

Medium term planning

Curriculum area **GEOGRAPHY - AUTUMN 2016**

| | As geographers we are getting better at: LO's | Success criteria/Skills | Suggested activities to develop this learning | Cross curricular - including school values |
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| EYFS | Early Learning Goal - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | The World - 30 - 50 mths -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Can talk about some of the things that they have observed such as plants, animals, natural and found objects. -Talks about why things happen and how things work. -Developing an understanding of growth, decay and changes over time. -Shows care and concern for living things and the environment. The World 40 - 60 mths -Looks closely at similarities, differences, patterns and change. SEN - RL 22-36 mths -Enjoys playing with small world models | | |
| Key stage 1 Year 1 & 2 MY LOCAL AREA/FIELDWORK LOCATIONAL KNOWLEDGE *Name, locate and identify characteristics of the four countries and capital cities | FIELDWORK *Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of | KS1 ENTERING *I can ask what a place is like *I can mark on a map of the British Isles, where I live and any other locations I know about. *I can mark on a map of the world, The British Isles, My country of birth (if different) and any other locations I have discussed in class.. | Google - exploring your area (plus lesson plan) if needed on server under Primary Geography | |

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| <p>of the United Kingdom and its surrounding seas.</p> <p>PLACE KNOWLEDGE</p> <p>* Small area of the United Kingdom - eg: Lancashire - Scorton</p> | <p>its surrounding environment (link to village)</p> <p>*Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc.</p> <p>*Use simple compass directions (NSEW).</p> <p>*Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</p> <p>MAPPING</p> <p>*know that maps give information about places in the world (where/what?)</p> <p>*recognise landmarks and basic human features on aerial photos (link to village of Scorton)</p> <p>ENQUIRY & INVESTIGATION</p> | <p>*I can say where somewhere is using words such as close to the school, far away from the school, town or city name, and locality within the town or city.</p> <p>KS1 DEVELOPING</p> <ul style="list-style-type: none"> • I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? • I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences. • I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. • I can mark on a map of the British Isles, where I live and any other locations I know about. • I can mark on a map of the world, The British Isles, My country of birth (if different) and any other locations I have discussed in class. • My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose) • My maps have grid references (A1, B1 etc) • My maps contain a key with symbols or colours to help identify features. • I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural. | | <p>Link to Maths Directional</p> <p>Link to PE Orienteering</p> <p>Link to Computing - Coding</p> |
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| | <p>*Ask simple geographical where?, what? and who? Questions about the world and their environment eg: what is it like to live in this place?</p> <p>*investigate through observation and description</p> <p>* recognise differences between their own and others' lives</p> <p>USE OF ICT/TECHNOLOGY</p> <p>*use the zoom facility of digital maps and understand that zooming in/out means more/less details can be seen</p> <p>COMMUNICATION</p> <p>*Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right</p> | <ul style="list-style-type: none"> • I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield). • I can name and identify the equator and the tropics. <p>KS1 SECURE</p> <ul style="list-style-type: none"> • I use my writing skills to communicate what I know. • I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc) • I use my ICT skills to help me find out information and present what I have found out. • I use the contents and index pages of an Atlas to find places quickly. • I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. • I use the internet to help find out about a location, including aerial photographs (e.g.. Google Earth) • I can describe a place using information I have found out using my geography words well. • I give some reasons for the similarities and differences between places, using geographical language. | | |
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| <p><u>LKS2 - Year 3 & 4</u> <u>LOCAL</u> <u>FIELDWORK/REGIONAL</u> <u>STUDY</u></p> <p><u>LOCATIONAL</u> <u>KNOWLEDGE</u> <i>*Name and locate counties and cities of the United Kingdom.</i></p> <p><u>PLACE KNOWLEDGE</u> <i>*A region of the United Kingdom.</i></p> | <p>FIELDWORK *Use the eight points of a compass. *Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. *Make links between features observed in the environment to those on maps and aerial photos.</p> <p>MAPPING -Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. -Use maps at more than one scale. -Recognise that larger scale maps cover less area. -Use the index and contents page of atlases. -Recognise that contours show height and slope.</p> | <p>LKS2 ENTERING</p> <ul style="list-style-type: none"> I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences. I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, My country of birth (if different) and any other locations I have discussed in class. My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose) My maps have grid references (A1, B1 etc) My maps contain a key with symbols or colours to help identify features. I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield). <p>LKS2 DEVELOPING</p> <ul style="list-style-type: none"> I use my writing skills to communicate what I know. I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc) | <p>Google - exploring your area (plus lesson plan) if needed on server under Primary Geography</p> <p>What is my local are like? Pdf RGS https://www.rgs.org/NR/rdonlyres/9CFFC26C-0B09-4C09-BE43-406A7B237C2F/0/Primaryfieldworksettlementandlanduse.pdf</p> | <p>Link to pe -oaa</p> <p>Link to maths - direction/position</p> <p>Link to Computing coding</p> |
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| | <p>-Link features on maps to photos and aerial views.</p> <p>ENQUIRY & INVESTIGATION</p> <p>-Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</p> <p>-Make comparisons with their own lives and their own situation.</p> <p>-Show increasing empathy and describe similarities as well as differences.</p> <p>ICT/TECHNOLOGY</p> <p>-Use the zoom facility on digital maps to locate places at different scales.</p> <p>-Add a range of text and annotations to digital maps to explain features and places.</p> <p>-View a range of satellite images</p> <p>-Use presentation/multimedia software to record and</p> | <ul style="list-style-type: none"> • I use my ICT skills to help me find out information and present what I have found out. • I use the contents and index pages of an Atlas to find places quickly. • I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. • I use the internet to help find out about a location, including aerial photographs (e.g.. Google Earth) • I can describe a place using information I have found out using my geography words well. • I give some reasons for the similarities and differences between places, using geographical language. <p>LKS2 SECURE</p> <ul style="list-style-type: none"> • I collect statistics about people and places and present them in the most appropriate ways. • I choose the most appropriate writing skills to communicate what I know. • I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc) • I choose which of my ICT skills to use to help me find out information and present what I have found out. • I look at and make detailed maps of areas I am studying. | | <p>Link to Maths - statistics</p> |
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| | <p>explain geographical features and processes. -Use spreadsheets, tables and charts to collect and display geographical data. -Make use of geography in the news - online reports & websites.</p> <p>COMMUNICATION Use geographical language relating to the physical & human processes detailed in first column</p> | <ul style="list-style-type: none"> • I use the contents and index pages of an Atlas to find places quickly • I use aerial photographs to match features on a map to the photograph. • I use aerial photographs to help describe a location in more detail. • I use the internet to help find out about a location (e.g. Google Earth) • I know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. • I can describe a place using information I have found out using my geography words well. • I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. • When I describe where a place is I use the 8 points of the compass to describe its position. • When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers. | | |
| <p><u>UKS2 - Year 5 & 6</u></p> <p><u>LOCATIONAL KNOWLEDGE</u> *Name and locate counties and cities of the United Kingdom.</p> | <p>FIELDWORK *Use eight cardinal points to give directions and instructions. *Observe, measure and record human and physical features using</p> | <p>UKS2 ENTERING</p> <ul style="list-style-type: none"> • I use my writing skills to communicate what I know. • I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc) | <p>Google - exploring your area (plus lesson plan) if needed on server under Primary Geography</p> <p>What is my local are like? Pdf RGS</p> | <p>Link to Science - Nature journals</p> <p>Maths - data handling</p> |

