



# Bricknell Primary School

## Geography Medium term plan

Through the geography curriculum, pupils will develop an understanding of the following **key concepts**:

**Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)

**Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)

**Population:** (Dispersal, settlement patterns, infrastructure, migration)

**Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)

**Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth, continents)

**Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)

**Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunamis)

**Natural resources:** (Energy, minerals, food and water distribution)

**Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)

**Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)

### Second order concepts

Through each unit of geography, the following second order concepts are explored:

**Responsibility:** (how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability)

**Similarity and difference:** (making comparisons between places, localities, regions etc...)

**Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)

**Continuity and change:** (how have physical and human features changed over time and why)

**Significance:** (significant geographical features, places, events)







**Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

**Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data).








# As Geographers in Year 1, we will learn...

	Animal Kingdom 	Once Upon a Time 	Magic, Mystery and Mayhem 
<b>Prior Knowledge</b> <b>(Please link learning from previous year groups, including EYFS)</b>	To know the similarities and differences in relation to places and living things. To be able to talk about features of their own immediate environment and how environments might vary from one another.	To be able to talk about features of their own immediate environment and how environments might vary from one another.	To know the similarities and differences in relation to places and living things. To be able to talk about features of their own immediate environment and how environments might vary from one another.
<b>Key Vocabulary</b>	Autumn, Spring, Summer, Winter, Season, Weather, temperature, process, cycle decline infrastructure, deforestation, north pole, south pole, energy, equator	Autumn, Spring, Summer, Winter, Season, Weather, temperature, United Kingdom, Wales, England, Scotland, Northern Ireland, UK, country, city, capital city, address, English Channel, North Sea, Irish Sea	Autumn, Spring, Summer, Winter, Season, Weather, temperature, Map, direction, location, route, local, Hull, England, North, East, South, West
<b>Geographical skills and field</b> 		I can explain where I live in the U.K. and tell you my address.	I can create a simple map (eg: the school grounds). I know the 4 main directions on a compass. I can use aerial photographs and plan to identify the key features of my school.
<b>Human and Physical Geography</b>	I can explain how the weather changes throughout the year and name the seasons (link to Science)  I can use a globe to identify the equator and north and south poles.	I can explain how the weather changes throughout the year and name the seasons (link to Science)	I can explain how the weather changes throughout the year and name the seasons (link to Science)
<b>Locational Knowledge</b> 		I can name the 4 countries in the U.K. and locate them on a map. I can name the capital city of England. I can locate Hull on a U.K map. I can name the waters that surround the U.K.	
<b>Place Knowledge</b>		I can tell you what I like and do not like about the place in which I live 	I can describe some of the physical and human features of the environment around us.




# As Geographers in **Year 1**, we will learn...

	<b>Animal Kingdom</b> 	<b>Once Upon a Time</b> 	<b>Magic, Mystery and Mayhem</b> 
<b>Responsibility</b>	I understand some of the ways that humans can affect the world around us I understand how everyday actions can help reduce waste and save energy.		




# As Geographers in Year 2, we will learn...

	Fire, Fear and Fury	Blue Planet 	Valiant Victorians
<b>Prior Knowledge</b> (Please link learning from previous year groups, including EYFS)		I can use a globe to identify the equator and north and south poles. (Year 1) I know the 4 main directions on a compass I can create a simple map (eg: the school grounds) (Year 1) I can name the 4 countries in the U.K. and locate them on a map. I can name the capital city of England. I can locate Hull on a U.K map. I can name the waters that surround the U.K.	
<b>Key Vocabulary</b>		Near, far, left, right, ocean, continent, port, village, beach, mountain, north, south, east, west, compass, equator, beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather, continents, ocean, waste, energy, climate, sustainable, key, city, town, village, factory, farm, house, office, port, harbour, shop, Africa, Europe, North America, South America, Asia and Oceania, London, Cardiff, Belfast, Edinburgh	
<b>Geographical skills and field work</b>		I can create a simple map of my local area and use basic symbols in a key. I can use aerial photographs and plan to identify the key features and landmarks in my local area. I can use simple compass directions and directional language to find a location on a map.	
<b>Human and Physical Geography</b>		I can identify the location of hot and cold areas of the world I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather. I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop. I can describe the facilities that a village, town and city may need, and give reasons	
<b>Locational Knowledge</b>		I can name the continents of the world and locate them on a map, globe and atlas. I can name and locate the world's oceans on a map, globe and atlas. I can name the capital cities of England, Wales, Scotland and Northern Ireland.	







