Medium Term Plan
Geography

KNOWLEDGE

In Geography in the first half of the Autumn Term, children will know...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To name the 7 continents of the earth. To know that we live in Europe. To name five countries in Europe outside of the UK. To know what we mean by the equator. To know some famous European landmarks. To know how I can travel from England to France. To know that different languages are spoken in Europe. To know where there are endangered species in the world. To know where some ethical sanctuaries are for animals who have been rescued. To know who David Attenborough is.	To know the continents of the world and where they are situated. To know how the continents were formed. To know that we live in Europe and our closest countries. To name eight countries in Europe outside of the UK. To name eight countries in the continent of Africa. To know what 'climate change' means. To know some choices Greta Thunberg makes to help the environment.	To know how to use maps, atlases and globes to locate Egypt and places within it. To know which continent Egypt is in. To know the capital city of Egypt. To know the language spoken in Egypt. To know the flag of Egypt. To know the key human and physical characteristics of Egypt. To know that the River Nile is the longest river in the world. To know key landmarks and monuments of Egypt and Ancient Egypt. To know how land was used in Ancient Egypt.	To know about different styles of farming around the world. To know that farming is influenced by climate and the local environment. To understand how the growth of food is dependent on the environment and that this can be impacted by climate change. To know about the water cycle and how important it is to food production. To identify the position and significance of latitude, longitude and distance to the Equator of the countries studied. To know where the countries studied are on a map and understand their proximity to each other.	To know the main eleven physical features of a river. To know the five stages of the water cycle. To know the role of the river in the water cycle. To understand why people live near rivers. To know the seven main rivers in the UK. To know the ten main rivers in the world. To know the main features of the River Amazon, Nile, Yangtze, Murray, Rhine and Mississippi. To know the path and features of our local river. To know the seas and oceans surrounding the British Isles. To revise the five oceans of the world.	To name countries and cities of the world. To know that certain parts of the world are more prone to earth quakes than others. To know the meaning of specific vocabulary including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To know the names of different climate zones. To understand different climate zones and the impact global warming has on climate zones. To know what tectonic plates are. To know what the Richter scale is.

In Geography in the second half of the Autumn Term, children will know...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To know where China is on a world map. To know that China belongs to the continent of Asia. To know the capital city of China is Bejing. To know that China has the largest population in the world. To know that China produces the most toys in the world. To know where the different Disney lands are located in the world. To know key facts about the Great Wall of China.	To know that the UK is in the continent of Europe. To name the 4 countries in the UK and their capital cities. To name some other cities in the UK. To know what the word 'rural' means. To know where children were evacuated from and to during WW2. To know the similarities and differences between cities and the rural areas.	To name the continents of the world. To know what a climate zone is. To know where the Tropic of Cancer and Capricorn are located. To know what the term 'biome' means and the different types of biome. To know the location and name of some of the hottest and coldest places on earth. To know why some places are very cold and some very hot. To name animals and vegetation living in a polar and desert region. To know what life is like for animals, people and vegetation living in places of extreme heat and cold. To know some of the ways people survive in extreme conditions. To know the importance of shelter, food and clean water as the basis of survival.	To recall the 7 continents of the earth considering the longitudes and latitudes. To name at least 10 different countries within Europe. To name the capital cities of at least 5 different European countries. To know the climate and landscape of different countries within Europe. To name 5 significant rivers in Europe and know key facts about them. To name 3 mountain ranges in Europe and know key facts about them. To know the wide variety of languages spoken in Europe. To know that the Euro is the European currency and recognise Euro coins and banknotes. To identify the flags of 5 European countries. To know about the Greenwich Meridian and time zones.	To know where in the world the Anglo-Saxons originated from. To know the names of the 7 Kingdoms. To know why many of the Anglo-Saxons remained in Britain. To name and identify physical characteristics of the countries the Anglo Saxons originated from. To know what impact the Roman's had on physical features in Britain. To know place names that originate from the Anglo Saxon period.	To know which parts of the country were key during the Industrial Revolution. To know the different types of environmental impact. To know how humans have a positive and negative impact on the environment. To know the environmental impacts caused by advances in technology. To know about the HS2 project. To know what geographical fieldwork is and how it is carried out.

