





Geography Medium Term Planning




Year 1

Key Concept Overview





It is important to recap previous content and geographical ideas covered through the contexts for learning so that this knowledge can be built upon across the school. This document shows the learning journey through each key concept, showing where and when each has been previously considered. Where a concept is first visited, it will need to be introduced to explain what this key area of learning means in order for the children to see the beginning of that element of their learning journey.

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;">Navigation</p>	<p><i>To be able to talk about where I live.</i></p> <p><i>To know that places can be represented on a map.</i></p> <p><i>To know the name of my street and of Bricknell Avenue.</i></p>	<p><i>To be able to create a simple map, use photographs and use the 4 main directions on a compass. To identify features of my school</i></p> <p><i>To be able to name the 4 countries of the United Kingdom and the waters which surround them.</i></p> <p><i>To know my own address.</i></p> <p><i>To locate Hull, London (as the capital) and the 4 countries on a UK map.</i></p> <p><i>To be able to use a globe to locate the north/south poles and equator.</i></p>	<p><i>To be able to look use photographs to find landmarks in my area and create basic maps using a key.</i></p> <p><i>To be able to use simple compass directions and directional language to find locations on a map.</i></p> <p><i>To be able to name the capital cities of the countries in the UK.</i></p> <p><i>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</i></p>	<p><i>To be able to use the 8 points on a compass to create maps and plan routes.</i></p> <p><i>To be able to use various sources to identify locations around the world.</i></p> <p><i>To be able to locate major countries and understand how they are separated by boarders.</i></p> <p><i>To be able to find where the Arctic and Antarctic Circles would be on a map.</i></p>	<p><i>To be able to plan a journey from my city using the 8 points of a compass.</i></p> <p><i>To be able to use ordnance survey maps for Hull and identify key features.</i></p> <p><i>To be able to identify the Equator, Northern and Southern hemispheres on a globe.</i></p> <p><i>To be able to find the countries and main cities in the UK and to explain the difference between the British Isles, Great Britain and the UK.</i></p>	<p><i>To be able to use 4 figure grid reference to navigate ordnance survey maps.</i></p> <p><i>To be able to use digital mapping technology to find physical features of an area.</i></p> <p><i>To be able to understand scale factor.</i></p> <p><i>To be able to identify the position of the Northern and Southern Hemisphere, Equator, Tropic of Cancer and Capricorn.</i></p> <p><i>Using a map, I can locate the world's countries of Europe, North and South America.</i></p>	<p><i>To be able to use 6 figure grid reference to navigate ordnance survey maps.</i></p> <p><i>To be able to read and calculate distances from a scale factor.</i></p> <p><i>To be able to use longitude and latitude to help me understand time zones.</i></p> <p><i>To be able to recognise environmental regions including the key physical and human features of European and North and South American countries.</i></p> <p><i>To be able to locate countries using digital mapping.</i></p>
 <p style="text-align: center;">Fieldwork</p>	<p><i>To know how to work collaboratively.</i></p> <p><i>To be able to use evidence and photos from books.</i></p> <p><i>To be able to use my senses to explore the world.</i></p> <p><i>To be able to talk with and listen to others about what I have noticed.</i></p>	<p><i>To be able to use my own words to express my ideas and what I can observe (see).</i></p>	<p><i>To be able to look use photographs to find landmarks in my local area and create basic maps using a key.</i></p>	<p><i>To be able to follow a structure for presenting fieldwork investigations, present my findings using graphs/charts and explain them.</i></p>	<p><i>To be able to observe, measure, and record physical features around where I live.</i></p> <p><i>To be able to explain trends or patterns by making comparisons and considering cause and consequence.</i></p>	<p><i>To find out about human and physical features using different types of fieldwork to observe, measure and record.</i></p> <p><i>To be able to use observations and data from fieldwork to draw conclusions supported by what I know.</i></p>	<p><i>To be able to collect and measure information accurately (rainfall, temperature, wind speed.) and to be able to present my findings with appropriate vocabulary, graphs and tables to help me to draw conclusions,</i></p>

