Knowle CE Primary Academy
Medium Term Plan: GEOGRAPHY

YEAR: 1 **TERM: Autumn 1** **TITLE: Me and My School**

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - talk about the area they are in, describing what they can see, that the world is made up of different countries, that they live in England a country within the United Kingdom	**LINKS to NC/rationale:** ✓ Use simple fieldwork and observational skills to study the geography of their school and its ground. ✓ Use basic Geographical vocabulary to refer to physical and human features of their school and its grounds and of the surrounding environment (soil, vegetation, season, weather, trees, fence, pond, building, school,	**Knowledge acquired:** ▪ Locate Knowle and the school on a map of the UK. ▪ Name and locate the countries of the UK on a map of the British Isles. ▪ Name and locate the surrounding seas - English Channel, Irish Sea, North Sea. ▪ Understand the basic differences between human and physical geography and explain that one is man made (human) and the other is naturally occurring (physical) **Skills/Concepts explored:** Use basic Geographical vocabulary to refer to key physical features: (soil, trees, bush) and human features (building, school, classrooms, toilets, hall, pond, fence,	▪ Fieldwork walk around the school grounds in small groups taking pictures to remember key human and physical features. ▪ Key writing outcomes: labelling diagrams and pictures of their fieldwork walk around the school grounds/school; recounts of their fieldwork. ▪ Introduce the names of the countries of the UK using maps of the		Children to build a wider understanding of their school and its geographical place within the village community.

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	classrooms, toilets, hall). ✓ Use photographs to recognise landmarks and basic human and physical features. ✓ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ✓ Observe and describe the human and physical geography of a small area of the UK.	house) of their school and school grounds. Use fieldwork walk to improve geographical observational skills. Use simple fieldwork and observational skills to study the geography of their school and its grounds. **Key Vocabulary:** Country United Kingdom Village School English Channel Irish Sea North Sea England Scotland Wales Northern Ireland	British Isle. These need to be on display throughout the year and referred back to whenever possible. Add postcards of each country to the British Isles map.		
	Assessment Criteria: **Location Knowledge** The child can locate Knowle and the School on a range of scale maps including one of the UK The child can locate the countries of the UK on a map of the British Isles The child can name and locate the surrounding seas of the British Isles: English Channel, the Irish Sea and the North Sea **Human and Physical Geography** The child understands the basic differences between human and physical geography i.e. human geography is man-made and physical geography is naturally occurring **Geographical Language** The child can use the agreed key vocabulary correctly and in context				

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YEAR: 1 **TERM: Spring 1** **TITLE: Marvellous Maps!**

REVISION / REMIND / REVISIT - simple directional language (up, down, left, right, forwards, backwards), simple picture maps

COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
THE BIG QUESTION **How would a map have helped the pigs in the story of the Three Little Pigs?** **LINKS to NC/rationale:** ✓ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ✓ Use basic Geographical	**Knowledge acquired:** ▪ Map out locations, main physical geographical features and the route of the pigs and the wolf. ▪ Design simple maps. ▪ Understand simple compass points: North, South, East and West and locational and directional; language [for example, near and far; left and right] to describe the location of features and routes on a map. **Skills/Concepts explored:** Use and understand how simple maps work. Understand how simple keys work. Use locational and directional language (near and far, left and right).	**A variety of contributions to a classroom display based on the Big Question** ▪ Design maps for the story of the three little pigs. ▪ A written series of instructions to direct a pig to another pig's house.	**The 'answers' to the BIG QUESTION**  **DEEP DIVE**	

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	vocabulary to refer to physical features of their school and its grounds and of the surrounding environment (forest, hill, mountain, sea, river, soil, valley, vegetation). ✓ Use simple compass directions (North, South, East, West) and locational and directional; language [for example, near and far; left and right] to describe the location of features and routes on a map.	Describe the location of features and routes on maps. Devise simple picture maps. Communicate in different ways e.g.: pictures, pictogram, simple maps/sketches/labelled diagrams. **Key vocabulary:** Forest Hill Mountain Sea River Soil Valley Vegetation Map Key (symbols) North, South, East, West Near and Far Left and right			
	ASSESSMENT CRITERIA: **Map and Atlas work** The child can design and use simple picture maps The child understands how to use a simple key alongside a map The child understands the four main compass points (North, South, East and West)				

