and label the names of and locate at least 8 European countries (France, Spain, Italy, Greece, Norway, Russia, Iceland and Germany – Largest neighbours, holidays destinations, size of Europe, linked to different human and physical features)

Learning objectives:

- To be able to locate the 8 European countries in an atlas and on a globe.
- To be able to describe the climate of each country compare with Hull
- To be able to compare and measure rainfall and temperature in Hull and one of the other European countries studied

Substantive Knowledge (Sticky Knowledge)
(To know and remember)

Know that and be able to locate at least 8 European countries France, Spain, Italy, Greece, Norway, Russia, Iceland and Germany – Largest neighbours, holidays destinations, size of Europe, linked to different human and physical features). Know that rainfall can be different in different climates

Disciplinary Knowledge
(Being a geographer)

Using a range of maps and atlases: locate a variety of countries and identify lines of longitude and latitude
Locate the 8 countries on a globe and in an atlas
Use an atlas and globe to locate continents and oceans

Observe and measure rainfall and temperature understanding how to record, present and interpret data using bar charts, tables and line graphs.

Key Vocabulary
Globe, atlas, land, water, key, France, Spain, Italy, Greece, Norway, Russia, Iceland and Germany, measure, rainfall, temperature, climate

Learning objectives:

- To locate the coastal towns on a map of the United Kingdom
- To know the physical and human features of Bridlington
- To know the physical and human features (national park, lake, volcano) (Shops, cafes, houses) in the Reykianes peninsula

Substantive Knowledge
(To know and remember)

Know some coastal towns in Yorkshire – Hornsea, Scarborough, Bridlington, Filey, Whitby and how these compare to the Reykjanes peninsula in Iceland

Human and physical features – UK coastal town: beach, sea, cliffs, harbour, cafes, shops, B & B, houses, ice-cream shops

Human and physical features – Rekjanes Peninsula: national park, lake, volcano, shops, cafes, houses

Know that a physical feature of the landscape is something which is on the earth naturally
Know that a human feature of the landscape is something which is made or built by humans

Disciplinary Knowledge
(Being a geographer)

Accurately compare human and physical features
Draw a simple map
Using an Ordnance Survey map 1:50,000;

1. Explain a range of OS symbols and key
2. Four figure grid references
3. Begin to demonstrate an understanding of the eight points of a compass

Use aerial photographs to recognise physical features and human features

Key Vocabulary
Port, fishing, beaches, rocks, cliffs, volcano, OS Maps, physical, human

Learning objectives:

- To know the features of a volcano and that volcanoes can be different
- To know what a tectonic plate is
- To be able to explain why people live near volcanoes
- To be able to explain what an earthquake is
- To be able to explain why people live where earthquakes occur

Substantive Knowledge
(To know and remember)

Know Volcanoes take different physical forms – shield volcano, composite volcano, cinder cones, lava domes
Know that Volcanoes are classified as active, dormant or extinct
Know the parts of the volcano and the role each part plays during a volcanic eruption – magma chamber, lava, main vent, ash, crater, layers of ash and lava.
Know that tectonic plates are large slabs of rock that divide Earth's crust, move constantly to reshape the Earth's landscape

Chile 1960 is the largest ever recorded earthquake, measuring 9.5 on the Richter Scale

People choose to live near volcanoes for many reasons, including using the energy and heat they generate and because the surrounding soil is fertile

Disciplinary Knowledge
(Being a geographer)

Explain how volcanoes are formed
Describe the types of volcanoes
Explain why people live near volcanoes and how they use the land
Explain why earthquakes occur

Use aerial photographs to recognise physical features

Key Vocabulary
Active, dormant, extinct, volcano, earthquake, vent, crater, after shock, fault, plate tectonics, shock waves, friction, pressure

Year 4

Locational Knowledge

Links to prior learning:
To be able to use a map and know the names of and locate at least 8 European countries (France, Spain, Italy, Greece, Norway, Russia, Iceland and Germany). Recap key for land and water. Recap identifying countries on maps. Recap use of atlases and globes. Recap human and physical features.

