

## Geography Medium Term Planning Summer

	Prior skills/knowledge/language	New Skills	Planning
<b>Summer</b>	Life in the City		
<b>Year 1</b>	<p><b>EYFS</b>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>-To locate continents, countries, and major cities around the world.</p> <p>-To learn why cities are important</p> <p>-To compare the physical and human features a city in the UK and a non-European city.</p> <p>- To use information books, digital maps, atlases, and internet</p> <p>-To describe a birds eyes view and explore how symbols are used on a map.</p>	<ol style="list-style-type: none"> <li>1. Children will explore what a <b>city</b> is and what makes a city a city. Children will learn that cities are important. Children will locate some major cities around the <b>world</b>.</li> <li>2. Children will explore <b>human and physical features</b> found in cities. Children will use new vocabulary to locate and describe the physical and human features found in <b>Vancouver</b>.</li> <li>3. Children will look closely at the physical features of <b>Edinburgh</b> and <b>Cape Town</b>. Children will use language to describe and compare the physical features of two different cities.</li> <li>4. Children will look closely at the human features of Edinburgh and Cape Town. Children will use language to describe and <b>compare</b> the human features of two different cities.</li> <li>5. Children will explore what a <b>bird's eye view</b> is and describe maps from this <b>perspective</b>. Children will explore how to use <b>symbols</b> to represent objects in a <b>bird's eye view map</b>.</li> <li>6. Vocabulary focus – Children we revisit some of the key vocabulary covered in Geography this term through quizzes and games.</li> </ol>
<b>Year 1/2</b>	Seas and Coasts		
<b>Year 1/2</b>	<p><b>EYFS</b>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them,</p>	<p>To locate countries in the UK, capital cities and key features.</p> <p>To use information books/ internet</p> <p>To use vocabulary bigger/smaller to compare objects and places.</p> <p>-Locate and identify the UK, know what continent it is on.</p> <p>-Locate British coastlines and beaches, identifying their physical and human features.</p>	<ol style="list-style-type: none"> <li>1. Children will name and locate the <b>five oceans</b> and <b>seven continents</b> on a world map. They will also have the opportunity to locate some <b>seas</b> and <b>countries</b>.</li> <li>2. Children will find out about the <b>United Kingdom</b>, the countries that it includes and its geographical location in the world. They will then talk about British <b>beaches</b>, naming and locating human and physical features they can see.</li> <li>3. Children will discuss what an <b>island</b> is and think about what being an island means for the UK. They will use a <b>compass rose</b> to</li> </ol>

including the seasons and changing states of matter  
**Y1** – To explore different types of weather in the UK.  
 To learn the four seasons and key features of each one.  
 To identify and locate physical features of the UK and a non-European country.  
 To use information books/ internet  
 To use vocabulary bigger/smaller to compare objects and places.  
 To begin to draw own maps and use own symbols  
 To investigate their surroundings.

-Learn about an island using a compass rose to explore its surroundings.  
 -look at a British and non-British beach, comparing physical and human features.  
 To use information books, digital maps, atlases, and the internet  
 To use vocabulary focusing on size to compare objects and places.  
 To be able to use compass skills to navigate around a map

locate the seas around the UK, before finding out about some of the human activities that take place in them.  
 4. Children will look closely at a place, asking questions to find out more about it. They will put their fieldwork skills into practice when they visit a local area or create **tourist information** documents for a beach of their choice.  
 5. Children will compare British and non-British beaches. They will identify and discuss the different human and physical features of each beach.  
 6. Children will travel around the UK and the world using **compass points**. They will visit different coastal locations and think carefully about the route they took to get there

Weather Patterns

**Y1** To explore different types of weather in the UK.  
 To learn the four seasons and key features of each one.  
 To identify and locate physical features of the UK and a non-European country.  
 To use information books/ internet  
 To use vocabulary bigger/smaller to compare objects and places.  
 To begin to draw own maps and use own symbols  
 To investigate their surroundings.  
**Y1/2** -To explore different kinds of weather and know the key features of each season.  
 To locate and identify physical and human features of countries and cities around the world.  
 -To locate and identify key features of beaches and coastlines.  
 -To begin to draw own maps and symbols.

- To explore different kinds of weather in the UK and around the world.  
 To learn the four seasons and key changes to each one.  
 To locate hot and cold areas of the world and compare UK, polar and equatorial climates.  
 -To investigate different ways of live.  
 - To use information books, digital maps, atlases, globes, and the internet.  
 - To be able to use compass skills to navigate around a map  
 -To create a weather report using own symbols.