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	Human and Physical Geography The child can use aerial photographs to recognise landmarks and basic human and physical geographical features **Geographical Language** The child understands and can use locational and directional language (near, far, left, right) to describe the location of features and routes on a map The child can use the agreed key vocabulary correctly and in context

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YEAR: 1 **TERM: Summer** **TITLE: Exploring and Explorers**

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - The countries of the UK and the surrounding seas (English Channel, Irish sea, North Sea), 4 points of a compass (N, S, E, W).	**LINKS to NC/rationale:** ✓ Identify … the location of hot and cold areas of the world in relation to the equator and the north and South Poles. ✓ Name the world's seven continents. ✓ Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and	**Knowledge acquired:** ▪ Learn that places near the poles are cold and places near the equator are hot. ▪ Name and locate the 7 continents. ▪ Understand that there seven continents on Earth and be able to identify some key physical features of each. ▪ Know that continents are a group of countries. **Skills/Concepts explored:** ▪ Use world maps, atlases and globes to identify the continents, countries studied at this Key	▪ Explorer Day – come to school dressed as a famous explorer. ▪ Role play/drama being at the south or north pole compared with being at the equator.		

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	oceans studies at this key stage.	Stage alongside identifying the equator, and the North and South poles. ▪ Identify weather patterns in the location of hot and cold areas in the world in relation to the equator and the North and South poles. **Key Vocabulary:** Continent Country Equator North pole South pole Atlas Globe			
	ASSESSMENT CRITERIA: **Location Knowledge** The child can locate the Equator, and the North and South Pole on a globe The child can name and locate the world's seven continents in an atlas, on a world map and globe. **Human and Physical Geography** The child can explain that places near the equator are hot and places near the poles are cold The child can identify simple weather patterns of hot and cold areas in the world in relation to the equator and north and South Poles **Geographical language** The child understands that a continent is a group of countries The child can use the agreed key vocabulary correctly and in context				

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YEAR: 2 **TERM:** Spring **TITLE:** The African Adventure

REVISION / REMIND / REVISIT: 7 continents, 4 countries of the UK, 4 points of a compass (N, S, E, W), location of Knowle in England, language for key physical and human geographical features (village, hill, wood, mountain, valley etc....)

COHERENCE

THE BIG QUESTION

Should people live in brick houses in the Masai Mara Reserve?

LINKS to NC/rationale:

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

CREDIBILITY

Knowledge acquired:

- Name and locate the world's seven continents and five oceans.
- The names of some of the countries in Africa.
- Develop geographical language to describe feature or location: valley, hill, local, a road, coastline, wood, village, farmland.
- Use contents/index of an atlas to locate a country.

Skills/Concepts explored:

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use world maps, atlases and globes to identify the continents and oceans of the world.
- Devise a simple map with basic symbols in a key.

CREATIVITY

A variety of contributions to a classroom display based on the Big Question

- Create African inspired art using a range of techniques and materials.
- Writing outcomes: recounts, a letter, instructions, a non-chronological report, a flow chart and an explanation text including diagrams.
- Visit to an African village (West Midland Safari).
- An African Drumming Workshop.

COMPASSION

Explore and understand how different cultures and traditions pass on their history from generation to generation.

The 'answers' to the BIG QUESTION

DEEP DIVE

COMMUNITY

Children to fundraise money to support children/families in Africa by donating to charities such as Water Aid. Children to understand how they're helping and making contributions to the global community.

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	characteristics of the four countries and capital cities of the UK and its surrounding seas. ✓ Name and locate the world's seven continents and five oceans. ✓ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ✓ Use maps, atlases and globes to identify countries, continents and oceans studied at this Key Stage.	▪ Ask Geographical questions – Where is this place? What is it like? How has it changed? ▪ Express own views about a place, people, environment. ▪ Use basic Geographical vocabulary to refer to key physical features: (forest, mountains, sea, ocean, river, valley, weather) and human features (town, village, farm, house, shop) of a contrasting non-European country. ▪ Compare two settlements. **Key vocabulary:** ▪ Continent ▪ Ocean ▪ Masai Mara Reserve ▪ Human and Physical Geography			
	ASSESSMENT CRITERIA: **Location Knowledge** The child can name and locate the four capital cities of the United Kingdom The child can name and locate the world's seven continents and five oceans The child can name and locate on a world map a range of countries in Africa (for example: Kenya, Egypt, South Africa, Uganda)				