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 <p>Economic Activity</p>					<p>To be able to describe how the land use in my local region and how the physical features of landscape has impacted this.</p> <p>To describe the key features of different settlements, compare them and explore how they have changed over time.</p> <p>To explain the importance of ports and how they impact trade around the world.</p>	<p>To be able to explain why most cities are situated by rivers.</p> <p>To be able to understand food miles and their impact on the environment.</p>	
 <p>Tectonic Activity</p>			<p>To be able to name and locate the continents on a map, globe and atlas.</p>	<p>To be able to understand the structure of the earth and tectonic plates.</p> <p>To be able to understand how volcanoes work and where some of the most famous ones are.</p> <p>To be able to describe and understand what happens during earthquakes.</p>			
 <p>Human Features</p>	<p>To be able to talk about how I travel to school and what I pass on my journey.</p> <p>To be able to point out interesting features on a walk.</p> <p>To know that people live in other parts of the city, country and world.</p> <p>To know that people have different jobs</p> <p>To know that there are lots of different people and respect the differences.</p> <p>To pick out some man-made features</p>	<p>To be able to describe some of the human features around me and explain whether I like it or not.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to describe what a village, town, and a city may need and to say why.</p>	<p>To be able to compare how places within the UK are similar or not based on their human features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their human features.</p>	<p>To be able to compare places in relation to their human features (including within an area European country).</p>	<p>To be able to recognise key human characteristics of countries and major cities in Europe and North/South America and use this to make comparisons.</p> <p>To be able to describe human features using digital mapping.</p>

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 <p>Physical Features</p>	<p>To know that there are different countries and environments and how some of these may be different to ours.</p> <p>To pick out some natural features in the school grounds.</p>	<p>To be able to describe some of the physical features around me and explain whether I like it or not.</p> <p>To be able to name the waters which surround the UK.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to compare where I live with another place outside of Europe.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to describe the features of mountains.</p> <p>To be able to compare how places within the UK are similar or not based on their physical features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their physical features.</p>	<p>To be able to compare places in relation to their physical features (including within an area of European country).</p> <p>To be able to describe and explain rivers and how they have shaped the land alongside the water cycle and name some of the world's famous rivers.</p>	<p>To be able to recognise key physical features (including environmental regions of European and North and South American countries) and use this understanding to draw comparisons.</p> <p>To be able to describe physical features using digital mapping.</p> <p>To be able to describe the key features of different climate zones, biomes and vegetation belts.</p>
 <p>Natural Resources</p>					<p>To be able to differentiate between renewable and non-renewable sources of energy.</p> <p>To be able to explain how energy use has changed over time.</p>	<p>To be able to understand food miles and their impact on the environment.</p>	
 <p>Sustainability</p>	<p>To know how to care for the natural environment.</p>	<p>To be able to explain how some of what humans do can affect the world and to think of some everyday actions to reduce waste and save energy.</p>	<p>To be able to describe some of the ways that the world's climate is changing and to understand what we can do daily to reduce our waste, save energy and create a more sustainable world.</p>	<p>To understand some of the effects of climate change and to understand what humans can do to prevent these changes.</p>	<p>To understand the responsibility that humans have over sustainable energy in the future.</p>	<p>To be able to explore strategies that humans can use to reduce our negative impact on the environment.</p>	<p>To understand the concept and impact of deforestation on a local and global scale.</p>
 <p>Climate and Landscape</p>	<p>To be able to talk about the different kinds of weather.</p> <p>To be able to talk about changes in the natural world throughout the year.</p>	<p>To be able to explain how the weather changes throughout the year and name the 4 seasons.</p>	<p>To be able to find hot and cold areas of the world.</p>				<p>To understand that climate is the usual condition of the weather, rainfall, humidity, and wind in a place.</p> <p>To know and understand the feature of the 6 main climates and landscapes.</p>

Autumn Term- Animal Kingdom- 7 Lessons

What can you tell me about the weather?