Key Concept – People and where they locate

Curricular Goal:
To be able to name and locate counties and cities of the United Kingdom (Hull - Yorkshire, London – Greater London, Edinburgh – Lothian, Cardiff – Glamorgan, Belfast – County Antrim and describe their key topographical features.

Learning Objectives:

- To be able to locate the 8 cities and countries on an atlas and globe
- To be able to describe the difference between a village, city, county, country and continent
- To be able to name and locate the capital cities and counties that they are in
- To be able to describe some of the physical and human features of each city
- To be able to locate and name the rivers that run through the cities
- To be able to plan a route through the UK

Substantive Knowledge
(To know and remember)

Know that Hull is a city where we live, and that Hull is in Yorkshire
Know that the capital of England is London, and it is in the county of Greater London
Know that the river Thames runs through London
Know that Edinburgh is the capital of Scotland and is in the county of Lothian
Know that the capital of Wales in Cardiff and it is in Glamorgan
Know that the capital city of Northern Ireland is Belfast which is in County Antrim
Know the difference between a city and a county
Know how to plan a journey within the UK using a road map
Name the key topographical features of each place studied (mountains, hills, valleys, lakes, oceans, rivers, cities, dams and roads)

Disciplinary Knowledge
(Being a geographer)

Use a key for land and water
Use a key to identify cities and counties
Accurately compare human and physical features using photographs
Using an Ordnance Survey map 1:50,000; Explain a range of OS symbols and key Four figure grid references
Begin to demonstrate an understanding of the eight points of a compass
Use aerial photographs to recognise, compare and contrast physical features and human features
Estimate straight line distances using a scale line

Key Vocabulary
Hull - Yorkshire, London – Greater London, Edinburgh – Lothian, Cardiff – Glamorgan, Belfast, county, capital city, river Humber, river Thames, river Taff, river Leith

Place Knowledge

Links to prior learning
To be able to compare Coastal towns in Yorkshire and the Reykjanes Peninsula in Iceland (Port, fishing, beaches, rocks, cliffs, closest volcano to UK). Recap how volcanoes are formed. Recap using keys for land and water.

Key Concept – People and where they locate / The Earth and environment which are constantly changing

Curricular Goal:
To be able to describe the similarities and differences of mountainous regions around the world
To be able to explain how mountain ranges are formed
(Pennines - local, Alps - Europe, Andes – South America/longest, Himalayas – tallest/Everest)

Learning Objectives:

- To be able to understand what a mountain/mountain range is and how it is formed
- To be able to identify the human and physical features of the Pennines
- To be able to identify the human and physical features of the Andes
- To be able to identify the human and physical features of the Himalayas
- To be able to compare and contrast the similarities and differences between the mountain ranges studied

Substantive Knowledge
(To know and remember)

Know what a mountain range is and how it is formed
Know the Pennines are the most local mountain range to Hull
Know the tallest mountain range in Europe is the Alps
Know the longest mountain range in the world is the Andes
Know the tallest mountain range is the Himalayas/ The tallest mountain is Mount Everest
Know some physical and human features of the mountain ranges studied
Know that mountain ranges are formed when tectonic plates push against each other, causing the earth's surface to shoot up and create a mountain range. Other mountains can be formed through volcanic activity and when one tectonic plate rises above another
Know there are 6 parts of a mountain which are: mountain, base, slope, ridge, face and peak

Disciplinary Knowledge
(Being a geographer)

Use a key for land and water on a map
Locate the mountain ranges on a globe and a map.
Using an Ordnance Survey map 1:50,000; Explain a range of OS symbols and key Four figure grid references and spot heights to locate the different mountain ranges
Begin to demonstrate an understanding of the eight points of a compass
Describe each of the mountainous areas.
Accurately compare human and physical features using photographs

Key Vocabulary
Mountains, Pennines - local, Alps - Europe, Andes – South America/longest, Himalayas – tallest/Everest, ascend, base, contours, descend, erosion, elevation, fold mountain, peak, tectonic plates, valley, volcano

Human and Physical Geography

Links to prior learning
To be able to describe the similarities and differences of mountainous regions around the world. Recap human and physical features. Recap what a mountain range is and how they are formed. Recap using a key for land and water. Recap each of the mountainous areas.