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	Place Knowledge The child can understand geographical similarities and differences through studying the physical and human geography of a small area of the United Kingdom (Knowle, Solihull), and a small area of a non-European country (Masai Mara reserve, Kenya) **Human and Physical Geography** The child can use aerial photographs to recognise the landmarks and basic human and physical features. The child can use basic geographical vocabulary to refer to key physical features (such as forest, mountain, sea, ocean, river, valley, weather, beach) and human features (such as town, city, village, farm, house, shop, road) of a local area of the UK and a small area of a non-European country. **Map and Atlas work** The child can use the contents and index of an atlas to locate a country **Enquiry** The child can express their own views about a place, people and environment. The child can ask geographical questions such as: Where is this place? What is it like? How was it changed? How is it different to where I live? **Geographical Language** The child can use the agreed key vocabulary correctly and in context

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YEAR: 3 **TERM: Autumn 2** **TITLE: *Work Like An Egyptian***

REVISION / REMIND / REVISIT: Recap the definition of village (Knowle) and introduce the word city, discuss how are they different. Continents (Africa) and countries of the UK.

COHERENCE

THE BIG QUESTION

How does the river Nile help Bennu to survive?

LINKS to NC/rationale:

- ✓ Describe and understand key aspects of physical geography: rivers.
- ✓ Locate the world's countries using maps to focus on Europe (and Egypt), concentrating on key physical characteristics, countries and major cities.
- ✓ Name and locate cities of the United Kingdom identifying physical characteristics and key topographical features including rivers and understand how some

CREDIBILITY

Knowledge acquired:

- Comparison between the River Nile and the River Thames in London. Children to understand why rivers are so important to daily life.
- Understand how rivers are formed.

Skills/Concepts explored:

- Understand geographical similarities and differences through studying the human and physical geography of a region in the UK (Thames v Nile).
- Land use and economic activity including trade links.
- Analyse evidence and draw conclusions: make comparisons between location using photos, pictures, temperatures in different locations, population.

CREATIVITY

A variety of contributions to a classroom display based on the Big Question

- The majority of the work produced in this topic will be from the perspective of an ancient Egyptian, Bennu, and how the river Nile impacted his life in different ways: irrigation for farming; washing; drinking; transportation.
- Fieldtrip day out to a river.
- Draw a diagram tracking the journey of a river from source to mouth.
- Writing outcomes driven by two texts, 'A River' and 'A Walk Through London' provide the literacy focus. Writing outcomes include descriptive writing about different location and information texts with different degrees of formality.

COMPASSION

The 'answers' to the BIG QUESTION

DEEP DIVE

COMMUNITY

Visit from Severn Trent Water's educational team to inform and teach the children about how water from local rivers are used in the local area.

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	of these aspects have changed over time.	▪ Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ Analyse evidence and draw conclusions e.g.: make comparisons between locations using photos, pictures, temperatures in different locations, population (Cairo vs London; Nile vs Thames) **Key vocabulary:** ▪ Source ▪ Tributary ▪ Waterfall ▪ Current ▪ Delta ▪ Fresh Water ▪ Estuary ▪ Floodplain ▪ Mouth ▪ Industry ▪ Transport ▪ Upper, lower and middle course	▪ Impressionist artwork inspired by Monet's River Thames series.		
	ASSESSMENT CRITERIA: **Place Knowledge** The child understands some of the key human and physical geographical differences between the River Nile and the River Thames. For example: their lengths; locations they run through; any key bridges or dams on them; what typical boats use the river; the different uses of the river (i.e. trade, tourist attraction, irrigation for farming; water for livestock; place to wash clothes) **Human and physical geography** The child understands the importance of rivers to the daily life of humans.				

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	The child understands the key aspects of how rivers are formed i.e. the upper course, the middle course and the lower course **Enquiry** The child can analyse evidence and draw conclusions using appropriate source materials i.e. photographic evidence and data **Map and Atlas work** The child can use an atlas, globe and digital/computer mapping (Google Earth) to locate countries and features studied **Geographical Language** The child can use the agreed key vocabulary correctly and in context

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YEAR: 3 **TERM: Spring 1** **TITLE: *Fantastic Beasts***

REVISION / REMIND / REVISIT: Design simple maps, understand 4 points of a compass (N, S, E, W), directional language (near, far, left, right) and simple keys.

COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
THE BIG QUESTION **(Not a deep dive but big question still used as stimulus)** **How can a map help us in the quest for a Dragon's egg?** **LINKS to NC/rationale:** ✓ Use the eight points of a compass, four figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Knowledge acquired:** ▪ 8 compass points. ▪ Draw maps accurately using a key and an aerial/plan view (from above). ▪ Four-digit grid reference. ▪ Finding location of Scandinavian countries. **Skills/Concepts explored:** ▪ Use the 8 points of a compass, four figure grid reference, symbols and key to build their knowledge if the UK and wider world. ▪ Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. ▪ To describe a route and direction – 8 compass points. ▪ Draw maps more accurately. ▪ Plan view from above. ▪ Use a key accurately.	▪ Sketch a treasure map to reveal the location of a Dragon egg using symbols in a key. ▪ A 'Dragon Hunt' looking for evidence of dragons and unicorns in and around Knowle.		

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	✓ 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.	**Key vocabulary:** ▪ Key ▪ Ordnance Survey Map (OS maps) ▪ 8 compass points: North, North-East, East, South-East, South, South-West, West, North-West. ▪ Four-digit grid-reference.			
	ASSESSMENT CRITERIA: **Location Knowledge** The child can locate the Scandinavian countries of Denmark, Norway and Sweden on a world map and a map of Europe **Map and Atlas work** The child can draw maps accurately from an aerial view using a key The child can use four-digit grid references accurately The child can identify and accurately use the 8 points on a compass to describe a route and direction **Enquiry** The child can use fieldwork to observe and record the human and physical features in the local area to plan and sketch maps **Geographical Language** The child can use the agreed key vocabulary correctly and in context				

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YEAR: 3 **TERM: Summer** **TITLE: *Plants vs Poverty***

REVISION / REMIND / REVISIT Map and atlas skills, 7 continents, northern and southern hemisphere, equator, key differences between villages and cities

COHERENCE

THE BIG QUESTION

How can plants fight against global hunger?

LINKS to NC/rationale:

- ✓ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.
- ✓ Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.
- ✓ Describe and understand key aspects of: human

CREDIBILITY

Knowledge acquired:

- Identify countries in the northern and southern hemisphere.
- Develop knowledge and understanding of land use and trade links.
- Understand and compare the key physical and human geographical features of both the UK and Brazil.

Skills/Concepts explored:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Land use and economic activity including trade links.
- Ask Geographical questions: Where is this location? What do you think about it?
- Analyse evidence and draw conclusions e.g.: make comparisons between locations using photos/pictures, temperatures in different locations, population.

CREATIVITY

A variety of contributions to a classroom display based on the Big Question

- Writing inspired by a character (poor child growing up in the slums of Brasilia).
- An enterprise project to raise money including the sale of home grown produce and handmade pizza slices.

COMPASSION

The 'answers' to the BIG QUESTION

DEEP DIVE

COMMUNITY

Raise money for Oxfam by selling home grown vegetables and plants.

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	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. ✓ Locate the world's countries, using maps to focus on Europe concentrating on…key physical and human characteristics, countries and major cities.	▪ Identify and explain different views of people including themselves e.g.: views on the lives of rich and poor people living in Brazil (Brasilia) compared to those in Britain. ▪ Collect and record evidence: construct questionnaires. ▪ Communicate in ways appropriate to task and audience creating a sense of place e.g.: questionnaires, charts, graphs to show results, write views to a local paper **Key vocabulary:** ▪ Continents ▪ Equator ▪ Northern Hemisphere ▪ Southern Hemisphere ▪ South America ▪ Brazil ▪ Brasilia			
	ASSESSMENT CRITERIA: **Location Knowledge** The child can use a world map, atlas or globe to locate a range of countries studied in the northern and southern hemisphere				

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	Human and Physical Geography The child can explain and give examples of simple trade links The child can identify and compare some of the key physical and human geographical similarities and differences of a region of the United Kingdom (Knowle, Solihull) and a region within North or South America (Brazil) **Enquiry** The child can ask relevant geographical questions about a place. For example: where is this location; what do you think about it; how is it different or similar to where I live? The child can analyse evidence and draw conclusions about a place by examining different geographical evidence. For example: comparing different locations through photos/pictures, temperatures in different locations, population size, location to the equator or poles etc... The child can identify and explain different views that people, including themselves, hold about topical geographical issues **Geographical Skills and fieldwork** The child can communicate in ways appropriate to task and audience. For example: questionnaires, charts, graphs to show results… **Geographical Language** The child can use the agreed key vocabulary correctly and in context **Map and Atlas Work** The child can identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere

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YEAR: 4 **TERM: Autumn 2** **TITLE: *Volcanoes and Earthquakes***

REVISION / REMIND / REVISIT: Map skills, locating countries, atlas work, seven continents and five oceans.