		To know what is meant by global warming.	To know what is meant by 'Fairtrade.'		

In Geography in the first half of the Spring Term, children will know...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To know how the seasons affect life on a farm and what happens on a farm at different times of the year. To know the compass directions North, South, East, West. To know and use basic geographical vocabulary to refer to key human and physical features. To know the difference between arable, livestock and dairy farms.	To names the 5 oceans around the world. To name some different seas around the world, including those around the UK. To know all of the compass points. To know that maps have co-ordinates and how to use them. To know how to use a key on a map. To know that the Earth is 70% water. To know the difference between tropical and British islands. To know how weather is different at sea. To know and use geographical vocabulary to describe physical and human features.	To know where Skara Brae is. To be able to locate the Orkney Islands on a map. To know which countries Skara Brae is near to. To know where and how the Stone Age people lived. To know where people had to travel to trade and how they traded. To know the meaning of the word Neolithic. To know that Skara Brae was a Neolithic settlement. To know that a storm in 1850 exposed the Neolithic settlement of Skara Brae. To identify a Neolithic settlement. To know what the job of an archaeologist is and know about some of the world's most famous archaeologists.	To revise the names of continents and oceans. To name and locate countries within Europe. To name 5 counties in Britain. To name 5 physical features for a successful settlement. To know how Roman settlements were linked. To know where Hadrian's wall is located.	To know where Hadrian's Wall is on a map. To know how and why the location of Hadrian's Wall was chosen. To know the features of Hadrian's Wall. To know where the Berlin Wall is located. To know that Berlin is the capital city of Germany. To know why and where the Great Wall of China was built. To know where South Africa is on a map. To know geographical vocabulary used to describe physical and human features. To know and use OS symbols to communicate understanding of location. To know what a 'sill' is and how it is formed.	To know and use parliamentary terms and vocabulary accurately. To know that different forms of governments exist across the world. e.g. democracy, dictatorship, monarchy. To know what a constituency is. To know and understand the role of an MP. To know how the UK's voting system works. To know the context of a particular location's political stance. To know key aspects of human geography including settlements, land use and economic activity.

	To know some geographical features of Spain, India and the Caribbean.			To know what contour lines on a map show.	

In Geography in the second half of the Spring Term, children will know...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To know and be able to describe famous landmarks in London. To know and be able to describe local landmarks and their purpose. To know that London is the capital city of England. To name all countries in the UK and their capital cities. To know the River Thames flows though Lindon and the River Anker flows through Nuneaton. To know the similarities and differences between London and Nuneaton.	To know what an aerial photograph is. To know the four elements: air, earth, fire and water. To know how aerial photographs are taken. To know the key vocabulary for physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. To use the key vocabulary for human features: city, town, village, factory, farm, house, office, port, harbour and shop. To know where Hawaii is on a map. To know the three countries of Scandinavia. To know where Scandinavia is on a map.	To know where the starting destination was for the Titanic. To know the route which the Titanic was planning to take. To name the 5 oceans of the world. To know that the Titanic was setting sail in the Atlantic Ocean. To know that the United Kingdom is made up of 4 countries. To know the seas and oceans surrounding the UK.	To revise the names of continents and oceans. To name countries within Europe. To know where the Northern and Southern hemisphere; the Tropics of Cancer and Capricorn; Arctic and Antarctic Circle are located. To know the difference between the Northern and the Southern hemisphere. To revise the names of counties in Britain.	To know where Mexico is in the world and which continent it is in. To know what the symbolism of the Mexican flag. To know facts about Mexico including food, traditions, festivals and landmarks. To know that the language most commonly spoken in Mexico is Spanish. To know how tourism has developed to become their main industry. To know the farming techniques used by the Mayans. To know the main food groups farmed by the Mayans. To know the countries that Mexico borders. To know the main rivers and mountains of Mexico.	To understand how the physical features of Ancient Greece influenced the civilisation that developed there. To know what attracts people to visit a particular country and why.