Key Concept – People and where they locate

Curricular Goal:
To be able to explain how people have settled in mountain ranges, including how they use the land (Study – Pennines and Himalayas)

Learning Objectives:

- To be able to recognise, locate and describe the Pennines
- To be able to describe the physical and human features of the Yorkshire Dales
- To be able to recognise, locate and describe the Himalayas
- To be able to describe the physical and human features of Nepal
- To be able to explain why some people settle near mountains

Substantive Knowledge
(To know and remember)

The Yorkshire Dales contains many settlements in the Pennines
The Himalayas run through Nepal
Know why there are some settlements close to mountains
Know the human and physical features of Nepal
The Sherpa live in the Everest region of Nepal
The Sherpa people have lived in this region for centuries and continue to do so because of tradition, religion, trade and tourism
Know the physical and human features of the Yorkshire Dales

Disciplinary Knowledge
(Being a geographer)

Use a key for land and water
Locate the mountain ranges on a globe and a map
Use the eight compass points to describe where the mountains are
Describe each of the mountainous areas

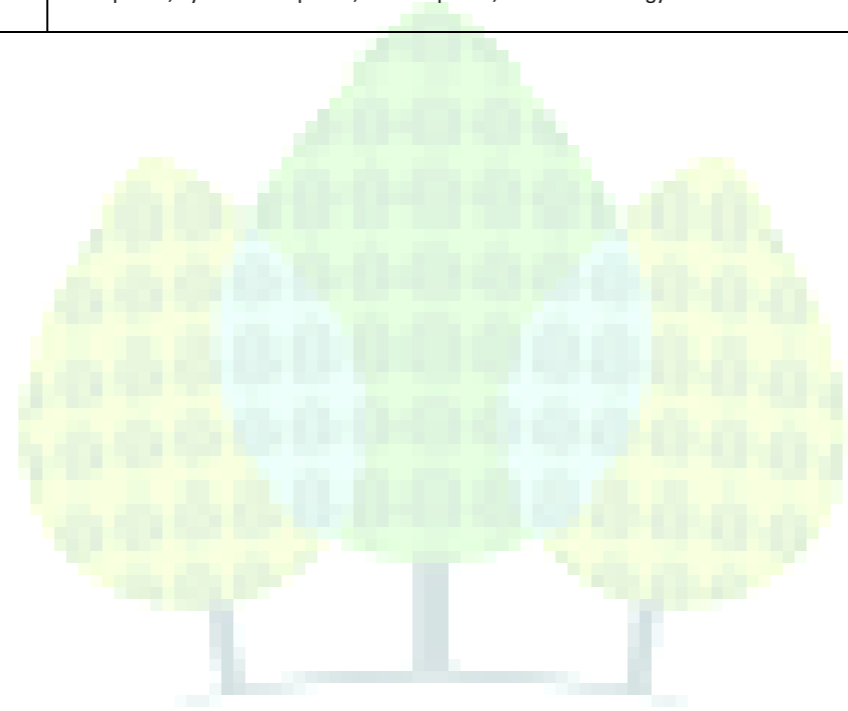
Key Vocabulary
Mountains, Yorkshire Dales, reservoir, Nepal, Himalayas, Everest, lake, ascend, base, contours, descend, erosion, elevation, fold mountain, peak, tectonic plates, valley, volcano, Sherpa, tourism