COHERENCE

THE BIG QUESTION

How did Mount Vesuvius freeze time?

LINKS to NC/rationale:

- ✓ Describe and understand key aspects of volcanoes, mountains and earthquakes.
- ✓ Describe and the understand key aspects of: human geography, including: types of settlement and land use.
- ✓ Locate the world's countries, using maps to focus on Europe concentrating on their

CREDIBILITY

Knowledge acquired:

- Understand how tectonic plates can cause volcanic eruption and earthquakes.
- Understand how mountain ranges are formed.
- Understand the key physical and human geography of Italy, focusing on Pompeii.

Skills/Concepts explored:

- Locate the world countries, using maps to focus on Europe (Italy) concentrating on their environmental regions, key physical characteristics and major cities.
- Use maps, globes, atlases and digital/computer mapping (Google Earth) to locate countries (Italy) and describe features studied.
- Ask Geographical questions: What is this landscape like? What will it be like in the future?
- Analyse evidence and draw conclusions e.g.: make comparisons between

CREATIVITY

A variety of contributions to a classroom display based on the Big Question

- Work to be driven by a study into entombed bodies found at Pompeii.
- In a group, create a model working volcano out of newspaper and papier-mâché.
- Mass eruption of volcanoes.
- Use the book 'Escape from Pompeii' as stimulus for narrative writing.

COMPASSION

The 'answers' to the BIG QUESTION

- Empathy with residents of Pompeii at the time of the eruption.
- Understanding the hazards and struggles of living in a volcanic and earthquake zone.

DEEP DIVE

COMMUNITY

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	environmental regions, key physical characteristics, countries, and major cities.	locations using photos/pictures and population (Pompeii in height of Roman era v Pompeii to today) **Key vocabulary:** ▪ Volcano ▪ Dormant, extinct, active ▪ Crater ▪ Vent ▪ Lava ▪ Magma ▪ Tectonic plates ▪ Mantle ▪ Crust ▪ Core (inner and outer) ▪ Pompeii ▪ Mountain and mountain range			
	ASSESSMENT CRITERIA: **Human and physical** The child understands how tectonic plates can cause volcanic eruptions and earthquakes. The child can identify the key features of a volcano. The child can explain how most mountain ranges are formed. The child can identify the key physical and human geography of Italy including: major cities, surrounding seas, climate, mountain ranges. **Map and Atlas work** The child can locate Europe, Italy and Pompeii on a World map and a map of Europe. **Enquiry** The child can analyse evidence and draw simple conclusions using a range of resources such as photographs, pictures, atlases and internet information. **Geographical Language** The child can use the agreed key vocabulary correctly and in context.				

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YEAR: 4 **TERM:** Spring **TITLE:** *Chocolate!*

REVISION / REMIND / REVISIT: Equator, northern and southern, hemisphere, trade links, seven continents and five oceans.

COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
THE BIG QUESTION **KitKat or a Divine chocolate; which one would you prefer?** **LINKS to NC/rationale:** ✓ Describe and understand the key aspects of physical geography: climate zones. ✓ Describe and understand key aspects of human geography: economic activity including trade links.	**Knowledge acquired:** ▪ Understand the different climates across the world and that cocoa beans thrive in tropical climates (rainforests). ▪ The names of some of the world's most famous rainforests. ▪ The importance of Fairtrade and how it creates a fairer distribution of wealth. ▪ Children develop the understanding of seeing themselves as global citizens of the world. **Skills/Concepts explored:** ▪ Land use and economic activity including trade links. ▪ Describe and understand the key aspects of physical geography: climate zones. ▪ Understand fair/unfair distribution of resources.	**A variety of contributions to a classroom display based on the Big Question** ▪ Use of a character (cocoa bean farmer) to stimulate writing. ▪ Follow the journey of a banana/cocoa bean from growth to sale analysing the roles of all those involved and the distribution of wealth at the end of the journey. ▪ Chocolate event to which parents and carers are invited to attend. Children	Children will recognise the importance of Fairtrade and start to recognise that we can influence the marketplace by the choices we make when we buy food. **The 'answers' to the BIG QUESTION** **DEEP DIVE**	Children to appreciate that by making certain choices they can influence the health and wellbeing of others far beyond their local community. Children to work with Sparkhill Food bank to understand their role within the local community. Alongside this, G. Dengate, worker at Knowle Tesco's, to laisse with the school on their food bank project. Knowle Parish Church fair trade link with Easter eggs for the food bank.