	To know why the weather and temperature in Hawaii and Scandinavia differs. To know that Hawaii is part of the USA.				

In Geography in the first half of the Summer Term, children will know...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To know the features of a school. To know the physical and human features of the local area surrounding my school. To compare school life to that of a child who lives in Africa. To know that Africa is a continent. To know that Africa is a poorer country with many children living in poverty. To know the main geographical features of a farm. To know what important jobs a farmer has to do. To know the 4 seasons.	To know different types of weather. To know that we have weather patterns. To know that the earth has hot and cold places. To know that hot areas of the earth are close to the equator. To know that cold areas of the earth are close to the North and South Poles. To know the effects that global warming has on the weather. To know how weather impacts on animal migration. To know how animals to adapt to survive in hot countries. To know what a 'meteorologist' is.	To know that China is in Asia. To know the countries that surround China. To know that China has a population of 1.386 billion people. To know that China is the second biggest country in the world. To know that the capital of China is Bejing. To know that the currency of China is the Chinese Yuan. To recognise and describe the Chinese flag. To know some of China's landmarks including the Great wall of China, The Forbidden City and The Terracotta Army. To know some of the main rivers and mountains in China.	To know what a 'birds-eye view' is and how it is used. To name 10 different landmarks in England. To understand what 'key landmarks' are and name some in our local area. To name the different counties that surround Warwickshire. To understand how to use 4 figure grid references. To know how a compass works. To know the some of the symbols used on an Ordnance Survey map. To identify different settlements (hamlet, village, town and city). To name a range of landscapes.	To know the range of tourist and leisure attractions in the Midlands. To know how families in Year 5 spend their leisure time. To know the main OS symbols for leisure and tourist sites. To know the location and facilities of local leisure centres and gyms. To know why and when the National Parks were created in the UK. To know the difference between human and physical geography and how one can influence the other.	To know what 'trading' is. To know the difference between imports and exports. To name some countries the UK export goods to. To name some countries the UK imports goods from. To know what 'fair trade' is and why it is important. To name some goods exported by El Salvador to the UK. To know that all products have a supply chain. To know what 'globalisation' means.

		To know that different languages are spoken in China and the main language is Mandarin.	To name 3 different mountain ranges in England and recall facts about them. To name 5 significant rivers in Europe and recall key facts about them. To name the climate found in England. To know that the UK is in the Northern Hemisphere.		

SKILLS

In Geography in the first half of the Autumn Term, children will be able to...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To locate European landmarks on a map. To plan a journey from England to Paris. To use Google Earth to locate the continents. To use an atlas to identify some European countries. To follow directions for north, south, east and west.	To use globes, atlases, maps and digital mapping to locate countries in Europe and Africa. To follow directions for north, south, east and west as well as northwest, south-west, etc. To direct others using clockwise and anticlockwise, left and right.	To use atlases and a variety of sources to answer geographical questions about Egypt. To accurately plot Egypt on a map of the world. To recognise and plot cities, towns and key landmarks of Egypt onto a map. To follow the route of the River Nile on a map. To explain the importance of rivers to settlements.	To explain different types of farming around the world. To articulate the impact of climate on farming. To explain different ways that food is grown and identify more sustainable methods of food production. To correctly use the language of latitude, longitude, distance and Equator.	To identify and label the features of a river. To annotate a diagram of the water cycle. To use an atlas and digital mapping to identify and main rivers of the UK and the world. To use an atlas to identify the main oceans of the world. To use ICT and resource books to research features of the main rivers around the world.	To use atlases, maps and digital mapping to locate countries and cities of the world. To label the cross section of a volcano. To describe how countries and geographical regions are interconnected and interdependent. To research and present facts about Montserrat.