Prior Learning

Key Vocabulary

Autumn, Spring, Summer, Winter, Season, Weather, temperature, process, deforestation, north pole, south pole, energy, equator, waste

Key Concept

Second order
Concept

Lesson
sequence

Suggested teaching sequence and Objectives

End point



Navigation

- Significance
- Similarity and Difference

Lessons
1, 2, 3

Overall Objective: To use a globe to identify the equator and north and south poles.

Learning Outcome: I can use a globe to find the equator.

Learning Outcome: I can use a globe to find the North Pole.

Learning Outcome: I can use a globe to find the South Pole.

Use a globe and identify the top and bottom as north/south poles and describe them as being further away from the warm sun because of the shape of the Earth and that's why they're colder. Equator is the fattest part so is nearer to the warm sun.

Big Question: Can you show me where the Equator, North Pole and South Pole are on this globe?

- ◇ Physically demonstrate on globe
- ◇ Label a diagram



Climate and
Landscape

- Cause and consequence
- Similarity and Difference
- Continuity and change

Lessons
4, 5

Overall Objective: To explain how the weather changes throughout the year and name the seasons.

Learning Outcome: I can describe Autumn and understand what comes before and after it.

Learning Outcome: I can describe Winter and understand what comes before and after it.

Children to draw/write key words to describe summer linking to temperature

Big Question: What are the 4 seasons and how does the weather change in each one?

- ◇ Labelled Pictures
- ◇ Group presentation



Sustainability

- Responsibility
- Cause and consequence

Lesson 6

Overall Objective: To understand some of the ways that humans can affect the world around us


Learning Outcome: I can tell you what humans do that isn't good for the planet.

Use age-appropriate video? Talk about the use of cars, littering and maybe talk about people sometimes chopping down trees to make space for things for the humans, Tell them about impacts on animals on land and in the sea.



Big Questions: What happens to our world when we don't take care of it?




What can you do each day to take care of our planet?




- ◇ Poster
- ◇ Presentation

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Sustainability</p>	<ul style="list-style-type: none"> Responsibility Cause and consequence 	<p>Lesson 7</p>	<p><u>Overall Objective:</u> To understand how everyday actions can help reduce waste and save energy.</p> <p><u>Learning Outcome:</u> I know what I can do to daily to care for my planet.</p> <p>Talk about what 'waste' is each day including, food, rubbish in the bin at school and at home. Children could create a poster choosing just one method that they could encourage people to do.</p> <p>HA children could create a mini presentation of</p>	<p><u>Big Questions:</u> What happens to our world when we don't take care of it?</p> <p>What can you do each day to take care of our planet?</p>



Spring Term- Once Upon a Time- 12 Lessons





Spring Term- Once Upon a Time- 12 Lessons				
Prior Learning		<p>What is a globe?</p> <p>What country do we live in and can you name any other countries?</p> <p>What can you tell me about the weather in Autumn?</p> <p>What is a map?</p>		
Key Vocabulary		<p>Autumn, Spring, Summer, Winter, Season,</p> <p>Weather, temperature, United Kingdom, Wales, England, Scotland, Northern Ireland, UK, country, city, capital city, address, English Channel, North Sea, Irish Sea</p>		
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence and Objectives	End point
 Navigation	<ul style="list-style-type: none"> Significance Written and Oral expression 	Lesson 1, 2	<p>Overall Objective: To be able to name the 4 countries in the U.K. and locate them on a map.</p> <p>Learning Outcome: I can name the 4 countries which make the UK.</p> <p>Learning Outcome: I can find the 4 countries of the UK on a map.</p> <p>Matching name to country on a UK map.</p> <p>The children need to know that we live in England and that our Queen is in charge of all of the</p>	<p>Big Question: Can you show me which country matches which name on this map?</p> <p>Matching activity in books/verbal demonstration.</p>
 Navigation Physical Features	<ul style="list-style-type: none"> Significance Written and Oral expression 	Lesson 3, 4	<p>Overall Objective: To be able to name the waters that surround the U.K.</p> <p>Learning Outcome: I can explain how I know the UK is an island.</p> <p>Learning Outcome: I can name the waters which surround the United Kingdom.</p> <p>Recap countries of UK- link to the names of the countries i.e. Irish sea, English channel.</p>	<p>Big Question: Can you show me which name matches the areas of water on this map?</p> <p>Matching activity in books/verbal demonstration.</p>


