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| **Underwood West Academy Medium term plan – GEOGRAPHY****Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork**  |
| **Year** **group**  | **AUTUMN TERM****Local**  | **SPRING TERM****National** | **SUMMER TERM** **Global** |
| **EYFS** | ***Understanding the world*** ***What is special about where we learn and play?****In the Early Years Foundation Stage, children will explore the natural world around them* *Recognise some environments that are different from the one in which they live in* *Draw information from a simple map**We will use simple fieldwork and observational skills to study the human and physical geographical features of the reception outdoor area* **End points:****Pupils who are secure will be able to:****►**I know how to draw a simple map of my classroom and / or playground | ***Understanding the world*** ***What is ‘weather’ and how does it change throughout the year?****In the Early Years Foundation Stage, children will understand the effect of changing seasons on the natural world around them* *Describe what they see, hear and feel whilst outside* *We will use simple fieldwork and observational skills to study the change in weather throughout the season/s.* **End points:****Pupils who are secure will be able to:****►**I know that seasons cause changes to the natural world and these changes include (sun, rain, snow, wind, cold weather and hot weather) | ***Understanding the world******What is special about where we live?****In the Early Years Foundation Stage, children will recognise some similarities and differences between life in this country and life in other countries* *We will draw information from a simple map**We will use simple fieldwork and observational skills to study the human features of where they live (town, street, house)* **End points:****Pupils who are secure will be able to:****►**I can name 1 feature which is the same and 1 feature which is different about the country where I live and another country**►**I can name 2 physical and 2 human features of my school area |
| **Year 1** | ***What is it like here? (how is UWA/Crewe special)****As geographers, children are locating where they live on an aerial photograph, recognising features within a local context, creating maps using classroom objects before drawing simple maps of the school grounds, following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.***End points:****Pupils who are secure will be able to:****►**Locate three features on an aerial photograph of the school and know the name of the country and town which they live. **►**Make a map of the classroom with four key features. **►**Recognise four features in the school grounds using a map.**►**Explain how they feel about three areas of the playground and find out how others feel by looking at results of a simple survey. **►**Draw a design to improve three areas of the playground using the results from a simple survey. \*Historical links – Railway  | ***What is it like in the UK?******Barnaby Bear investigates the UK*** *As geographers, children will begin to understand that their local area is a small part of a gradually-widening space – town, region, country, UK, Europe, the world, Space.***End points:****Pupils who are secure will be able to:****►**To understand the purpose of a map **►**to use maps and atlases to locate the UK on a world map **►**Name and locate four countries of the UK **►**Recognise the location of London and that it is the capital city of England **►** To place some weather symbols on a map**►**Knowing how the countryside differs from a town and knowing some similarities **►**To understand why people may want to live at the seaside **►**To understand that weather in different parts of the UK can vary **►**to know the four compass points and use this language to give simple directions | ***What is our place in the world?*** ***Barnaby Bear Investigates the World*** *As geographers, children will use Barnaby Bear to travel further afield, which will give children a shared ‘experience’, through which they can begin to widen their knowledge.***End points:****Pupils who are secure will be able to:****►**To recognise a world map **►**To be able to locate the seven continents and recognise the five oceans using globes and atlases **►**To know the locations of the North and South Poles **►** To understand that the climate of different places in the world varies **►**To begin to understand how we are connected to other places in the world **►**To understand the difference between human and physical features **►**To understand that weather in different parts of the UK can vary \*Historical links – Migration  |
| **Year 2** | ***What makes where we live unique?******Investigating Our Street*** *As geographers, children will be carrying out investigations of a street, developing the idea of children initiating the investigations, when appropriate, or these can be teacher-led.* **End points:****Pupils who are secure will be able to:****►**To recognise human and physical features which make up a street **►**To recognise the nature of change in an environment **►**Can use maps to locate and record a range of features, buildings and other aspects **►**To create and annotate field sketches **►**To be able to use atlases, globes and maps to find our country, town, street **►**To use simple fieldwork and observational skills to name human and physical features of the surrounding area of the school  | ***What is it like to live near the coast?******(Are all towns/cities in the UK the same)****As geographers, children will name and locate continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children will learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.