To direct others using left and right. To research a European country of your choice. To know which countries have endangered species.	To ask and answer geographical questions about a place. To investigate and describe the geographical similarities and differences between Africa and Europe. To research a different continent and communicate my findings in different ways. To use basic geographical vocabulary to refer to key human and physical features. To express own views about the environment.	To use secondary sources of information to find out how Ancient Egyptians used the River Nile in their day to day life. To make comparisons to dwellings around rivers in the locality and surrounding cities in the UK. To understand the importance of agriculture and farming in Ancient Egypt. To make comparisons between Egypt and England.	To confidently use various forms of maps and atlases.	To calculate the depth, width and flow rate of the River Anker.	To describe what causes and earthquake to occur. To explain and use the correct terminology to describe how an earthquake is measured. To understand different climate zones and the impact global warming has on climate zones.

In Geography in the second half of the Autumn Term, children will be able to...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To locate China on a world map. To label a map of China. To locate the Great Wall of China on Google Earth. To locate on a map where different toys come from. To compare toys from around the world and talk about similarities and	To use atlases, maps and digital mapping to locate Europe and the 4 countries in the UK. To use maps to locate cities in the UK including capital cities. To use maps to locate areas where evacuees went to within the UK.	To use globes, atlases and digital computer mapping to locate biomes and areas of extreme heat and cold. To use photographic evidence to raise questions about climate. To describe and compare key aspects of physical geography including climate zones and biomes.	To identify continents of the world using maps. To identify countries of Europe using atlases, globes and digital mapping. To use 4 and 6 figure grid references to locate major cities in Europe. To locate mountain ranges and rivers using atlases and digital mapping.	To use an atlas to map and plot the routes travelled by the invaders. To locate and map the 7 kingdoms. To use a range of maps including computer/digital mapping to identify physical characteristics of the landscape of Britain and relate them to their Anglo-Saxon names.	To use 6 figure grid references to locate British cities. To make comparisons between maps over time and reflect on the reasons for the differences. To research geographical changes brought about by advances in technology, both physical and human. To critique the

differences between them. To consider whether all children have access to toys and why this might be. To identify on a map where the six different Disney lands are. To research one of the Disneyland destinations.	To make comparisons between cities and the countryside. To use basic geographical vocabulary to describe key physical and human features and the differences between a city and a rural area. To investigate how the land changed during and after the war, including the local area. To present my findings in a variety of ways.	To describe geographical similarities and differences between countries. To describe the features of polar and desert regions. To explain how the lives of people living in polar and desert climates differ to their own. To ask and answer questions about the physical and human characteristics of a location. To use fieldwork to observe, measure and record physical features in the local area.	To match key landmarks to a country and make suggestions as to how they affect the country they are in (e.g. tourism, economy). To research physical and human characteristics of different European countries. To describe similarities and differences between countries. To create a map showing a road trip through Europe. To research key facts about significant rivers and mountain ranges in Europe. To research different modes of transport for travelling around Europe	To identify place names with Anglo Saxon origin. To describe and understand key aspects of human geography (including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies). To identify and describe how the physical features affect the human activity within a location.	environmental impact a new invention or project may have e.g. electric cars, HS2. To give reasons why some developments are seen as more significant than others. To undertake a traffic study of the local area including collecting data and undertaking surveys. To collate and present data, analyse evidence and draw conclusions. To form and develop opinions and make comparisons. To make suggestions for improvements.

In Geography in the first half of the Spring Term, children will be able to...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To identify the different human and geographical features of a farm on plans or aerial photos. To investigate land use on a farm.	To use maps, atlases and globes to locate and label oceans, seas and countries across the world. To find landmarks on a map using co-ordinates.	To use a map to find Skara Brae and the Orkney Islands, along with surrounding countries. To identify these locations in relations to	To use maps and atlases to locate where the Romans travelled from. To use evidence to identify where the Romans settled.	To confidently use geographical vocabulary. To use 4 and 6 figure grid references.	To use world maps to locate different types of governments throughout the world. To use different sources of research to find out about parliament.