# As Geographers in Year 2, we will learn...

		Blue Planet 	
<b>Place Knowledge</b>		I can identify similarities and differences between where I live and a place outside Europe.	
<b>Responsibility</b>		I understand some of the ways the world's climate is changing. I understand how everyday actions can help reduce waste, save energy and make the world more sustainable.	






# As Geographers in Year 3, we will learn...

	<b>The Greatest Show</b> 	<b>The Land Before Time</b>  	<b>Gar</b> 
<b>Prior Knowledge</b> (Please link learning from previous year groups, including EYFS)	I can create a simple map of my local area and use basic symbols in a key (Year 2) I can use aerial photographs and plan to identify the key features and landmarks in my local area (Year 2) I can use simple compass directions and directional language to find a location on a map (Year 2) I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop. (Year 2)	I can name the continents of the world and locate them on a map, globe and atlas. (Year 2) I can name and locate the world's oceans on a map, globe and atlas. (Year 2) I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather. (Year 2)	I can use a globe to identify the equator and north and south poles (Year 1) I can identify the location of hot and cold areas of the world (Year 2) I understand some of the ways the world's climate is changing. (Year 2) I understand how everyday actions can help reduce waste, save energy and make the world more sustainable. (Year 2)
<b>Key Vocabulary</b>	North, north east, east, south east, south, south west, west, north west, fieldwork, tourism, economy, Hull	Pangea, Continent, Fossil, sedimentary, metamorphic, igneous, magma, molten lava, tectonic plate, volcano, earthquake, mountain, arctic circle, Antarctic circle, borders	Continent, features, location, climate, globe, map, temperature, country, continent
<b>Geographical skills and field work</b>	I can create maps and plan routes, using the 8 points of the compass, in the local area. I can follow a structure for presenting fieldwork investigations and findings. I can present findings from fieldwork using graphs/charts and explain my findings.	I can use various sources to identify different locations around the world.	I can use various sources to identify different locations around the world.
<b>Human and Physical Geography</b>		I understand the structure of the earth and features such as tectonic plates and molten lava. I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes. I can describe and understand the key aspects of earthquakes. I can describe the key physical features of mountains.	
<b>Locational Knowledge</b>		I can locate all continents, oceans and major countries on a world map. I understand that all countries are separated by borders. I can identify the position of the Arctic and Antarctic Circles on a map.	





# As Geographers in Year 3, we will learn...

	<b>The Greatest Show</b>	<b>The Land Before Time</b> 	<b>Games, Gods &amp; Greeks</b> 
<b>Place Knowledge</b> 	I describe how some places are similar and dissimilar in relation to their human and physical features (within UK).		
<b>Responsibility</b>			I can understand some of the effects of climate change. I understand and demonstrate some of the actions humans can take to reduce the effects of climate change.




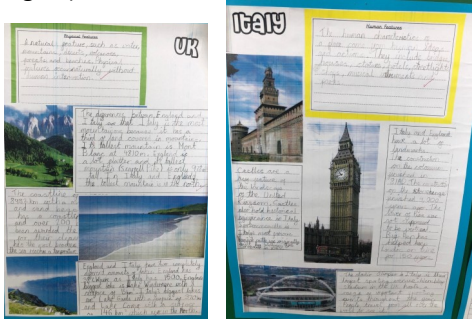
# As Geographers in Year 4, we will learn...