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| <p><u>PLACE KNOWLEDGE</u> <i>*A region of the United Kingdom.</i></p> | <p>a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. *Interpret data collected and present the information in a variety of ways including charts and graphs.</p> <p>MAPPING -Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. -Choose the most appropriate map/globe for a specific purpose. -Interpret and use thematic maps. -Use latitude/longitude in a globe or atlas. -Use models and maps to discuss land shape i.e. contours and slopes.</p> <p>ENQUIRY & INVESTIGATION -Ask and answer questions that are more</p> | <ul style="list-style-type: none"> • I use my ICT skills to help me find out information and present what I have found out. • I use the contents and index pages of an Atlas to find places quickly. • I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. • I use the internet to help find out about a location, including aerial photographs (e.g.. Google Earth) • I can describe a place using information I have found out using my geography words well. • I give some reasons for the similarities and differences between places, using geographical language. <p>UKS2 DEVELOPING</p> <ul style="list-style-type: none"> • I collect statistics about people and places and present them in the most appropriate ways. • I choose the most appropriate writing skills to communicate what I know. • I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc) • I choose which of my ICT skills to use to help me find out information and present what I have found out. • I look at and make detailed maps of areas I am studying. | <p>https://www.rgs.org/NR/rdonlyres/9CFFC26C-0B09-4C09-BE43-406A7B237C2F/0/Primaryfieldworksettlementandlanduse.pdf</p> | <p>Computing - charts/graphs</p> |
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| | <p>causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p>ICT/TECHNOLOGY -Use appropriate search facilities when locating places on digital/online maps and websites. -Use and interpret live data e.g. weather patterns etc. -Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. -Investigate electronic links with schools/children in other places e.g. email/video communication. (if possible)</p> | <ul style="list-style-type: none"> • I use the contents and index pages of an Atlas to find places quickly • I use aerial photographs to match features on a map to the photograph. • I use aerial photographs to help describe a location in more detail. • I use the internet to help find out about a location (e.g. Google Earth) • I can describe a place using information I have found out using my geography words well. • I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. • When I describe where a place is I use the 8 points of the compass to describe its position. • When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers. <p>UKS2 SECURE</p> <ul style="list-style-type: none"> • I collect statistics about people and places and present them in the most appropriate ways. • I choose the most appropriate writing skills to communicate what I know and combine these skills with mathematics and ICT skills • I understand how the physical features of a location can affect the human activity and can give examples of this (e.g. leisure and tourism in a hot country, cities near rivers etc) • I use the contents and index pages of an Atlas with confidence and speed. | | |
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| | | <ul style="list-style-type: none"> • I use the internet to help find out about a location (e.g. Google Earth) • I understand scales of maps, such as 1:25 000 (1cm represents 25 000 cm in real life) • I can describe a place using information I have found out using my geography words well. • I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. • When I describe where a place is I use the 8 points of the compass to describe its position. • When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers. . | | |
| Curriculum drivers | <u>Diversity</u> | <p><u>Environment</u></p> <p>Use local area and study as fieldwork Link to river Wyre & Calder Railway, mill at CV, cotton mill in Scorton Churches and schools in both locations</p> | <u>Enterprise</u> | |