To devise a map of a farm using basic symbols in a key. To give directions around a map of a farm using simple directional vocabulary and compass points. To compare maps of the local area with those of a farm area. To explore the differences between the features of a town compared to the countryside. To find similarities and differences between a farm in the UK and a farm in Australia. To investigate which food products come from different types of farm. To compare the features of local farms: Ash End Farm, Hatton Country Farm and Hoar Park Farm	To devise a simple map using co-ordinates. To construct basic symbols in a key. To use locational and directional language including compass points. To ask and answer geographical questions about a place. To use a range of sources to research the features of different countries. To understand geographical similarities and differences between tropical and British islands. To explore the advantages of living in different places. To express own views about a place, giving reasons to support. To research patterns in weather out at sea.	our own location and calculate the distance. To be able to compare and contrast the Stone Age people and the people of today. To contrast trade in the Stone Age and trade today. To be able to use the term Neolithic correctly. To understand the influence of weather on sites of historical importance. To know the impact of the world's most famous archaeologists.	To draw conclusions on the locations of settlements. To identify physical features to design an ideal settlement. To distinguish between types of settlements. e.g. villages, towns and cities. To confidently use various forms of maps to locate counties within Britain. To know the impact of the Romans on our local area.	To use OS maps and keys to locate and describe features of Hadrian's Wall. To use OS symbols and a key to investigate the surrounding geographical features of Hadrian's Wall. To identify and describe how the physical features affect human activity within a location. To use an atlas and Google Earth to locate South Africa, China, Germany and Berlin. To compare and contrast types of geographical representation such as aerial images compared with maps.	To locate constituencies within the UK. To collect and analyse statistics and other information to draw conclusions about other locations. To understand the difference between different political parties in the UK. To explore the political party map from the last UK general election. To describe the impact of BREXIT and the current state of the UK's political position in the EU. To identify environmental and other key issues within the local area. To describe and understand the difference between rules and laws and how they are made and enforced.

In Geography in the second half of the Spring Term, children will know...

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To use atlases, maps and Google Earth to locate the four countries of the UK.	To use key vocabulary to identify and describe the	To locate the countries of Europe and North America using maps and globes.	To use maps, atlases, globes and digital/computer mapping	To locate Mexico on a map using longitude and latitude.	To locate Greece on a world map.

To use maps to locate the capital cities of the UK. To identify and compare the characteristics of the four countries of the UK. To use basic geographical vocabulary to refer to key physical and human features. To use atlases, maps and Google Earth to locate countries in Europe. To use Google Earth to locate each of the continents. To locate Africa on a world map and globe. To compare Kenyan schools to schools in Nuneaton. To draw and label pictures to show how places are different. To express own views about a place.	physical and human features of a place. To be able to compare and contrast features in Hawaii and Scandinavia. To use an atlas to locate countries around the world. To describe whether a country is North or South of the equator. To use Google Earth to explore aerial photographs. To explain how the four elements contribute to life on Earth. To observe and describe physical and human features in the local area using basic fieldwork techniques e.g. note taking, photos, videoing, sketches	To locate major cities in the UK on a map. To locate major cities in North America on a map. To use the 8 points of a compass to relate the position of countries to each other. To identify and locate the oceans of the world on a map. To explore similarities and differences in the human and physical geography of a region in the UK and a region in North America. To identify key locations and transport routes and links, in the local area. To undertake investigations and enquiries about transport in the local area and begin to interpret the data that they have gathered. To discuss the features of their local environment	to locate countries and describe features studied. To explore countries that continue to use capital punishment and locate these on a world map. To locate the world's countries with a focus on Europe and North and South America and countries of particular interest to pupils.	To use technology to research information about Mexico. To use geographical vocabulary. To develop informed opinions about a place. To understand the difference between human and physical geography. To know the key physical and human characteristics of Mexico. To describe the similarities and differences between Mexico and the UK.	To recognise the physical features of Ancient Greece To research the importance of the tourism industry in modern Greece.
In Geography in the first half of the Summer Term, children will be able to...					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
To locate my school using Google maps.	To observe and record features in our school grounds and local	To use atlases, globes and digital mapping to locate	To ask geographical questions.	To research and present information about tourist and	To describe how trade takes place today.