***End points:****Pupils who are secure will be able to:****►**Name and locate the seas and oceans surrounding the UK in an atlas) **►**Label these on a map of the UK **►**Describe the location of the seas and oceans surrounding the UK using the four compass points **►**Define what a coast is and name three in the UK **►**Explain the location of the UK coasts using the four compass points **►**Name three features of coasts and label these on a photograph **►**Identify human features on the local coast/ in a coastal town **►**Describe how people use the coast **►**Record data using a tally chart **►**Represent data in a pictogram  | ***Would you prefer to like in a hot or cold place?******(The UK/Arctic in comparison to Nairobi, Kenya)*** *As geographers, children will be introduced to the basic concept of climate zones and mapping out hot and cold places globally. We will be looking at the features in the North and South Poles and Kenya, comparing weather and features in the local area, learning the four compass points, learning the names and locating the continents of our world.***End points:****Pupils who are secure will be able to:****►**Name and locate the seven continents on a world map **►**Locate the North and South Poles on a world map **►**Locate the Equator on a world map **►**Describe some similarities and differences between the UK and Kenya **►**Investigate the weather, writing about it using key vocabulary and explaining whether the live in a hot or cold place. **►**Recognise the features of hot and cold places **►**Locate some countries with hot or cold climates  |
| **Year 3** | ***What are the features of our town, Crewe?******Investigating our town*** *As geographers, children will understand that a town is a part of a hierarchy of settlements that can vary in size and function. Town study is an important part of locality study. Children will investigate why our town was developed, looking at clues in its buildings, its public places and street names.***End points:****Pupils who are secure will be able to:****►**To recognise similarities and differences in functions and layouts of settlements **►**To understand how issues such as traffic congestion, can be remedied **►**Can talk about the land use in Crewe **►**To locate Crewe on a map of Cheshire **►**To be able to place Crewe, approximately, on a map of the UK**►**To use simple fieldwork and observational skills to draw sketch maps **►**To recognise simple symbols on a map of Crewe, such as roads, train station, schools \*Historical links – Railway  | ***How does the shape of the world’s land differ?******Investigating mountains and volcanoes*** *As geographers, children will be learning about the grandeur of mountains and power of volcanoes – elemental forces that have created, and are still creating, our world.***End points:****Pupils who are secure will be able to:****►**To identify mountain features **►**To identify volcano features **►**To recognise how mountains and volcanoes change the landscape of a location **►**To talk about how mountains and volcanoes impact the way people live **►**To locate mountains in the UK **►**To locate major mountain ranges in Europe **►**To use maps and atlases to locate mountains, mountain ranges and volcanoes in the UK, Europe and world | ***How do the River Weaver and the River Nile compare?******Investigating rivers****As geographers, children will be learning about river processes, river transport, river deposition and flooding. We will be using map work to locate rivers around the world.* **End points:****Pupils who are secure will be able to:****►**To name and locate the main rivers of the UK **►**To know the names of Europe’s major rivers **►**To use atlases and maps to locate these rivers **►**To identify and name a range of river features **►**To talk about the importance of water and its impact on rivers and the landscape **►**To know and talk about some recent UK floods **►**To name the longest rivers of the world \*Historical links – River Nile in Africa  |
| **Year 4** | ***How has Cheshire changed over time?******Investigating our town*** *As geographers, children will understand that a town is part of a hierarchy of settlements and can vary in size and function. Children will be looking at Cheshire, as our county, and the neighbouring towns. We will be investigating why Cheshire is important and how the towns differ in this county.* **End points:****Pupils who are secure will be able to:****►**To recognise similarities and differences in functions and layouts of settlements **►**To understand how issues such as traffic congestion, can be remedied **►**Can talk about the land use in Crewe compared to other towns in Cheshire **►**To locate Cheshire on a map of the UK **►**To name towns in Cheshire and say why some are important (trade/industry links)**►**To use simple fieldwork and observational skills to draw sketch maps **►**To recognise simple symbols on a map of Cheshire, such as roads, train station, schools, churches, parks\*Historical links – The Romans, why did the Romans want to settle in Chester? | ***How is land used in the UK?******Investigating major world cities: London****As geographers, children will learn all about the location and importance of both London today and how it has evolved from its original settlement, known as Londinium. Using geographical skills to investigate how settlement is used over the UK.***End points:****Pupils who are secure will be able to:****►**To know that London is the capital city of England, and the names of the other capital cities in the UK **►**To use maps and atlases to locate London and other UK capital cities on maps of different scales and size **►**Can talk about comparisons between the original site of London and other settlements **►**To use the eight compass directions to talk about where London is in the UK **►**To know the meaning of an Ordnance Survey map and why it is used **►**To use the term population **►**To talk about the importance of London as a tourism city \*Historical links – Anglo Saxons, choosing London  | ***How does climate of the UK compare to North and South America?******Investigating Latitude & longitude*** *As geographers, children will investigate the main climate types and understand the terms latitude, longitude by investigating the Americas.* **End points:****Pupils who are secure will be able to:****►**To use maps, atlases, globes and digital/computer mapping to locate countries and recognise the places studied **►**To describe key aspects of climate types **►**To use maps to locate environmental regions, key physical and human characteristics and places in North and South America **►**To define the terms latitude, longitude, the Equator, the Northern and Southern Hemispheres, the tropics od Cancer and Capricorn, and the Prime Meridian and times zones  |