1. Children will consider differences between **seasonal weather** and **daily weather** in the UK, then either plan for recording daily weather using a diary or chart.  
 2. Children will compare the weather in **coastal** areas of the UK to that on **inland** areas and find out why?  
 3. Children will look at **weather forecasts**, what they tell us and why they help us. They can perform their own weather forecast using **symbols**.  
 4. Children will learn the basic differences between **UK, polar and equatorial climates**. They will describe the weather in different parts of the world.  
 5. Children will explore weather in an **equatorial region (Singapore)** to discover that it can be **hotter** and **wetter**. They can consider what it will be like to live there.  
 6. Children will explore weather in **polar regions** and how they experience periods of **constant darkness/daylight**. Children can find out about activities for winter weather.

To investigate their surroundings.  
 -To use compass skills to navigate around a map.

Volcanoes

**Y1/2** -To explore different kinds of weather and know the key features of each season. To locate and identify physical and human features of countries and cities around the world.  
 -To locate and identify key features of beaches and coastlines.  
 -To begin to draw own maps and symbols.  
 To investigate their surroundings.  
 -To use compass skills to navigate around a map.

**Y2** To explore different types of weather in the UK and around the world.  
 To learn the four seasons and key features of each one.  
 To locate hot and cold area of the world.  
 To identify, locate and compare the physical features of UK and a non-European country.  
 To compare the physical and human features of settlements around the world.

- To locate countries of the world using atlases and maps.  
 -The discuss and explore extreme weather – volcanoes  
 -To explore the features of a volcano  
 -To compare a volcanic and non-volcanic area.  
 -To identify the environmental impact of volcanoes.  
 -To explore life in a volcanic area  
 -To follow and give 4 compass point directions.  
 -To use letters and co-ordinates to locate human and physical landmarks.  
 -To use information books, maps globes and the internet.  
 -To work out simple distances.  
 -To begin to understand scale.

1. Children will learn what a **volcano** is before locating some of the world’s most well-known volcanoes. They will describe where these volcanoes are in relation to the **northern and southern hemispheres**, and the **equator**.
2. Children will look at photos/videos of volcanoes **erupting**. They will learn what causes a volcano to erupt and what happens during an eruption, labelling a picture. They will begin to explore the **impact**.
3. Children will learn and interpret new vocabulary associated with volcanoes. They will learn about the three types of volcanoes (**composite, shield and dome**), how they are **formed** and why they are different. They will also find out the difference between an **extinct, active and dormant** volcano.
4. Children will learn what the **tectonic plates** are and identify which plates different countries lie on. They will understand how these plates move and how this can cause volcanoes and other **natural disasters**. They will look at the **‘ring of fire’** and identify why volcanoes particularly occur along **fault lines**.
5. Children will explore why people live in volcanic areas and what the various benefits of this can be for people, such as **fertile soil** and **mining** opportunities. They will also find out about some of the different species of **flora and fauna** that live in volcanic areas.

To locate countries in the UK, capital cities and key features.  
 To use information books/ internet  
 To begin to draw own maps and use own symbols.

6. Children will consider ways in which life in a volcanic area is similar to or different from life in a nonvolcanic area. Using photos as a stimulus, your class will compare **Hawaii** with the area they live in, noticing similarities and differences in geographical features and lifestyles.  
 7. Children will recap everything they have learnt about volcanoes. They will then choose a particular volcano to research in more detail, presenting the information in the way they feel is most appropriate

In the Desert

**Y2** To explore different types of weather in the UK and around the world.  
 To learn the four seasons and key features of each one.  
 To locate hot and cold area of the world.  
 To identify, locate and compare the physical features of UK and a non-European country.  
 To compare the physical and human features of settlements around the world.  
 To locate countries in the UK, capital cities and key features.  
 To use information books/ internet  
 To begin to draw own maps and use own symbols  
**Y3** To locate countries of the world using atlases and maps and locate major capital cities.  
 The discuss and explore extreme weather and explore the features of a volcano, compare area to a non-volcanic area.  
 To follow and give 4 compass point directions.  
 To use letters and co-ordinates to locate human and physical landmarks.  
 To use information books, maps globes and the internet.  
 To work out simple distances.

- Locate deserts on a map of the world with a key.
- To compare climates of different deserts.
- To find out about dessert formation and arid climates.
- Use graphs and charts to interpret and present data.
- To find out how deserts are used by humans
- To find out about the causes and effects of desertification.
- To follow and give 4 compass point directions.
- To begin to use 8 compass points(Y4)
- To use letters and co-ordinates to locate human and physical landmarks.
- Use satellite images, ariel images, photos, and geographical sources.
- Collect, record, and analyse – comparing locations using photos and maps.