To study aerial photographs of the school and label it with key features e.g. school, park, church. To draw a bird's eye view of my school. To devise a simple map of my school and the surrounding area. To use basic geographical vocabulary to describe key human and physical features in the local area. To use simple fieldwork and observational skills to study the geography of my school and its grounds e.g. note taking, photos, videoing, sketches.	environment and make comparisons. To use aerial photographs of the local area to identify physical features. To identify the location of hot and cold areas in the world in relation to the equator and North and South Poles. To use aerial photographs to recognise physical features of countries close to the equator. To research seasonal weather patterns in the UK and in other countries and present this in a variety of ways. To compare and contrast the weather in England and Africa. To use mapping skills and positional vocabulary to create a weather map and report. To research global warming and its impact. To research animal migration and present my findings in a variety of ways.	China and its landmarks on a map. To use contents and index pages of an atlas. To use the eight points of a compass and 4 and 6 figure grid references to locate towns and cities in China. To locate the Yangtze river and the Yellow river on a map. To generate questions about geographical features of China. To compare key human and physical features of China to those of the UK. To research time differences between the UK and China. To research the lives of different ethnic groups found in China.	To use fieldwork to observe, record and present human and physical features in the local area using a range of methods including sketching plans and digital technology. To create a birds-eye image of Riversley Park. To use maps, aerial photos and Google Earth to locate famous landmarks in England and key landmarks in Nuneaton. To use maps to identify different counties surrounding Warwickshire. To locate different attractions in our local area on an OS map using 4 figure grid references. To use compass points and grid references to write a set of directions. To identify local roads, rivers and railway lines using OS maps. To suggest reasons as to why people may have begun to settle in the local area. To use digital mapping to locate different landscapes found in Britain.	leisure locations in the Midlands. To use an atlas to locate and plot tourist and leisure attractions in the Midlands. To read and give six figure OS grid references. To ask geographical questions. To undertake survey to collect 'leisure time' data. To present data in an appropriate way. To draw conclusions from data. To describe the changes and similarities between leisure time now and in the past (both locally and nationally). To form and develop opinions about leisure facilities in the local area and suggest improvements. To use an atlas to locate and plot the UK's National Parks. To research the founding of the UK's National Parks and the key features of each.	To investigate where the products we buy come from. To locate countries and major cities around the world using atlases and digital mapping. To explore how the physical and human features of a country affects what it is able to produce. To describe how goods can be the product of more than one country. To list goods imported and exported from the UK. To investigate the highest value exports of different countries. To describe an example of a global supply chain. To investigate some of the positive and negative effects of multinational companies on local trade. To research Fairtrade. To list some foods that are fairly traded. To describe the climate and landscape of El Salvador. To list some issues facing people living in El Salvador.

			To understand that different landscapes offer a range of leisure activities.		

Impact

Impact is measured by assessing children's learning. Assessment takes place in the following ways:

- Regular cumulative knowledge quizzes to check retention of knowledge
- Formative assessment with knowledge and skills overviews being highlighted to show application
- Moderation of the evidence of children's learning
- Pupil interviews
- Learning walks
- Regular discussions between teachers and leaders about what has been taught and the extent to which children have retained this knowledge

The process of deciding the appropriate curriculum sequence

1. Returned to the National Curriculum and created a personalised curriculum based on what children need to know and be able to do.
2. Developed knowledge and skills overviews based on what children need to know and be able to do- these are both a planning and assessment tool.
3. Teachers plan the sequence from the knowledge and skills overviews.
4. Teachers write a curriculum rationale at the start of each term to say how the curriculum is going to be sequenced and adapted to maximize progress.
5. Teachers produce more detailed plans of what they are going to teach based on the knowledge and skills they know the children need to learn.

6. Whole MAC planning days and school specific sessions are planned regularly to allow teachers to evaluate their sequencing to date and to amend and improve the sequence in light of the children's learning.
7. Leaders monitor the quality of learning and ask staff to justify their decisions about why the sequencing is as it is.
8. Regular pupil progress meetings require teachers to have to articulate the impact of the curriculum on children's learning and to explain the sequence they have chosen to follow to maximize progress.
9. The curriculum is revised on a termly basis and detailed plans are adapted to meet the needs of the specific cohort.