



Geography

Progressive and Sequential Curriculum



Opportunity



Enquiry



Language

Geography in the Early Years Foundation Stage

This table demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

Three and Four Year Olds	Mathematics		<ul style="list-style-type: none"> Understand position through words alone. For example, 'The bag is under the table.' – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind.'
	Knowledge and Understanding of the World		<ul style="list-style-type: none"> Use all their sense in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences that have experiences or seen in photos.
Reception	Knowledge and Understanding of the World		<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
Early Learning Goal	Knowledge and Understanding of the World	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what they have read in class. Understand some important processes and changes in the natural world around them, including the seasons.

Geography Units in Years 1-6




Year 1/2 Cycle A	Our Wonderful World The local area and UK	Coastline Study of Whitby
Year 1/2 Cycle B	Let's Explore The World Hot and cold places in the world	Bright Lights, Big City Study of London
Year 3	Me in My Place The UK including Milton Keynes and Stony Stratford	Rocks, Relics and Rumbles Earthquakes and Volcanoes
Year 4	Bonjour! Hola! Ciao! Europe including study of Bologna, Italy	Misty Mountains, Winding Rivers Rivers and mountains
Year 5	Off to Rio! North and South America including study of Rio de Janeiro	Farm to Fork Land use; food distribution and transportation
Year 6	Going Global Climate Change and Sustainability	



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Geography - Medium Term Plan Year 1/2 – Our Wonderful World

<p>Opportunity:</p> 	<p>To learn about human and physical features in my local area through aerial photographs and fieldwork. To understand features of different settlement types – city, town, village To create maps and use positional and directional language including the 4 cardinal compass points. To learn about the countries in the UK, their capital cities and weather in the UK.</p>	
<p>Enquiry:</p> 	<p>What are human and physical features? What human and physical features can be found in the local area? Is Stony Stratford a village, town or city? What evidence do you have?</p>	
<p>Language:</p> 	<p>Physical features: beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley, lake, Human features: city, town, village, factory, farm, road, bridge, house, office, port, harbour, shop, Island, country – England, Scotland, Wales, Northern Ireland, capital city – London, Edinburgh, Scotland, Wales, beside, next to, left, right, north, south, east, west</p>	
<p>Geography Strands (from National Curriculum):</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • identify seasonal and daily weather patterns in the United Kingdom • use basic geographical vocabulary to refer to key human and physical features • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	
<p>Prior Learning: Development Matters – Reception Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Future Learning: Year 1/2 Mapping skills and Geographical resources – identify the features of a coastal town, identify human and physical features of Whitby Year 3 Mapping skills and Geographical resources – know significant human and physical features of Milton Keynes. Year 4 Place, Space and Scale – know the features of Bologna and make comparisons with Milton Keynes</p>	<p>Endpoints:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • A compass has four main points, called cardinal points. • There are three main types of settlement - villages, towns and cities. • Physical features are natural features that are not made by people. • Human features are made by people to help them live in a place or move around from one place to another. <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Use aerial photographs to identify physical and human features in the landscape. • Collect evidence of human and physical features in the local area. <p>Understanding Geography Concepts: Children will understand:</p> <ul style="list-style-type: none"> • What human and physical features are and identify them. • The four cardinal points of a compass • The names and location of the four countries and capital cities of the United Kingdom 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect upon what human and physical features can be found in the local area. • Reflect upon whether Stony Stratford is a village, town or a city






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Geography - Medium Term Plan