Year 5		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Links to prior learning To be able to use a map and know the names of and locate at least 8 European countries (France, Spain, Italy, Greece, Norway, Russia, Iceland and Germany). Recap using a key on a map. Recap using a globe and a map to locate countries. Recap the capital cities of England, Scotland, Wales and Ireland.</p> <p>Key Concept – People and where they locate for different reasons / Part of a larger world</p> <p>Curricular Goal: To be able to know and locate countries and major capital cities across the world (USA -Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt - Cairo)</p> <p>To be able to identify the time zones of the countries above comparing to GMT.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to locate countries across the world using a range of maps, atlases and digital online mapping identifying whether they are in the North or Southern Hemisphere. To be able to locate capital cities across the world using a globe, an atlas and an electronic map. To be able to explain why the time is different in cities around the world. <p>Substantive Knowledge (To know and remember) <u>Name and locate the major capital cities across the world</u> (USA -Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt – Cairo <u>Know that time zone is different for the countries</u> above is as follows: Washington DC GMT-5 hours Beijing GMT+8 hours Moscow GMT+3 hours Paris GMT+1 hours Canberra GMT+10 hours Brasilia GMT-3 hours Cape Town GMT+2 hours</p> <p>Disciplinary Knowledge (Being a geographer) <u>Using an Ordnance Survey map 1:25,000; Classify a range of OS symbols and key Six figure grid references</u> <u>Identify the different time zones places named above</u></p> <p>Key Vocabulary Globe, atlas, land, water, key, (USA -Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt - Cairo</p>	<p>Links to prior learning To be able to name and locate counties and cities of the United Kingdom and describe their key topographical features. Recap why people settle near mountains and volcanoes. Recap using a map to locate water.</p> <p>Key Concept – People and where they locate / The Earth and environment which are constantly changing</p> <p>Curricular Goal: To be able to compare, contrast and identify patterns in how rivers have shaped the human and physical geography of their regions and how this has changed over time. (River Hull, River Nile, Amazon River) To be able to explain how the water cycle shapes geographical regions (including the local area).</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to describe the water cycle and how it links to rivers. To be able to describe the different parts of the river. To be able to locate the River Hull on map describe how people have settled around it. To be able to locate the Nile on a map know why people have settled along the Nile. To be able to locate the Amazon River and know why people have settled there. To be able to record the temperature and rainfall over a short period of time To develop graphs to show local rainfall results <p>Substantive Knowledge (To know and remember) <u>Know the formation and continuum of rivers links to the water cycle. River features include source, tributary, meander, delta, estuary and mouth.</u> <u>Know that people have settled along the rivers studied because of crops/food/trade/travel.</u> <u>Know the water cycle shapes geographical regions.</u></p> <p>Disciplinary Knowledge <u>Recognise the areas Hull, Nile and Amazon rivers on a map</u> <u>Using an Ordnance Survey map 1:25,000; Classify a range of OS symbols and key Six figure grid references</u> Use a key and draw the three places in detail <u>Reach informed conclusions using a range of terrestrial, aerial and satellite photographs (rivers and the settlements around them)</u> Observe and measure rainfall and temperature <u>Demonstrate an understanding of recording, presenting, interpreting charts and evaluating data (pie charts, climate graphs)</u></p> <p>Key Vocabulary River, water-cycle, source, tributary, meander, delta, estuary, mouth, settled</p>	<p>Links to prior knowledge To be able to explain how people have settled in mountain ranges, including how they use the land. Recap the equator and the different poles. Recap why people settle near mountains and volcanoes. Recap how to use an atlas, globe and an electronic map.</p> <p>Key Concept – The Earth and environment which are constantly / Reason for weather and climate around the world</p> <p>Big Question: What is a biome?</p> <p>Curricular Goal: To be able to conclude how biomes shape the lives of their inhabitants.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to locate on a map the different climate zones and biomes To know what a biome and climate zone are To be able to describe the different climate zones and biomes (rainforest, tundra, temperate, tropical, grassland, forest floor and emergent canopy) To investigate one biome in detail – The Amazon Rainforest To be able to explain how human activity (deforestation) has a lasting impact on biomes around the world <p>Substantive Knowledge (To know and remember) <u>Understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones.</u> Climates become more varied in locations further from the equator and can be affected by different factors, such as elevation <u>Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities</u> Understand what the greenhouse effect is, and which gases are involved (cross-curricular: science) Understand the impact of climate change on the different climate zones worldwide <u>Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water</u> The main biomes and their features: rainforest, tundra, temperate, tropical, grassland, forest floor and emergent canopy As elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow</p> <p>Disciplinary Knowledge Describe how each biome has determined different settlements <u>Using an Ordnance Survey map 1:25,000; Classify a range of OS symbols and key Six figure grid references to locate biomes around the world</u> <u>Reach informed conclusions using a range of terrestrial, aerial and satellite photographs (rivers and the settlements around them)</u></p> <p>Key Vocabulary Climate zones, polar, temperate, tropical, climate change, rainforest, tundra, temperate, tropical, grassland, forest floor and emergent canopy</p>