	<b>As the Bomb Drops</b> 	<b>Settlements</b>	<b>Egypt and the Shang Dynasty</b>
<b>Prior Knowledge</b> (Please link learning from previous year groups, including EYFS)	I can name the 4 countries in the U.K. and locate them on a map (Year 1) I can name the capital city of England (Year 1) I can name the capital cities of England, Wales, Scotland and Northern Ireland. (Year 2) I can use various sources to identify different locations around the world (Year3) I can create maps and plan routes, using the 8 points of the compass, in the local area. (Year 3)	I can use a globe to identify the equator and north and south poles. (Year 1) I can identify similarities and differences between where I live and a place outside Europe. (Year 2) I can identify the position of the Arctic and Antarctic Circles on a map. (Year 3) I can use various sources to identify different locations around the world (Year 3)	I can understand some of the effects of climate change. (Year 3) I understand and demonstrate some of the actions humans can take to reduce the effects of climate change. (Year 3)
<b>Key Vocabulary</b>	City, Countryside, evacuation, Residential Industrial area, Coast, Europe, America, Commonwealth, north, north east, east, south east, south, south west, west, north west, county, maps, British Isles, Great Britain, United Kingdom, landscape, hills, coast,	Location, community, villages, coast, rivers, northern hemisphere, southern hemisphere, equator, settlements, landscapes, continents, similar, different , port, trade, travel, fertile	Renewable, energy, non -renewable, settlements, responsibility, sustainability, climate change
<b>Geographical skills and field work</b>	I can use ordinance survey maps to explore the local area and identify key features. I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK. I use different types of fieldwork to observe, measure and record the human and physical features in the local area. I can explain trends or patterns observed by making comparisons or 		






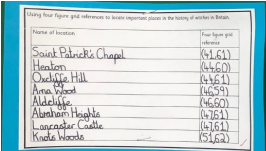


# As Geographers in Year 4, we will learn...

	As the Bomb Drops 	Settlements	Egypt and the Shang Dynasty
<b>Human and Physical Geography</b>	I can explain the importance of ports and the role they play in trade and distributing resources around the world.	I can explain how physical features of a landscape influence where settlements have developed and how the land is used (e.g. coasts, rivers). I can describe and explain the key features of different types of settlements and identify similarities and differences. I understand how settlements have changed over time.	
<b>Locational Knowledge</b>	I can name and locate all countries within the U.K. and their major cities. I can describe the key human and physical characteristics of my local region including landscape, hills, coast and land use	I can identify the Equator, Northern and Southern hemispheres on a globe.	
<b>Place Knowledge</b>	I can explain the difference between the British Isles, Great Britain and the United Kingdom.	I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region) 	
<b>Responsibility</b>			I understand the difference between renewable and non-renewable sources of energy. I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future.






# As Geographers in Year 5, we will learn...

	Around the World 	Reach 	Looking Back, going 
<b>Prior Knowledge</b> (Please link learning from previous year groups, including EYFS)	<p>I can explain how the weather changes throughout the year and name the seasons (link to Science) (Year 1)</p> <p>I can name the continents of the world and locate them on a map, globe and atlas. (Year 2)</p> <p>I can name and locate the world's oceans on a map, globe and atlas (Year 2)</p> <p>I can use various sources to identify different locations around the world (year 3)</p> <p>I can identify the Equator, Northern and Southern hemispheres on a globe (year 4)</p> <p>I can explain how physical features of a landscape influence where settlements have developed and how the land is used (e.g. coasts, rivers). (Year 4)</p>		
<b>Key Vocabulary</b>	Port, trade, tropics, equator, hemisphere, climate, seasons, scale factor, grid references, rivers, erode, mouth, meander, source, settlement, location, coasts, water cycle, evaporation, precipitation, condensation, heating, cooling, sustainability, food miles, environment, equator, Europe, population		
<b>Geographical skills and field work</b> 	<p>I use Ordnance Survey symbols and 4 figure grid references.</p> <p>I use different types of fieldwork to observe, measure and record the human and physical features</p> <p>I can use digital mapping technology (GIS) to trace physical features of an area.</p> <p>I understand scale factor.</p> <p>I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge.</p>		
<b>Human and Physical Geography</b>	<p>I can describe and explain the key physical features of rivers and how they have shaped the land.</p> <p>I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers.</p> <p>I can explain the key aspects of the water cycle.</p>		
<b>Locational Knowledge</b>	<p>I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (+ Y3/4 aspects)</p> <p>I can use a map to locate the world's countries, including the countries of Europe and North and South America.</p>		




# As Geographers in Year 5, we will learn...

	Around the world 	Reach for the Stars 	Looking Back, Moving Forward 
<b>Place Knowledge</b>	I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country).		
<b>Responsibility</b>	I understand the concept of food miles and the impact this can have on the environment. I understand a range of strategies that can be used to reduce the native impact that humans can have on the environment.		