1. Children will define what a **desert** actually is and discover that there can be deserts in **cold climates** as well as **hot climates**. They will use a world map with a **key** to identify the major deserts of the world.
2. Children will identify that deserts all have **arid climates** but that some can be hot and some cold. They will further explore and compare the climates of various major deserts around the world, using graphs and charts to find, present and interpret information.
3. Children will explore some different types of **desert formations**, such as **sand dunes, salt flats, pillars and arches**, and find out how they were formed. They can then express their understanding through a variety of different activities.
4. Children will learn that even though deserts are very **inhospitable for human habitation**, there are many ways in which deserts are used by humans. They will identify some of the **natural resources** that can be found in desert, such as **diamonds, salt and oil**, as well as how humans can use desert areas for a variety of different things such as filming.
5. Children will think about some of the challenges faced by people living in deserts. They will find out how people find water in the desert and the effects that a lack of water can have on people and animals living in a desert. They will also explore how large desert cities get the water they need.
6. Children will define what **desertification** is before looking at some of the factors that cause it. They will also look at the effects

To begin to understand scale.  
 To begin to understand more complex keys.  
 To present information using charts and graphs.

of desertification, particularly for poorer farmers, and consider how the problem can be tackled.

In the Rainforest

**Y3** To locate countries of the world using atlases and maps and locate major capital cities.  
 The discuss and explore extreme weather and explore the features of a volcano, compare area to a non-volcanic area.  
 To follow and give 4 compass point directions.  
 To use letters and co-ordinates to locate human and physical landmarks.  
 To use information books, maps globes and the internet.  
 To work out simple distances.  
 To begin to understand scale.  
 To begin to understand more complex keys.  
 To present information using charts and graphs  
**Y3/4** The explore mountain ranges, rivers, and major landmarks of a city (India).  
 To explore and discuss how humans use rivers  
 To find out about dessert formation, how deserts are used by people and the effects of desertification.  
 To explore physical features of an Island (Republic of Madagascar) including its natural resources.

-To identify areas of rainforests and the Tropics and Cancer and Capricorn.  
 To discover the benefits of a tropical climate for plant growth and investigate the layers of the rainforest.  
 -Research rainforest climate using charts, graphs and tables.  
 -To find out how people use rainforest  
 -To find out why rainforests are under threat.  
 To spatially match places. To map boundaries on maps.  
 -Use satellite images, ariel images, photos, OS maps and geographical sources.  
 -Collect, record, and analyse – comparing locations using photos and maps.

1. Children will use a world map to identify the areas where **rainforests** can be found. They will use these maps to identify **the Tropics of Cancer and Capricorn** and are challenged to transfer this knowledge and understanding on their own maps, identifying the **countries** and **continents** where rainforests are found.
2. Children have the opportunity to discover how the **climate** in a **tropical rainforest** makes it perfect for **plant growth**. They will investigate how the rainforest can be split into four main **layers of vegetation** and are challenged to describe each of these layers.
3. Teach the children about the climate of the rainforests and allow them to research the climate using charts and graphs, including **temperature** and **rainfall**. They will also investigate the role rainforests play in the **water cycle**.
4. In this lesson the children will discover the lives of the **indigenous tribes** of the rainforest and compare them to their own lives. They will look in particular at the **Yanomami tribe**, including their **housing, clothing, hunting, traditions** etc.
5. This lesson has the children investigating the reasons behind **deforestation** and what they can do to help reverse the effects that this has on the world.
6. Deserts in the news. Children use the internet to research current issues relating to deserts. They present their findings in a report.

North America

Year 5

**Y3/4** The explore mountain ranges, rivers, and major landmarks of a city (India).  
To explore and discuss how humans use rivers  
To find out about dessert formation, how deserts are used by people and the effects of desertification.  
To explore physical features of an Island (Republic of Madagascar) including its natural resources.

**Y4** The explore the physical features different climate zones and their links to food production.  
To explore layers of vegetation in a rainforest and find out why they are under threat.  
To describe and understand key aspects of human geography, including food production.  
. To introduce and begin to use 8 compass points.  
To begin to use 4 figure references.

-Locate north America, its different areas and the 23 countries that make it up.  
-To explore the climates of North America and compare to other parts of the world.  
-Use graphs and carts to interpret and compare data.  
Identify and explore key human and physical features of North America.  
-find out about some of North America’s capital cities.  
-To look at different times zones across the world.  
-To compare the UK to North America.  
-To begin to use 6 figure references.  
-To use digital maps and measuring tools.  
-To draw to scale from given measurements.  
-To use and create complex keys for maps.

1. Children will identify the continent of **North America** on a map and learn how it is organised into areas, such as the **Caribbean and Central America**. They will identify the 23 **countries** that comprise North America and locate them on a map
2. Children will look at a **global climate zone** map to identify **climate patterns** around the world. They will then explore some of the different **climate zones** in North America, using graphs and charts to examine and compare the climate in different locations around the **continent**.
3. Children will identify some of the famous features of North America, including natural features such as the **Grand Canyon** and **Niagara Falls**, finding out how they were formed. They will also explore some human features and landmarks, such as the **Panama Canal** and the **Hoover Dam**.
4. Children will define what a **capital city** is before finding out the names of some North American capital cities. They will think about questions they could ask to find out information about a particular city, as well as matching capitals to their countries.
5. Children will identify why different parts of the world have different **time zones**. They will use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world
6. Children will describe their local area in detail, using appropriate geographical vocabulary. They will then compare their local area with specific areas in North America, considering how both physical and human features and similar and different

What is China like?