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	✓ Identify the position and significance of the Equator, Northern and South Hemisphere, the Tropics of Cancer and Capricorn.	**Key vocabulary:** ▪ Trade ▪ Fairtrade ▪ South America ▪ Amazon ▪ Borneo ▪ Brazil ▪ Canopy ▪ Understorey ▪ Emergent layer ▪ Equator ▪ Tropic of Capricorn and Cancer	to showcase their work in the topic. ▪ Rainforest inspired body percussion work – linked to music lessons.		
	ASSESSMENT CRITERIA: **Location knowledge** The child can name and locate some of the world's most famous rainforests (For example: Amazon, Congo, Borneo, Indian, Australian) **Human and physical** The child understands and can locate the different climate zones across the world The child can explain why the cocoa tree/bean thrives in a tropical climate The child can explain the main trade links involved in chocolate production **Map and Atlas work** The child can identify the position and explain the significance of the equator, northern and southern hemisphere and the Tropics of Cancer and Capricorn. **Enquiry** The child can explain the importance of Fairtrade and how it creates a fairer distribution of wealth **Geographical Language** The child can use the agreed key vocabulary correctly and in context				

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YEAR: 5 **TERM: Autumn 2** **TITLE: Myths and Monsters!**

REVISION / REMIND / REVISIT: Equator, Northern Hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn.

COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
LINKS to NC/rationale: ✓ 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. ✓ Locate the world's countries, using to focus on Europe (Greece) concentrating on their environmental regions, key physical and human characteristics and major cities. ✓ Identify the position and significance of **latitude**, **longitude**, *Equator, Northern Hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn.*	**Knowledge acquired:** ▪ Develop a deeper understanding of the human and physical characteristics of a country outside of the UK (Greece). ▪ Comparison of human and physical geography between ancient and modern day Greece. ▪ Understand what Greece is famous for: food (olives and olive oil etc…), Greek mythology, plays and dramas, government ('birth place of democracy'), Olympic games, tourism. **Skills/Concepts explored:** ▪ Ask geographical questions: What is the landscape like? How	▪ A broad study of art, literature, theatre, and science from Ancient Greece. ▪ In the lead up to Christmas, reading, writing and performing poetry. ▪ Pupils will explore the contrasts between ancient and modern-day Greece. ▪ Greek related dance performance.		Greek related dance performance.

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		has it changed? What made it change? How is it changing? ▪ Analyse evidence and draw conclusions e.g.: compare historical maps of varying scales; temperature of various locations – influence on people/everyday life.			
		Key vocabulary: ▪ Europe ▪ Greece ▪ Athens ▪ Euro ▪ Climate ▪ Currency ▪ Aegean, Ionian, Mediterranean Seas ▪ Crete, Mykonos, Corfu, Santorini ▪ Tourism, tourists ▪ Mount Olympus ▪ Population			
	ASSESSMENT CRITERIA: **Human and physical** The child can identify the key physical and human geography of Greece including: major cities, surrounding seas, climate, mountain ranges. The child can compare some of the key difference between the human geography of Ancient and modern day Greece. **Enquiry**				

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	The child can ask valid geographical questions. For example: what is the landscape like? How has it changed? What made it change? How is it changing? The child can analyse evidence and draw simple conclusions using a range of resources such as photographs, pictures, temperatures graphs and internet information. **Map and Atlas work** The child can locate Europe and Greece on a World map and a map of Europe. **Geographical Language** The child can use the agreed key vocabulary correctly and in context.

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YEAR: 5 **TERM: Spring** **TITLE: *Love Food, Hate Waste!***

REVISION / REMIND / REVISIT -

COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
THE BIG QUESTION **How can we lead the fight against food waste at school, at home, nationally, and globally?** **LINKS to NC/rationale:** ✓ 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. ✓ Use maps, atlases, globes and	**Knowledge acquired:** ▪ Learn that wasting food is bad for the planet and producing food uses energy, natural resources and activities that create greenhouse gases. ▪ Learn how food is valued and celebrated in different cultures and countries across the world. ▪ Understand that what we eat is affected by the country we live in and by its cultures and physical geography. ▪ Recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement ▪ Recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives ▪ Identify how and why places change and how they may change in the future.	**A variety of contributions to a classroom display based on the Big Question** ▪ Link to school kitchen – Children measure food waste and share improvements led by Y5 children. ▪ Food waste diaries. ▪ Raise awareness to families in the local community ▪ Write letters to local/national government. ▪ Link to local business/council find out what happens to food waste through surveys and questionnaires.	**The 'answers' to the BIG QUESTION** **DEEP DIVE**	