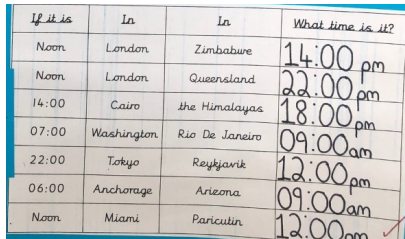


# As Geographers in Year 6, we will learn...

	Invasion, Injustice and Invention	Our Incredible Earth	Lights, Camera, Action!
<p><b>Prior Knowledge</b>            (Please link learning from previous year groups, including EYFS)</p>		 <p>I can use various sources to identify different locations around the world. (Year 3)            I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes. (Year 3)            I can describe the key physical features of mountains. (Year 3)            I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK (Year 4)            I understand the difference between renewable and non-renewable sources of energy. (Year 4)            I use Ordnance Survey symbols and 4 figure grid references (Year 5)            Use digital mapping technology (GIS) to trace physical features of an area (Year 5)            I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (Year 5)</p>	
<p><b>Key Vocabulary</b></p>		<p>Grid reference, Atlas, Ordnance survey, longitude, latitude, time zone, continents, countries, borders, symbols, humidity, biome, climate, vegetation, polar, temperate arid, tropical, Mediterranean, tundra, deciduous forest, desert, rainfall, population, deforestation, sustainability, tectonic plates, volcanoes, mountains, tourism</p>	
<p><b>Geographical skills and field work</b></p>		<p>I can use Ordnance Survey symbols and 6 figure grid references.            I can read and calculate distances from a scale.            I collect and accurately measure information (eg: rainfall, temperature, wind speed etc...).            I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence.</p>	
<p><b>Human and Physical Geography</b></p>		<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.            I can describe and explain the key physical features of different climate zones, biomes and vegetation belts            I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place.            I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra).</p>	



# As Geographers in Year 6, we will learn...

	Invasion, Injustice and Invention	Our Incredible Earth 	Lights, Camera, Action!																																
<b>Locational Knowledge</b>		<p>I know what longitude and latitude means and how they relate to time zones around the world.</p> <p>I explain how time zones work and calculate time differences around the world.</p>  <table border="1"> <thead> <tr> <th>If it is</th> <th>In</th> <th>In</th> <th>What time is it?</th> </tr> </thead> <tbody> <tr> <td>Noon</td> <td>London</td> <td>Zimbabwe</td> <td>14:00 pm</td> </tr> <tr> <td>Noon</td> <td>London</td> <td>Queensland</td> <td>22:00 pm</td> </tr> <tr> <td>14:00</td> <td>Cairo</td> <td>the Himalayas</td> <td>18:00 pm</td> </tr> <tr> <td>07:00</td> <td>Washington</td> <td>Rio De Janeiro</td> <td>09:00 am</td> </tr> <tr> <td>22:00</td> <td>Tokyo</td> <td>Reykjavik</td> <td>12:00 pm</td> </tr> <tr> <td>06:00</td> <td>Anchorage</td> <td>Arizona</td> <td>09:00 am</td> </tr> <tr> <td>Noon</td> <td>Miami</td> <td>Paricutin</td> <td>12:00 pm</td> </tr> </tbody> </table>	If it is	In	In	What time is it?	Noon	London	Zimbabwe	14:00 pm	Noon	London	Queensland	22:00 pm	14:00	Cairo	the Himalayas	18:00 pm	07:00	Washington	Rio De Janeiro	09:00 am	22:00	Tokyo	Reykjavik	12:00 pm	06:00	Anchorage	Arizona	09:00 am	Noon	Miami	Paricutin	12:00 pm	
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<b>Place Knowledge</b>		I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America).																																	
<b>Responsibility</b>		I understand the concept and impact of deforestation on a local and global scale.																																	