Year 6		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Links to prior learning To be able to use a map and know the names of and locate at least 8 European countries (France, Spain, Italy, Greece, Norway, Russia, Iceland and Germany). Recap locating the equator and the poles and the tropics. Recap capital cities: USA -Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt – Cairo. Recap using a key on a map.</p> <p>Key Concept – Part of a larger world</p> <p>Curricular Goal: To be able to accurately describe the location of the countries studied in Year 5 including the areas of the Arctic and Antarctic, in terms of latitude, longitude, hemisphere and tropics.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to describe the location of a city in the world using latitude and longitude To be able to accurately divide the world into the hemispheres and tropics To be able to explain why latitude and longitude is used by geographers <p>Substantive Knowledge (To know and remember) <u>Name and locate the major capital cities across the world</u> (USA -Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt – Cairo <u>Know how latitude and longitude can be used to accurately locate places around the world</u> <u>Know how the world is divided into different climate zones</u></p> <p>Disciplinary Knowledge (Being a geographer) <u>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to locate countries and their capital cities</u> <u>Using an Ordnance Survey map 1:25,000; Classify a range of OS symbols and keys, six figure grid references and apply the eight points of a compass</u> <u>Identify the latitude, longitude, the hemispheres and the tropics</u></p> <p>Key Vocabulary</p>	<p>Links to prior learning To be able to compare, contrast and identify patterns in how rivers have shaped the human and physical geography of their regions and how this has changed over time. To be able to explain how the water cycle shapes geographical regions. (River Hull, River Nile, Amazon River). Recap human and physical features. Recap using grid references. Recap using compass points. Recap using aerial photographs. Recap the Reykjanes Peninsula in Iceland.</p> <p>Key Concept – Sustainability/ The Earth and environment which are constantly changing</p> <p>Curricular Goal: To be able to evaluate how human and physical features of a region can determine sustainability choices. (East Yorkshire, Iceland, State of Washington)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to describe and explain how Hull is developing Wind energy as a sustainable energy source To describe the physical and human features of Hull and explain why it is a good location to develop wind energy. To be able to describe the energy sources in Iceland and locate. To be able to describe how the physical and human features have impacted on this To be able to describe in the State of Washington – what the main energy source is and why To be able to describe how the physical and human features have impacted on this <p>Substantive Knowledge (To know and remember) <u>Hull is developing Wind energy as a sustainable energy source and that its human features, physical features and location have determined this (relationship with SIEMENS)</u> <u>In Iceland that all the power is generated from green energy sources and that its human features, physical features and location have determined this</u> <u>The State of Washington is a world leading place for hydro electric energy which is the main source of its energy - its physical features, human features and its location have determined this</u></p> <p>Disciplinary Knowledge</p>	<p>Links to prior learning To be able to know and locate countries and major capital cities across the world (USA -Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt - Cairo) . Recap human and physical features. Recap grid references. Recap using a key in a map.</p> <p>Key Concept – Sustainability/ Part of a larger world</p> <p>Curricular Goal: To be able to argue that the human and physical features of the UK allow it to be a great global trader.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To investigate what the main imports (goods) into the UK are To be able to create an import map for the UK To look at the physical and human features of the UK and how this links to the imports To know what the main exports are To be able to create an export map for the UK To look at the physical and human features of the UK and how this links to the exports To explore what are the main transport links for trade to the UK <p>Substantive Knowledge <u>Know trading is the action or activity of buying and selling goods and services</u> <u>Know that imports are bought goods and services which are brought into a country</u> <u>Know that exports are sold goods and services which are transported out of a country</u> Know the UK exports many goods around the world to countries such as the USA, Switzerland and Germany Know the UK imports many goods from around the world from countries such as Germany, China and the USA The UK receives 95% of all imports via ports around the country The UK exports approximately 95% of its goods via ports and the seas/oceans</p> <p>Disciplinary Knowledge <u>Describe the unique geographical features of the UK that makes it a global power</u> <u>Draw and label maps showing the flow of goods from other countries to the UK calculating straight line distance using a scale line</u> <u>Using an Ordnance Survey map 1:25,000; Classify a range of OS symbols and keys, six figure grid references and apply the eight points of a compass</u></p>