| **Year 5** | ***Can I carry out an independent fieldwork enquiry?*** ***Focussing on local woodland/ Delamere Forest*** *As geographers, children will observe, measure, record and present findings of their own fieldwork study of the local area.* **End points:****Pupils who are secure will be able to:****►**give examples of issues in the local area **►** Identify questions to be asked to find the relevant data**►**Justify which data collection method is most suitable **►**Design an accurate data collection template **►**Identify areas along a route that are best for data collection **►**Discuss how to mediate potential risks **►**Collect data at points located on an OS map **►**Identify any outcomes from data collected **►**Map data digitally **►**Describe the enquiry process  | ***How does the weather and climate zones effect the world?******Investigating climate & biomes*** *As geographers, children will develop their knowledge of the world’s main climate zones and their key characteristics. Children will investigate what a place needs to become a successful biome.* **End points:****Pupils who are secure will be able to:****►**To use atlases, globes or computers to locate places **►**To define what a climate zone is **►**To define what a biome is **►**To identify the position and significance of the equator and the Tropics of Cancer and Capricorn **►**To develop locational knowledge or countries **►**To understand the differences in climate zones of the Caribbean compared to the UK (history link – Windrush) **►**To talk about how climate influences the development of biomes and vegetation belts \*Historical links – Windrush  | ***How can the countries of the world work together?******Investigating world trade*** *As geographers, children will learn about global connections, how the UK economy is performing in comparison to other places.* **End points:****Pupils who are secure will be able to:****►**To understand how to use the eight points of a compass, maps, symbols and keys **►**To locate a wide range of the world’s countries **►**To locate places in North America and East Asia **►**To understand the distribution of natural resources including energy, food, minerals and water **►**To use digital/computer mapping to locate countries and describe features studied **►**To know where some common commodities and goods come from, or go to, and how and why they reach or leave the UK   |
| **Year 6**  | ***Where do we get our natural resources?******Investigating water****As geographers, children will develop their knowledge of the water cycle, investigate how water flows around school, around the world and look at the water supply in the UK.***End points:****Pupils who are secure will be able to:****►**Understand the distribution of water resources in the UK **►** Describe and understand key aspects of the water cycle**►**describe and understand key aspects of the distribution of natural resources including water **►**Use atlases and maps to locate areas of water supply demand in the UK **►**Use fieldwork to observe, measure and present information using a range of methods including sketch and OS maps, graphs and digital technologies.  | ***Why does population change?****As geographers, children will investigate why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environment push and pull factors; learning about the population in Britain and its impacts.***End points:****Pupils who are secure will be able to:****►**identify the most densely and sparsely populated areas **►**describe the increase in global population over time **►**Begin to describe what might influence the environments people live in **►**Define birth and death rates, suggesting what may influence them **►**Define migration, discussing push and pull factors (linked to history) **►**Explain why some people have no choice but to leave their homes **►**Describe the causes of climate change, explaining its impact on the global population **►**Suggest an action they can take to fight climate change **►**Follow a selected route on an OS map **►**Collect information from a member of the public **►**Create a digital map to plot and compare data collected from two locations (link to ICT)**►**Suggest an idea to improve the environment\*Historical links – British History: Migration  | ***Where does our energy come from? (focussing on UK & US, Florida/ North America)****As geographers, children are learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.* **End points:****Pupils who are secure will be able to:****►**Describe the significance of energy **►**Give examples of sources of energy and their trading routes **►**Define renewable and non-renewable energy **►**Discuss the benefits and drawbacks of different energy sources **►**Describe the significance of the Prime Meridian **►**Identify human features on a digital map **►**Discuss how transport links have changed over time **►**Locate UK cities on a map **►**Use six-figure grid references to identify features on an OS map **►**Consider and justify the location of energy sources **►**Design and use interview questions **►**Plot points on a sketch map   |