Year 1/2 – Coastline




Opportunity: 	To learn about human and physical features in coastal towns, in particular Whitby To understand about coastal erosion To understand tourism and why people visit Whitby	
Enquiry: 	Do you think Whitby makes a good holiday destination and why? What makes the ideal coastal town?	
Language: 	United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Irish Sea, Atlantic Ocean, coastal town, Whitby, beach, cliff, coast, sea, ocean, town, village, house, office, port, harbour, shop, human features, physical features, erosion, washing away, crumbling, breaking, eroding, past, present, industry, services, amenities, holiday, tourists, tourism	
Geography Strands (from National Curriculum):	Pupils should be taught to: <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • use basic geographical vocabulary to refer to key human and physical features • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ➢ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ➢ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
Prior Learning: Development Matters – Reception Draw information from a simple map. Recognise some environments that are different to the one in which they live. Future Learning: Year 3 Place, Space and Scale – to identify human and physical features. Year 3 EI, SD, and Physical and Human Processes - To know the different features of a volcano Year 4 Place, Space and Scale – know the features of Bologna and make comparisons with Milton Keynes Year 4 Place, Space and Scale - name and locate mountains of the UK, locate and name mountains of the world, understand that rivers and the landscape that surrounds them has different characteristics	Endpoints: Knowledge: <ul style="list-style-type: none"> • Coastal towns are located around the United Kingdom where the land meets the sea or ocean. • Erosion is a natural process where materials, such as rock, sand and soil are moved from one place to another. As waves crash against the coastline, they break off, or erode, tiny pieces of rock. Over time the coastline is worn away. • Physical features include beaches, cliffs coast, seas, oceans. • Human features include towns, villages, offices, ports, harbours, shops, roads and piers. Skills: Children will be able to: <ul style="list-style-type: none"> • Name, locate and identify the 4 countries of the UK and the surround seas. • Locate human and physical features and landmarks on maps. • Use positional and directional language. • Recognise the similarities and differences between Whitby in the past and now. Understanding Geography Concepts: Children will understand: <ul style="list-style-type: none"> • Human and physical features of coastal towns, in particular Whitby. • Coastal erosion, what it is and how it happens 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect upon what human and physical features can be found in coastal towns, in particular Whitby. • Reflect upon why Whitby is a good place for tourists.



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Geography - Medium Term Plan Year 1/2 – Let's Explore the World




<p>Opportunity:</p> 	<p>To understand how an atlas and globe is used. To learn about the seven continents and the five oceans. To learn where the equator, North and South Pole are located. To understand where hot, temperate and cold areas in the world are located.</p>	
<p>Enquiry:</p> 	<p>What are the seven continents and the five oceans? What is the equator, North and South Pole? What are the similarities and differences between England and Somalia?</p>	
<p>Language:</p> 	<p>Atlas, maps, charts, continents, countries, oceans, seas, contents, index, Europe, Asia, Africa, North America, South America, Oceania, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, hot, temperate, cold, England, United Kingdom, Somalia, similarities, differences</p>	
<p>Geography Strands (from National Curriculum):</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • 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 • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	
<p>Prior Learning: Development Matters – Reception Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Future Learning: Year 1/2 Place, Space and Scale – to identify the characteristics of a settlement Year 3 Place, Space and Scale – know significant human and physical features of Milton Keynes</p>	<p>Endpoints:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • equator is an imaginary line around Earth • half above the equator is called the Northern Hemisphere • half below the equator is called the Southern Hemisphere • The North and South Poles are the furthest points from the equator. • Places nearer the equator are hotter, and places further away from the equator are colder. • Temperate areas are between these hot and cold climates • Features of two countries can be compared to find out how they are similar or different. <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • use an atlas to locate places in the world • identify hot, temperate and cold places in the world. <p>Understanding Geography Concepts: Children will understand:</p> <ul style="list-style-type: none"> • The names and location of the 7 continents and 5 oceans. • The location of the equator, North and South Poles. 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect upon the location of the continents, oceans, equator, North and South Poles. • Reflect upon the similarities and differences between England and Somalia



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Geography - Medium Term Plan Year 1/2 – Bright Lights, Big City