Globe, atlas, land, water, key, (USA - Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt - Cairo, latitude, longitude, the hemispheres and the tropics

Reach informed conclusions using a range of terrestrial, aerial and satellite photographs (rivers and the settlements around them)
Using an Ordnance Survey map 1:25,000; Classify a range of OS symbols and keys, six figure grid references and apply the eight points of a compass
Use a range of different sources to research sustainable energy in Hull, Iceland and the State of Washington
Key Vocabulary
Wind power, hydroelectric power, thermal power, sustainable energy

Demonstrate an understanding of recording, presenting, interpreting and evaluating data (scatter graphs, pie charts, climate graphs)
Use a key and draw the three places in detail
Describe and analyse the trade links between the UK and other major countries.
Key Vocabulary
Trade, import, export, good, links, fair trade



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			Geography			
ASD	Working Memory	Dyslexia	SEMH	Speech Language & Communication	Physical Difficulties	Hearing Impaired
<ul style="list-style-type: none"> Where possible link to the children's interests. use photographs and audio descriptions to describe patterns, processes and key features Use real objects as a starting point for developing the concepts and the language needed to describe and discuss what pupils have observed or experienced. Concrete materials and sensory resources, such as a replica rainforest, can help pupils understand unfamiliar locations and people (see www.rnib.org.uk for more on sensory resources) Large plastic map on the floor and allow children to find locations studying. Pictures of main features in the location. Put photographs of work in book. 	<ul style="list-style-type: none"> Simplified maps and word banks of key vocabulary and explanation of symbols for children to refer back to Relate a story to the locations studied so that the children are able to make a link with the place video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required use photographs and audio descriptions to describe patterns, processes and key features Revisiting a mind map of the same area of learning, say after three weeks of studying a geography topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. 	<ul style="list-style-type: none"> Summarise any reading into key points. Give children word banks and sentence starters to refer to of key vocabulary. Simplify maps and have prompts for any labelling. use photographs and audio descriptions to describe patterns, processes and key features pupils can create a 'wordscape' of an area by writing (or having someone scribing for them) on a photograph or sketch of an area, adjectives or nouns to show its chief characteristics Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries. 	<ul style="list-style-type: none"> Split and tasks up into small activities – Slice worksheets and give sections at a time. 	<ul style="list-style-type: none"> Simplified maps and word banks of key vocabulary and explanation of symbols for children to refer back to use photographs and audio descriptions to describe patterns, processes and key features Revisiting a mind map of the same area of learning, say after three weeks of studying a geography topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. 	<ul style="list-style-type: none"> Get modified maps Risk assess any fieldwork trips. Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. 	<ul style="list-style-type: none"> video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required. Text book with the information.

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