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	digital/computer mapping to locate countries and describe features studied. ✓ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	**Skills/Concepts explored:** ▪ Describe and understand key aspects of physical geography including: the distribution of natural resources. ▪ Understand some of the reasons for similarities and differences. ▪ Analyse evidence and draw conclusions e.g.: from field work data on land use/temperature. Look at patterns and explain reasons. ▪ Ask geographical questions ▪ Use atlases, maps, globes at a range of scales ▪ Recognise some physical and human processes and explain how these can cause change in places and environments ▪ Identify and explain different views that people, including themselves, hold about topical geographical issues **Key vocabulary:** ▪ Fairtrade ▪ Recycle ▪ Landfill ▪ Natural resources ▪ Biodegradable ▪ Ecosystem ▪ Global warming ▪ Anaerobic digestion plant ▪ Sustainable			

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	ASSESSMENT CRITERIA: **Place Knowledge** The child recognises how and why people may seek to manage environments sustainably and identify opportunities for their own involvement The child can identify how and why places change and how they may change in the future **Human and Physical Geography** The child understands that food production and what we eat is affected by the country we live in and by some of its human and physical geography The child can describe and understand the key aspects of physical geography relating to the distribution of some natural resources **Geographical Skills and Fieldwork** The child can analyse evidence, look for patterns and draw conclusions from field work, surveys and questionnaires The child can create and carry out relevant surveys or questionnaires to help in a geographical enquiry question **Enquiry** The child can identify and explain different views that people, including themselves, hold about topical geographical issues The child recognises how people's everyday decisions impact the environment The child understands and can explain how food production and food waste can be bad for the planet by creating to greenhouse gases and contributing to global warming **Map and Atlas work** The child can use a world map to locate the seven continents and find a given country **Geographical Language** The child can use the agreed key vocabulary correctly and in context

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YEAR: 5 **TERM: Summer 1** **TITLE: *The Water Cycle!***

REVISION / REMIND / REVISIT: Earthquakes, tectonic plates, volcanoes, rivers.

COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
Have I drunk the same water as Tutankhamun, Boudicca and Queen Victoria? **LINKS to NC/rationale:** ✓ Describe and understand the key aspects of physical geography: mountains and the water cycle. ✓ Locate the world's countries, using to focus on Europe concentrating on	**Knowledge acquired:** ▪ How mountain ranges are formed. ▪ To know where the most famous mountain ranges are located in the world (Himalayas, Andes, Lake District, Scottish Highlands, Alps, Dolomites etc…) ▪ To know how the water cycle works. **Skills/Concepts explored:** ▪ Locate the world countries in Europe, Asia and South America. ▪ Identify topographical features, including hills, mountains. ▪ Identify the position and significance of latitude and longitude of famous mountains/mountain ranges.	**A variety of contributions to a classroom display based on the Big Question** Children to draw and label diagrams of the water cycle. Children will carry out scientific investigations on this topic, for example recording evaporation over a time period; this could be by measuring the amount of water in a container left out in the sun or using chalk to draw around a puddle on the	**The 'answers' to the BIG QUESTION**  **DEEP DIVE**	N/A

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	their environmental regions, key physical and human characteristics and major cities. ✓ Use fieldwork to observe, measure, record and present … the physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. ✓ Identify the position and significance of latitude and longitude.	**Key vocabulary:** • Precipitation • Clouds • Evaporation • Underground Flow • Surface Run off • Condensation • Mountain range • Altitude • Peak • Avalanche • Ascent • Summit	playground and observe changes in the size of the puddle. Children may carry out experiments or practical investigations to separate salt and water by using evaporation.		

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	ASSESSMENT CRITERIA: **Location Knowledge** The child can name the world's most famous mount ranges/mountains and locate them on a world map The child can identify the position and significance of latitude and longitude The child can locate the position of the world's most famous mountains/mountain ranges using latitude and longitude **Human and Physical Geography** The child understands and can describe how the water cycle works **Geographical Language** The child can use the agreed key vocabulary correctly and in context

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YEAR: 6 **TERM: Autumn** **TITLE: *Deserts: where and why?***

REVISION / REMIND / REVISIT - Equator, Northern and Southern Hemisphere, the tropics, climate zones, compass work.

COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
THE BIG QUESTION **Where is the best place in the world for a yellow-spotted lizard to thrive?** **LINKS to NC/rationale:** ✓ Understand the processes that give rise to key physical and human geographical features of the world. ✓ Extend their knowledge and understanding beyond the local area to include Europe, North & South America. ✓ Consider the impact of global warming on the environment. ✓ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the	**Knowledge acquired:** ▪ Location and comparison of the world's countries concentrating on climate zones and key physical characteristics. ▪ The names of some of the world's main deserts including 'ice' deserts'. ▪ Identification of the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. **Skills/Concepts explored:** ▪ Use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ Use the 8 points of a compass, 4 & 6 figure	**A variety of contributions to a classroom display based on the Big Question** ▪ Use of a 'character' from the class novel. ▪ Explanation text. ▪ Documentary film to answer the big questions.	The impact of global warming on 'the best place' – more lizards less humans. **The 'answers' to the BIG QUESTION** **DEEP DIVE**	Charity links to water aid.

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	tropics of cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	grid references, symbols and key to build knowledge of the wider world. ▪ Communicate geographical information, in a variety of ways, including through maps, numerical and quantitative skills and writing at length. **Key vocabulary:** ▪ Desert region ▪ Arid ▪ Equator ▪ Tropics (Capricorn & Cancer) ▪ Climate zones/biomes ▪ Latitude & Longitude			
	ASSESSMENT CRITERIA: **Location Knowledge** The child can locate and name the world's main deserts including 'ice' deserts. The child can identify the position and significance of latitude and longitude, the Equator, the Northern and Southern Hemisphere and the Tropics and Cancer and Capricorn, the Arctic and Antarctic circles. **Human and Physical Geography** The child understands the processes that give rise to key physical geographical features of the world (deserts). The child can explain how a desert is formed The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. The child can describe what the climate of a region is like and how plants and animals are adapted to it. **Maps and Atlas Work** The child can correctly use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.				

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	Geographical Skills and Fieldwork The child can correctly use the 8 points of a compass and 4 and 6 figure grid references. **Enquiry** The child can broadly explain the impact of global warming on the environment **Geographical Language** The child can use the agreed key vocabulary correctly and in context

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YEAR: 6 **TERM: Summer** **TITLE: *How can a flat piece of paper represent a landscape?***

REVISION / REMIND / REVISIT - Design simple maps, understand 8 points of a compass (N, NE, E, SE, S, SW, W, NW), directional language (near, far, left, right) and simple keys.

COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
LINKS to NC/rationale: ✓ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.	**Knowledge acquired:** ▪ Read and design more complex maps. ▪ Make an accurate six-figure grid reference. ▪ Identification of the position and significance of latitude, longitude. ▪ Recognise the 8 points of a compass. ▪ Use and read contour lines accurately. **Skills/Concepts explored:** ▪ Use a 6 figure grid reference with longitude and latitude in depth. ▪ Expand map skills to include non-UK countries. ▪ Describe route, direction and location. ▪ 16 points to degrees on a compass.	▪ Children to create maps of a location or topic they have studied this year such as: important sites of WW2 (battle sites, Normandy and D-Day landings etc..); camp green lake and God's thumb mountain. ▪ Link to book, 'The Boy in the Tower'. Map of London vs Devon comparing the two areas. ▪ Design their own island with grid references/relief where characters escape to.	The impact of building, deforestation on our landscapes	Links to Solihull ramblers' association: Solihull Ramblers Association member to visit school to work with the children on map reading skills, specifically planning walking routes using knowledge of contour lines.

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		Key vocabulary: ▪ Ordnance survey map ▪ Longitude ▪ Latitude ▪ Contour line ▪ Scale ▪ Grid reference	▪ Sketch a local area with contour lines – visit.		
	ASSESSMENT CRITERIA: **Map and Atlas work** The child can read and interpret more complex maps (including ordnance survey maps) The child can design a more complex map with a key (including contour lines, a scale, orientation/compass to indicate north etc…, The child can make accurate four and six figure grid references The child can use the 8 points of a compass, six figure grid references and longitude and latitude to plan and describe a route The child understands how to use and read contour lines on a map **Geographical Language** The child can use the agreed key vocabulary correctly and in context				