Opportunity: 	To learn about human and physical features in the capital city of London and their locality To understand the characteristics of the settlement of London To use aerial photographs and maps to find important landmarks	
Enquiry: 	Marley needs your help. He's travelling from Kuala Lumpur in Malaysia to visit his friends and family at London Zoo. He will need to know what to wear, how to travel around London and what to see and do.	
Language: 	Physical features, human features, settlement landmarks, capital city, country, United Kingdom, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Aerial photograph, North, South, East West, above, below, next to	
Geography Strands (from National Curriculum):	Pupils should be taught to: <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • identify seasonal and daily weather patterns in the United Kingdom • use basic geographical vocabulary to refer to key human and physical features • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • use simple fieldwork to devise a simple map; and use and construct basic symbols in a key 	
Prior Learning: Development Matters – Reception Recognise some similarities and differences between life in this country and life in other countries. Future Learning: Year 3 Mapping skills and Geographical resources – know significant human and physical features of Milton Keynes. Year 3 Place, Space and Scale – to identify human and physical features. Year 3 EI, SD, and Physical and Human Processes - To know the different features of a volcano	Endpoints: Knowledge: <ul style="list-style-type: none"> • The United Kingdom is in Europe. It is made up of England, Northern Ireland, Scotland and Wales. The capital city of the United Kingdom is London. • The UK has four seasons. These are spring, summer, autumn and winter. • A city is a large, busy settlement where lots of people live and work. A city usually has a cathedral, a river, important buildings and offices where people work. Skills: Children will be able to: <ul style="list-style-type: none"> • Name, locate and identify the 4 countries of the UK and their capitals • Locate human and physical features and landmarks on maps and aerial photos • Use positional and directional language • Recognise the similarities and differences between two places • Map their school Understanding Geography Concepts: Children will understand: What a settlement is and its characteristics Why human landmarks are important to a settlement	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect upon what human and physical features can be found in London. • Reflect upon why London is a good place for tourists






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Geography - Medium Term Plan

Year 3 – Me In My Place

Opportunity: 	To understand which countries make up the United Kingdom, the significant cities of the United Kingdom, the human and physical features of the United Kingdom and of their local area – Milton Keynes, to carry out fieldwork in their local area.	
Enquiry: 	Joe Bloggs has brought an empty shop in the High Street – what type of shop should he open and why?	
Language: 	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, Milton Keynes, St Davids, Birmingham, human features, physical features, Ordnance Survey Map, Stony Stratford, 4 figure grid references, cardinal compass points	
Geographical Strands (from National Curriculum):	Pupils should be taught about: The names and locations of the counties and cities of the United Kingdom, identifying human and physical characteristics, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom, 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.	
Prior Learning: Year 1/2 Place, Space and Scale – to identify human and physical features Year 1/2 Place, Space and Scale – to identify the features of a coastal town Future Learning: Year 3 Place, Space and Scale – know the different features of a volcano Year 4 Place, Space and Scale – know the features of Bologna and make comparisons with Milton Keynes Year 4 – Place, Space and Scale - name and locate mountains of the UK, name and locate mountains of the world	Endpoints: Knowledge: <ul style="list-style-type: none"> • Physical features are natural and human features have been made by people. • The Grand Union Canal links London to Birmingham. • Milton Keynes is located in the county of Buckinghamshire, South East England. • Stony Stratford is in the north-west corner of the Milton Keynes • United Kingdom is made up of four countries— England, Scotland, Wales and Northern Ireland. Each of those countries have their own capital cities. They are London in England, Edinburgh in Scotland, Cardiff in Wales and Belfast in Northern Ireland. • Four-figure grid references are used to locate a grid square on a map Skills: Children will be able to: <ul style="list-style-type: none"> • Use maps to locate the countries and capital cities of the United Kingdom and significant cities within the United Kingdom. • Use OS Explorer maps to locate Milton Keynes and Stony Stratford Understanding Geography Concepts: Children will understand: <ul style="list-style-type: none"> • The position of places using 4 figure-grid references • The various human and physical features of the United Kingdom • The various human and physical features of the local area - Milton Keynes • How the use of the Grand Union Canal has changed over time from transportation to leisure 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on the use of the local area. Which type of shops are the busiest? • Consider the human endeavour to build such amazing structures, e.g canals, Xscape. What characteristics would these people have / need?






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Year 3 – Rocks, Relics and Rumbles