**Y3/4** The explore mountain ranges, rivers, and major landmarks of a city (India).  
 To explore and discuss how humans use rivers  
 To find out about dessert formation, how deserts are used by people and the effects of desertification.  
 To explore physical features of an Island (Republic of Madagascar) including its natural resources.

**Y4** The explore the physical features different climate zones and their links to food production.  
 To explore layers of vegetation in a rainforest and find out why they are under threat.  
 To describe and understand key aspects of human geography, including food production.  
 . To introduce and begin to use 8 compass points.  
 To begin to use 4 figure references.

**Y5** The identify areas of extreme temperature and learn about the impact volcanoes, earthquakes, and tsunamis.  
 To locate major rivers and understand and explain the water cycle.  
 To locate and identify the physical and human features of North America.  
 To introduce and begin to use 8-point compass points.  
 To begin to use 6 figure grid references.  
 To use more complex keys and maps.

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1. Children will find out that **China** is the most **populous** country in the world. They will locate which continent it is in and find out how many countries it shares a **border** with. They will look at the different **regions** of China, and begin to understand the differences between them. Children will find out what a **megacity** is, and how many of these are in China.
2. Children will find out what physical geography means, and then look at three vastly different **landscapes** in China (**mountainous, river, desert**). They will explore the **impact** of human development on the physical geography of these areas. In their independent activities, children will look at the **causes, effects**, and possible **solutions for desertification**.
3. Children will find out what is meant by **economic growth**. They will explore the impact that this has had on China, looking at both the positive and negative effects on the country and its **population**. In their independent activities, children will look in more detail at China’s **world exports**.
4. In this lesson, children will first discuss what the terms ‘**tourist**’ and ‘**tourism**’ mean. As a class they will find out about the country’s most popular tourist attraction – the **Great Wall of China**. In their independent work, they will produce a guidebook for a tourist company who arrange visits for school children to see the Great Wall of China.
5. In this final lesson, children will explore the culture of China. In groups, they will research a different aspect of the country’s **culture**, and then share their knowledge with one another before taking part in a class quiz. Alternatively, children will research education in China, and then hold a class discussion to debate the question: Should our education system be more like China’s?

## Year 6

**Y5** The identify areas of extreme temperature and learn about the impact volcanoes, earthquakes, and tsunamis.

To locate major rivers and understand and explain the water cycle.

To locate and identify the physical and human features of North America.

To introduce and begin to use 8-point compass points.

To begin to use 6 figure grid references.

To use more complex keys and maps.

**Y5/6** To understand and explain the water and explore the physical features of rivers.

Explore human and physical features of the UK and compare to countries around the world.

To explore the human impact on China's physical geography.

To learn about China's economic growth, tourism, and culture.

Learn how water is used for power.

-Locate the UK, its four countries and its capital cities.

-Explore the differences between towns and cities in the UK.

-To compare hills and mountains and look at how mountains are formed, identifying key features.

-Locate the UK's key rivers and learn about the journey of water.

-To introduce and begin to use 8 compass points.

-To use letters and co-ordinates to locate human and physical landmarks.

-To spatially match places. To map boundaries on maps.

-Use satellite images, ariel images, photos, OS maps and geographical sources.

-Collect, record, and analyse – comparing locations using photos and maps.

-To use contents and index of an atlas.

-To introduce 6 figure grid references.

1. Children will recap and learn some key facts about the UK. They will locate the UK on a world map and identify the four **countries** and **capital cities**. They will find out information about aspects such as area, **life expectancy** and **population**.

2. Children will learn what a county is and find out how the counties of England can be split into **regions**. They will then undertake a variety of activities to help them locate and identify different counties of the UK.

3. Children will learn the difference between a **town** and a **city** before going on to locate some of the UK's major cities on a map. They will describe where different towns and cities are in relation to one another. There is also the chance to explore a particular UK city in detail.

4. Children will start to understand the difference between a **hill** and a **mountain** and are given a brief explanation of how mountains are formed. They will go on to explore some of the hills and mountains of the UK and identify their features and key facts.

5. Children will find out about the **coastline** of Britain and identify the **seas** and **oceans** that surround the UK. They will use photos to identify similarities and differences between different UK beaches, and use appropriate geographical vocabulary to describe their features.

6. Children will find out about the **journey of a river** from **source** to **mouth**, and some of the features of rivers, such as **deltas** and **tributaries**. They will then identify some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.