<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Navigation</p>	<ul style="list-style-type: none"> Significance Written and Oral expression 	<p>Lesson 5</p>	<p><u>Overall Objective:</u> To be able to name the capital city of England.</p> <p><u>Learning Outcome:</u> I can tell you the capital city of England.</p> <p>Children to know that there are lots of cities in England including Hull where we live.</p> <p>Every country has a capital city.</p> <p>Some people don't live in a city, they might live in a town or village.</p> <p>Capital cities are often where the people in charge of the country work/live. Queen Elizabeth and the Prime Minister live and work in London.</p>	<p><u>Big Question:</u> What is the capital city of England?</p>
 <p>Navigation</p>	<ul style="list-style-type: none"> Significance Written and Oral expression 	<p>Lesson 6</p>	<p><u>Overall Objective:</u> To be able to identify my own city on a map of the United Kingdom.</p> <p><u>Learning Outcome:</u> I can locate Hull on a U.K map.</p> <p><u>Prior Learning Recap opportunity:</u> What is this a map of? Which countries are on this map? Which waters surround these countries?</p> <p>Talk about the Humber coming in from the sea and how it helps us spot Hull. Near the top of England. Talk about being near the North</p>	<p><u>Big Question:</u> Where is Hull on this map?</p>
 <p>Navigation</p>	<ul style="list-style-type: none"> Significance Written and Oral expression 	<p>Lessons 7, 8</p>	<p><u>Overall Objective:</u> To be able to explain where I live in the U.K. and tell you my address.</p> <p><u>Learning Outcome:</u> I can tell you what an address is.</p> <p><u>Learning Outcome:</u> I can tell you my own address.</p> <p><u>Prior Learning Recap opportunity:</u> What is the name of my city?</p> <p><u>Safe guarding:</u> Who can know my address? Talk about where we live being special places and how only some people need to know our address. Talk about who that might include: postman, school, doctors, family members</p> <p>Look at Bricknell's address and label the features: street name, town/city, county, postcode.</p> <p>See if the children can find out their own house number and street name/text parents to get them to write it for the children at home and the them to bring in. Talk about anyone who lives on the same street but is a different number etc. Children to write their address on a template given.</p>	<p><u>Big Question:</u> Who might know your address?</p> <p>What is your address?</p>

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Human Features</p>  <p>Physical Features</p>	<ul style="list-style-type: none"> • Written and Oral Expression • Significance • Enquiry • Similarity and Difference 	<p>Lesson 9, 10</p>	<p><u>Overall Objective:</u> To be able to tell you what I like and do not like about the place in which I live.</p> <p><u>Learning Outcome:</u> I can tell you some of the man-made (human) things I like or don't like in Hull.</p> <p><u>Learning Outcome:</u> I can tell you some of the natural (physical) things I like or don't like in Hull.</p> <p>What are human and physical features? - BBC Bitesize</p> <p><u>Man made:</u> parks, Humber Bridge, shops, places of worship, stadiums/ sports places, cinema, Big Fun, transport, pollution (rubbish)</p> <p><u>Natural:</u> woodlands, beaches, weather.</p> <p>Split into 2 lessons. Give them a template split into 4 sections and ask the children to draw pictures of the things the like/don't like and natural/man-made.</p>	<p><u>Big Question:</u> What do you like about Hull?</p> <p>What don't you like about Hull?</p> <p>Which of those are man-made and which are natural?</p>
 <p>Climate and Landscape</p>	<ul style="list-style-type: none"> • Cause and consequence • Similarity and Difference • Written and Oral Expression 	<p>Lesson 11, 12</p>	<p><u>Overall Objective:</u> To explain how the weather changes throughout the year and name the seasons.</p> <p><u>Learning Outcome:</u> I can tell you about Spring.</p> <p><u>Learning Outcome:</u> I can explain what comes before and after Spring.</p> <p>Children to draw/write key words to describe summer linking to temperature and weather.</p>	<p><u>Big Question:</u> What are the 4 seasons and how does the weather change in each one?</p> <ul style="list-style-type: none"> ◇ Labelled Pictures ◇ Group presentation