Opportunity: 	To understand: the layers of the Earth; identify the characteristics of different types of rock; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps	
Enquiry: 	How does a landscape change after a volcanic eruption?	
Language: 	Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes; Maps; Atlases	
Geographical Strands (from National Curriculum):	Pupils should be taught to describe and understand key aspects of human and physical geography including volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate the worlds countries, concentrating on their key physical characteristics	
<p>Prior Learning: Year 1/2 EI, SD and Physical and Human Processes – to understand what coastal erosion is and how it happens</p> <p>Future Learning: Year 4 – EI, SD and Physical and Human Processes – understand that rivers and the landscape that surrounds them have different characteristics Year 5 EI, SD and Physical and Human Processes – understand how the physical geography of a landscape affects the type of farming, understand how climate zones define the type of farming.</p>	<p>Endpoints:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Earth is made up of four layers. These are the crust, mantle, outer core and inner core. • The tectonic plates that make up the Earth's crust float on top of the mantle and are constantly moving. • Tectonic plates can push together, pull apart or slide against each other. • Volcanoes are mountains or hills with vents at the top through which lava, gases and ash erupt. • There are four different types of volcano. These are shield, stratovolcano, cinder cone and lava dome. • Volcanoes are classed as active, dormant or extinct. • Earthquakes are the sudden violent shaking of the ground. As the Earth's tectonic plates try to move past each other at plate boundaries they can get stuck. The pressure builds up so that when the plates eventually slip, a huge amount of energy is released causing an earthquake. <p>Skills:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Use map atlases, globes and digital/computer mapping to locate the countries where volcanoes can be found • Use maps, atlases, globes and digital/computer mapping to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, • Understanding Geography Concepts: <p>Children will understand:</p> <ul style="list-style-type: none"> • The physical features of the countries where volcanoes are located • How and why volcanoes erupt • The short and long term impact of earthquakes on human and physical geographical features 	<p>Opportunities for Spirituality:</p> <ul style="list-style-type: none"> • Reflect upon the impact of erupting volcanoes and earthquakes would have on the people living in the locality






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Geography - Medium Term Plan

Year 4 – Bonjour! Hola! Ciao!

Opportunity: 	To understand the physical and human features of Europe, the physical features of Italy, the climate of Bologna and what life is like for children in Bologna compared with the children in Milton Keynes.	
Enquiry: 	What are the similarities and differences between life in Bologna and life in Milton Keynes? Where would you prefer to live? Why?	
Language: 	Europe, names of European countries, names of European capital cities, longitude, latitude, Prime Meridian, The Alps, Pyrenees, Carpathians, Apennines, Urals, Rhine, Thames, Danube, Volga, Eiffel Tower, Colosseum, Acropolis, St Basils Cathedral, St Peters Basilica, Sistine Chapel, Sagrada Familia, Italy, Bologna, climate, landscape, Peninsula, regions	
Geographical Strands (from National Curriculum):	Pupils should be taught about: The location of Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, describe and understand the physical geography of rivers and mountains.	
Prior Learning: Year 3 Place, Space and Scale – know significant human and physical features of the United Kingdom Year 3 Place, Space and Scale – know the different features of a volcano Future Learning: Year 4 Place, Space and Scale - name and locate mountains of the UK, name and locate mountains of the world Year 5 Place, Space and Scale – know the human and physical features of Brazil	Endpoints: Knowledge: <ul style="list-style-type: none"> • Lines of latitude are imaginary horizontal lines that span the globe. Lines of longitude are imaginary vertical lines that span the globe. Lines of latitude and longitude tells us how far north, south, east or west a location is. • Europe is the second smallest continent. It borders the continent of Asia from the Urals to the Caspian and the Black Sea • Italy is a republic in South Europe. Skills: Children will be able to: <ul style="list-style-type: none"> • Use maps to locate the countries and capital cities of Europe including Russia. • Understanding Geography Concepts: Children will understand: <ul style="list-style-type: none"> • The various human and physical features of Europe • The climate and physical features of Italy • The climate and physical features of Bologna • The life of children in Bologna and how that compares with the life of children in Milton Keynes 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect on the life of children in Bologna and how their lives compare.






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Geography - Medium Term Plan

