

## Geography Medium Term Plan

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

	Year 1
Autumn	<ul style="list-style-type: none"> <li>• Know their address, including postcode.</li> <li>• Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Know the hottest and coldest season in the UK</li> <li>• Know and recognise the main weather symbols</li> <li>• Know which is N, W, E, S on a compass</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Know where the Equator, North Pole and South Pole are on a globe</li> <li>• Know features of hot and cold places in the world</li> <li>• Know the main difference between city, town and village</li> </ul>

	Year 2
Autumn	<ul style="list-style-type: none"> <li>• Know the name and locate the four capital cities of the UK</li> <li>• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach</li> <li>• Know and use the terminologies: left, right, below, next to</li> <li>• Explain some of the advantages and disadvantages of living in a city or village</li> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> </ul>

Spring	<ul style="list-style-type: none"> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> <li>• Know the main differences between a place in England and that of a small place in a non-European country</li> <li>• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach</li> <li>• Know and use the terminologies: left, right, below, next to</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> <li>• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach</li> <li>• Explain some of the advantages and disadvantages of living in a city or village</li> </ul>

	Year 3
Autumn	<ul style="list-style-type: none"> <li>• Know and name the eight points of a compass</li> <li>• Use maps to locate counties and cities in England</li> <li>• Know the names of and locate at least eight counties and at least six cities in England</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Use maps to locate European countries and capitals</li> <li>• Know the names of and locate at least eight European countries</li> <li>• Know at least five differences between living in the UK and a Mediterranean country</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Know the names of four countries from the southern and four from the northern hemisphere</li> <li>• Label the different part of a volcano</li> <li>• Identify where volcanoes are located in the world using maps</li> <li>• Know what causes an earthquake</li> <li>• Identify regions affected by an earthquake using a map</li> </ul>

	Year 4
Autumn	<ul style="list-style-type: none"> <li>• Know, name and locate the main rivers in the UK</li> <li>• Know, name and locate the main mountain regions are in the UK</li> <li>• Know the names of a number of the world's highest mountains</li> <li>• Know how to plan a journey with the UK using an atlas/road map</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> <li>• Know what is meant by the term 'tropics'</li> <li>• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> <li>• Know the names of and locate at least eight major capital cities across the world</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Explain the features of the water cycle</li> <li>• Know and label the main features of a river</li> <li>• Local river study</li> <li>• Know the name of and locate a number of the world's longest rivers</li> <li>• Know why most cities are located by a river</li> </ul>

	Year 5
Autumn	<ul style="list-style-type: none"> <li>• Know the names of and locate a number of South and North American countries</li> <li>• Know the key differences between living in the UK and either a country in North or South America</li> <li>• Know what is meant by biomes and know what the features of a specific biome are</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Know the names of a number of European capitals</li> <li>• Label the layers of a rainforest and know what deforestation is</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Know what is meant by biomes and know what the features of a specific biome are</li> <li>• Know how to use graphs to record features such as temperature or rainfall across the world</li> </ul>

	Year 6
Autumn	<ul style="list-style-type: none"> <li>• Know what most of the OS symbols stand for</li> <li>• Know how to use 6-figure grid references</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Use Google Earth to locate a country or place of interest and to follow the journey of rivers</li> <li>• Know the names of and locate some of the world's deserts</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Know about time zones and work out differences</li> <li>• Know main human and physical differences between developed and developing countries</li> <li>• Know why industrial areas and ports are important</li> </ul>

	Year 7

Autumn	<ul style="list-style-type: none"> <li>• Geography in the News (4 weeks) Students start by learning the 4 key aspects of geography through the geography compass rose (social, economic, environmental, political), then look at the news events which have happened during the summer holidays and apply these factors to the story. Students produce their own analysis of a recent news event</li> <li>• A world of extremes (First part – Earth structure and plate tectonics) Students start by looking at a global scale: structure of the Earth and plate tectonic theory to underpin the rest of the unit. This unit focuses on different tectonic hazards (earthquakes, volcanic eruptions and tsunamis) and the impacts they have in countries of varying levels of development. Japan appears as a case study example throughout the unit, compared to LIC regions such as the impacts of the Boxing Day tsunami 2004. Students also assess the varying responses to tectonic hazards in countries at different levels of development.</li> <li>• A world of extremes (Second part – Volcanoes, earthquakes, tsunamis) Students start by looking at a global scale: structure of the Earth and plate tectonic theory to underpin the rest of the unit. This unit focuses on different tectonic hazards (earthquakes, volcanic eruptions and tsunamis) and the impacts they have in countries of varying levels of development. Japan appears as a case study example throughout the unit, compared to LIC regions such as the impacts of the Boxing Day tsunami 2004. Students also assess the varying responses to tectonic hazards in countries at different levels of development</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Our unequal world Having looked at a world of physical extremes, students now look in more depth at the world of human extremes; how and why quality of life varies between LICs, NEEs and HICs. Students are introduced to the idea of absolute vs relative poverty and poverty on varying scales. Examples are used from different areas around the world at different levels of development, including poverty in Ghana compared to the UK, and the development gap within countries, such as Bangalore vs Dharavi slums (India) and Kensington vs Broadwater Farm (UK). Other extremes are also considered, including child poverty – ‘My Super Sweet 16’ vs child soldiers.</li> <li>• Africa This unit will focus on the continent of Africa and the differences within the continent across the natural and human world. Students are introduced to different ecosystems within Africa, with particular focus on the Sahara desert. Students then look at the disparity within the continent of quality of life (e.g. Johannesburg vs Lagos) and the impacts of political corruption and wars, including genocide in Rwanda and health disparities such as HIV and malaria.</li> </ul>

Summer	<ul style="list-style-type: none"><li>• Impacts of globalisation Students start by looking at what globalisation is and the role of TNC's in globalisation. They then look at the positives and negatives of TNC's, both to HICs and LICs. Case study examples are used to consider the impacts of TNCs on the natural and human world, including Shell, Coca-Cola, Nestle, Apple, Primark and gold-mining and e-waste. Students then have to make a decision on whether the overall impact of TNC's is a positive or negative thing to both people in LICs and the natural environment, and consider how the situation could be improved in the future.</li><li>• River deep, mountain high incl. fieldwork During this unit, students start off in the oceans (linking to the previous unit with impacts of globalisation on e-waste and ocean health) and then move on-land to look at how waste in rivers can impact ocean health as part of the river drainage basin system. Students will be introduced to the basic processes involved in the formation of river landscapes, then look at the relationships that people have with river and upland environments – either positive or negative (i.e. impacts on the economy, leisure activities, threats to these environments or flooding). Fieldwork will be completed during this unit where students will visit a popular riverside location (Dovedale) to see some of these processes and features for themselves.</li></ul>
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