Summer Term- Magic, Mystery and Mayhem- 7 Lessons

Summer Term- Magic, Mystery and Mayhem- 7 Lessons				
<u>Prior Learning</u>	<p>What is a map? What have we found on a map before?</p> <p>What do maps help us to do?</p>			
<u>Key Vocabulary</u>	<p>Autumn, Spring, Summer, Winter, Season, Weather, temperature, Map, direction, location, route, local, Hull, England, North, East, South, West</p>			
<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence and Objectives</u>	<u>End point</u>
 Navigation	<ul style="list-style-type: none"> Significance Similarity and Difference 	Lessons 1, 2	<p><u>Overall Objective:</u> To recall 4 main directions on a compass.</p> <p><u>Learning Outcome:</u> I can explain what a compass helps us with.</p> <p><u>Learning Outcome:</u> I know the 4 main directions on a compass.</p> <p><u>Prior Learning recap opportunity:</u> On the map of the UK which direction words can we use to describe where our city of Hull is?</p> <p>Use ideas that North and South are opposites, East and West are opposites.</p> <p>Labels around the room</p> <p>Acronym</p>	<p><u>Big Question:</u> What can a compass tell me?</p> <p>What are the 4 directions on a compass? Can you show me?</p>
 Navigation	<ul style="list-style-type: none"> Significance Enquiry Written and Oral expression 	Lesson 3	<p><u>Overall Objective:</u> I can use aerial photographs and plans to identify the key features of my school.</p> <p><u>Learning Outcome:</u> I can tell you what I can see on a photograph from above my school.</p> <p>Use Digimaps and create a list as a class of things that we think are 'significant (important) features.</p> <p>Talk about aerial as being like what a bird would see when flying.</p>	<p><u>Big Question</u> What can you see/label from this photograph of our school?</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
 <p>Human Features</p>  <p>Physical Features</p>	<ul style="list-style-type: none"> Significance Enquiry Similarities and Differences Written and Oral expression 	<p>Lessons 4, 5</p>	<p><u>Overall Objective:</u> To be able to describe some of the physical and human features of the environment around us.</p> <p><u>Learning Outcome:</u> I can describe some of the natural (physical) features around me.</p> <p><u>Learning Outcome:</u> I can describe some of the man-made (human) features around me.</p> <p>These sessions should be taught in preparation for the children creating their simple map next in the sequence.</p> <p><u>Prior Learning Recap opportunity:</u> You have spoken about human/physical features of Hull previously. Remind the children what this means and then link them to specifically being about our school.</p>	<p><u>Big Question:</u> What can you tell me about your map? Where are we on your map?</p>
 <p>Fieldwork</p>  <p>Navigation</p>	<ul style="list-style-type: none"> Enquiry Significance Written and Oral expression 	<p>Lesson 6</p>	<p><u>Overall Objective:</u> To be able to create a map which shows both human and physical features of the local area.</p> <p><u>Learning Outcome:</u> I can create a simple map (eg: the school grounds).</p> <p>Spend some time walking around the school grounds and identifying key features both natural and man made where possible. Try to include the shape of the building for the children and then they can add the features which surround it.</p>	<p>What are the natural things on your map? What are the man made things on your map?</p>

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Climate and Landscape</p>	<ul style="list-style-type: none"> • Cause and consequence • Similarity and Difference • Continuity and change 	<p>Lesson 7</p>	<p><u>Overall Objective:</u> To explain how the weather changes throughout the year and name the seasons.</p> <p><u>Learning Outcome:</u> I can describe Summer and understand what comes before and after it.</p> <p>Children to draw/write key words to describe summer linking to temperature and weather.</p> <p>Finally, create a full cycle to demonstrate the understanding of it repeating each year and one</p>	<p><u>Big Question:</u> What are the 4 seasons and how does the weather change in each one?</p> <p>Drawings, presentations, conversations, matching activities, ordering activities.</p>