Year 4 – Misty Mountains, Winding Rivers

Opportunity: 	To Understand and name 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	
Enquiry: 	What is a mountain? How have mountain ranges changed the landscape? How are rivers formed? How are rivers used today? How do rivers impact on your life today?	
Language: 	Names of Major Rivers, Names of Mountain ranges and key mountains, delta, floodplain, meander, oxbow lake, altitudinal zone, condensation, evaporation, precipitation, plate boundary, ridge, sediment, topography, ordnance survey map, 6 figure grid reference, contour lines, hemisphere, water cycle, course	
Geographical Strands (from National Curriculum):	Pupils should be taught to <ul style="list-style-type: none"> name and locate 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 use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Water Cycle is covered as part of the Science Curriculum) 	
Prior Learning: Year 3 Place, Space and Scale – know the different features of a volcano Future Learning: Year 5 Place, Space and Scale – know the human and physical features of Brazil Year 5 EI, SD and Physical and Human Processes – understand how the physical geography of a landscape affects the type of farming,	Endpoints: Knowledge: <ul style="list-style-type: none"> A river is a body of water that flows downhill, usually to the sea. Settlements have been built next to rivers for thousands of years because rivers provided essential water, food and power for people in the past. The upper course of a river is narrow. The middle course of a river grows wider and deeper as the land becomes flatter. Bends called meanders form. The lower course is the widest part of a river. A mountain is a large, raised part of the Earth's surface A mountain range is a chain of mountains that are close together. Contour lines are used on maps to show the topography of the land. If contour lines on a map are close together, the land is steep. If they are far apart, the land is flat. Skills: Children will be able to: <ul style="list-style-type: none"> Use OS maps to locate mountain ranges Use contour lines to determine the altitude of a mountain Locate and name mountain ranges and rivers in the UK and the wider world Understanding Geography Concepts: Children will understand: <ul style="list-style-type: none"> What a mountain is and how it is formed How a river changes its characteristics depending on its course How the water cycle works 	Opportunities for Spirituality: <ul style="list-style-type: none"> Reflect on how the changing landscapes affect lives






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Geography - Medium Term Plan

Year 5 – Farm to Fork

Opportunity: 	Know about farming in the UK; Farming in South America; Understand how climate and topography affect the type of farming carried out; Understand the impact of Fairtrade on farming communities; Investigate how far food has travelled and the transportation networks used in the global trade of food.	
Enquiry: 	How does the physical geography of the landscape affect the type of farming? How far has my food travelled and how did it get to me?	
Language: 	Urban, rural, agriculture, arable farming, pastoral farming, mixed farming, viticulture, floriculture, commercial farming, topography, six-figure grid reference, ordnance survey map, contour line, Fairtrade, climate zone, trade, transportation, food miles, import, export	
Geographical Strands (from National Curriculum):	Pupils should be taught to 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	
Prior Learning: Year 3 EI, SD and Physical and Human Processes – explain the physical processes that cause earthquakes and volcanic eruptions Year 3 EI, SD and Physical and Human Processes – describe how a significant geographical activity has changed a landscape in the short or long term Year 4 EI, SD and Physical and Human Processes – understand that rivers and the landscape that surrounds them has different characteristics Future Learning: KS3 Geography: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts	Endpoints: Knowledge: <ul style="list-style-type: none"> Up to 70% of the land in the UK is used for farming. There are three main types of farming in the UK: arable, pastoral and mixed. Arable is growing crops such as cereals and vegetables. Pastoral is rearing animals such as cows and sheep. Mixed is both growing crops and rearing animals. Peru, in South America, has a cool to warm tropical climate with frequent rainfall and rich soil. Growing and processing coffee is difficult and time consuming because most of the work is done by hand. some foods are transported from where they are grown to where they are eaten using many methods of transportation. The distance that the food travels is known as food miles. Skills: Children will be able to: <ul style="list-style-type: none"> use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. Use maps to locate the countries of North and South America Understanding Geography Concepts: Children will understand: <ul style="list-style-type: none"> The different types of farming in the UK The affect climate and physical geography has on the type of farming The impact Fairtrade has on farming communities The transportation networks used to move food on a global scale 	Opportunities for Spirituality: <ul style="list-style-type: none"> Reflect on the life of coffee farmers in Peru – comparisons with own life Consider the feelings of farmers offered the opportunity to be involved in a fair trade project.






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Year 5 – Off to Rio!




Opportunity: 	To understand the countries of North and South America, the location of the Equator, The Tropics of Cancer and Capricorn, Arctic / Antarctic Circles, hemispheres, the climate of the different continents and of North and South America, the human and physical features of Brazil, the climate of Brazil, what urbanisation is in relation to Brazil, how the rich and poor live in Brazil and the threats that the indigenous people of the Amazon Rainforest face.	
Enquiry: 	What is life like in Brazil?	
Language: 	North America, South America, longitude, latitude, Equator, Tropics of Cancer and Capricorn, Northern and Southern Hemisphere, Arctic and Antarctic Circles, climate zones, Brazil, Christ the Redeemer statue, The Amazon Rainforest, the Amazon River, The Maracana Stadium, Serra do Mar, Hercilio Luz Bridge, Brasilia, Rio de Janeiro, Salvador, Manaus, Curitiba, regions, rural, urban, urbanisation, poverty line, Rochinha, Barra Di Tijuca, indigenous people, Awa tribe, Amazon Rainforest	
Geographical Strands (from National Curriculum):	Pupils should be taught about: locating the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	
Prior Learning: Year 3 Place, Space and Scale – know significant human and physical features of the United Kingdom Year 3 Place, Space and Scale – know the different features of a volcano Year 4 Place, Space and Scale – know the features of Bologna and make comparisons with Milton Keynes Year 4 Place, Space and Scale - name and locate mountains of the UK, name and locate mountains of the world Future Learning: KS3 Geography: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	Endpoints: Knowledge: <ul style="list-style-type: none"> • The tropics is an area between two imaginary lines of latitude, the Tropics of Cancer and Capricorn, which lie either side of the equator. • There are five major climate zones on Earth - polar zone, temperate zone, Mediterranean zone, desert zone and tropical zone. • Indigenous people are the people who belong to the country that they are found in, rather than being brought there from another country. • Rio de Janeiro is a city in Brazil, which is located in South America. Skills: Children will be able to: <ul style="list-style-type: none"> • Use maps to locate the countries of North and South America • Understanding Geography Concepts: Children will understand: <ul style="list-style-type: none"> • The various human and physical features of Brazil • The climate of Brazil • The term urbanisation, rural and urban areas in relation to Brazil • How the rich and poor live in Brazil • The threats that indigenous people face 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect how the rich and poor live in Brazil. • Reflect on the threats that the indigenous people of the Amazon Rainforest face.



*Our aim is for all to belong to a safe and happy community which celebrates our diversity and differences.
Our children will be prepared for the next step of their journey as responsible citizens.
We aspire for all to flourish.*



Geography - Medium Term Plan Year 6 – Going Global!

Opportunity: 	To understand time zones, biomes, what climate change is, the impact that climate change is having on our world, what fossil fuels are and what happens when we burn them, how dairy farming and deforestation increases greenhouse gases, how we can stop climate change, how we can use sustainable alternatives to save our world.	
Enquiry: 	What is climate change and what are the effects on our world? How do human activity cause climate change? Why do we need sustainable alternatives to save our world and what could we do?	
Language: 	Time zones, climate zones, biomes, climate change, fossil fuels, carbon dioxide CO ₂ , greenhouse gases, atmosphere, deforestation, dairy farming, reduce, reuse, recycle, renewable energies, natural resource, sustainable alternative	
Geographical Strands (from National Curriculum):	Pupils should be taught about: physical geography, including climate zones and biomes	
Prior Learning: Year 4 EI, SD and Physical and Human Processes – understand how rivers are used and why they are important Year 5 Place, Space and Scale - know the location of climate zones, lines of latitude and longitude Future Learning: KS3 Geography: understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia	Endpoints: Knowledge: <ul style="list-style-type: none"> • The time is different in different countries around the world. The world is split into 24 meridians. • The Prime Meridian is the starting point for all the other meridians. Its position is 0o. It runs through Greenwich, in England. • The time at the Prime, or Greenwich, Meridian is known as Greenwich Mean Time, abbreviated to GMT. • A biome is a large ecosystem that has characteristic features, such as the climate landscape. • There are five main biome types, including aquatic, desert, forest, grassland and tundra. • The climate is the usual weather conditions that occur in a place over a long time. • large scale change to the climate is called 'climate change'. • Burning fossil fuels, deforestation and eating meat is likely to have the biggest effect on global warming and climate change. Skills: Children will be able to: <ul style="list-style-type: none"> • Use maps to locate time zones, climate zones and biomes. Understanding Geography Concepts: Children will understand: <ul style="list-style-type: none"> • The different times zones of the world • The different climate zones and biomes of the world • What climate change is and the impact that it is having on the world • That the burning of fossil fuels creates greenhouse gases, along with dairy farming and deforestation • How we can stop climate change • What sustainable energies are and why we need them 	Opportunities for Spirituality: <ul style="list-style-type: none"> • Reflect upon the impact that humans have on climate change and what can be done about it.