

YEAR 1

GEOGRAPHY MEDIUM TERM PLAN



Year 1	Where is our worlds water?
Lesson 1	What does our world look like?
Objective	To recognise that our world is made up of land called the 7 contienents and water called the 5 oceans.
Geographical skill	Locational Knowledge: name and locate the world's seven continents and five oceans. Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
Vocabulary	land continent, water, oceans, locate

Year 1	Where is our worlds water?
Lesson 2	Where are our oceans?
Objective	To know the names of the five oceans and locate them on a map.
Geographical skill	<u>Locational Knowledge:</u> name and locate the world's seven continents and five oceans. <u>Geographical skills and fieldwork:</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
Vocabulary	location, locate, country, continent, land, ocean, sea, lake, river, aerial photograph

Year 1	Where is our worlds water?
Lesson 3	How do the oceans help us to stay connected?
Objective	To use compass points to move around a map.
Geographical skill	<u>Geographical skills and fieldwork:</u> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Vocabulary	ocean, continents, near, far, left, right, north, south, east, west, locate, map.

Year 1	Where is our worlds water?
Lesson 4	What lives in our oceans?
Objective	To find out which animals live in which oceans?
Geographical skill	<u>Human and physical geography:</u> Identify [...] the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <u>Geographical skills and fieldwork:</u> Use world maps, atlases and globes to identify the oceans studied at this key stage.
Vocabulary	polar, equator.

Year 1	Where is our worlds water?
Lesson 5	How can we protect our oceans?
Objective	To recognise the physical and human features of our oceans.
Geographical skill	<p><u>Human and physical geography:</u> Use basic geographical vocabulary to refer to:</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean.</p>
Vocabulary	pollution, population, global warming

Year 1	What is it like here?
Lesson 1	Where in the world are we?
Objective	To locate the school on an aerial photograph.
Geographical skill	<p><u>Human and physical geography</u>: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u>: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>
Vocabulary	aerial photograph, aerial view, city, country, land, location, sea, town, village

Year 1	What is it like here?
Lesson 2	What can we see around us?
Objective	To create a map of the classroom
Geographical skill	<p><u>Geographical skills and fieldwork</u>: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key.</p>
Vocabulary	atlas, Country, directional language, distance, features, globe, map, place, symbol

Year 3	What is it like here?
Lesson 3	What can we find in our school grounds?
Objective	To locate key features of the playground.
Geographical skill	<p><u>Geographical skills and fieldwork</u>: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>
Vocabulary	_country, directional language, features, key, locate, map, north, symbol

Year 1	What is it like here?
Lesson 4	Where are the different places in our school?
Objective	To draw a simple map.
Geographical skill	<u>Geographical skills and fieldwork</u> : Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key.
Vocabulary	directional language, features, key, map, north, symbol

Year 1	What is it like here?
Lesson 5	How do we feel about our playground?
Objective	To investigate how we feel about our playground
Geographical skill	<u>Geographical skills and fieldwork</u> : Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key.
Vocabulary	map, survey, questionnaire
Recap	

Year 1	What is it like here?
Lesson 6	How can we make our playground even better?
Objective	To create a design to improve our playground
Geographical skill	<u>Geographical skills and fieldwork</u> : Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key.
Vocabulary	improve, map, survey, questionnaire
Recap	

Year 1	Where does our food come from?
Lesson 1	Where is the UK?
Objective	To locate the four countries of the UK
Geographical skill	<u>Locational Knowledge</u> : name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Geographical skills and fieldwork</u> : Use world maps, atlases and globes to identify the continents studied at this key stage.
Vocabulary	map, atlas, location, locate, land, country, continent

Year 1	Where does our food come from?
Lesson 2	What are farms and why are they important to us?
Objective	To explore what farms are and why they are important.
Geographical skill	<u>Human and physical geography</u> : use basic geographical vocabulary to refer to key physical features, including: forest, hill, river, soil, valley, vegetation, season and weather. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop
Vocabulary	milk, meat, vegetables, cheese, bread, arable, livestock, dairy.

Year 1	Where does our food come from?
Lesson 3	What are the features of a farm in the uk?
Objective	To explore the features of a farm.
Geographical skill	<u>Human and physical geography</u> : use basic geographical vocabulary to refer to key physical features, including: forest, hill, river, soil, valley, vegetation, season and weather. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop <u>Geographical skills and fieldwork</u> : Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
Vocabulary	rural, urban, barn, sty, farmhouse, farm shop, hen house, office, pasture, crops.

Year 1	Where does our food come from?
Lesson 4	How do we find our way around a farm?
Objective	To use a map and symbols to navigate around a farm.
Geographical skill	<u>Geographical skills and fieldwork:</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Vocabulary	key, north, south, east, west

Year 1	Where does our food come from?
Lesson 5	How does life on a farm differ from urban life?
Objective	To explore the differences between life on a farm and life in a town?
Geographical skill	<u>Human and physical geography:</u> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Vocabulary	city, town, village, factory, farm, house, office, port, harbour and shop

YEAR 2

GEOGRAPHY MEDIUM TERM PLAN



Year 2	What is it like to live by the coast?
Lesson 1	Where are the seas and oceans surrounding the UK?
Objective	To locate the seas and oceans surrounding the uk.
Geographical skill	<u>Human and physical geography:</u> Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <u>Geographical skills and fieldwork:</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
Vocabulary	cliff, coastline, ocean, sea, coast, island, sand dunes
Recap	Recap: (p)

Year 2	What is it like to live by the coast?
Lesson 2	What is the coast?
Objective	To explain what a coast is?
Geographical skill	<u>Human and physical geography:</u> Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <u>Geographical skills and fieldwork:</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
Vocabulary	cliff, coastline, ocean, sea, coast, island, sand dunes
Recap	Recap: (p)

Year 2	What is it like to live by the coast?
Lesson 3	What are the features of the North Welsh coast?
Objective	To identify the physical features of the coast.
Geographical skill	<u>Human and physical geography:</u> Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Vocabulary	arch, cliff, coastline, mudflat, physical feature, stack, bay, coast, island, ocean, sea.
Recap	Recap: (p)

Year 2	What is it like to live by the coast?
Lesson 4	How do people use Llandudno?
Objective	To identify human features on the coast?
Geographical skill	<u>Human and physical geography:</u> Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Vocabulary	aquarium, human feature, pier, harbour, physical feature, tourist.
Recap	Recap: (p)

Year 2	What is it like to live by the coast?
Lesson 5	How do people use Llandudno? (Data Collection)
Objective	To investigate how people use Llandudno coast?
Geographical skill	<u>Human and physical geography:</u> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Geographical skills and fieldwork:</u> use simple fieldwork and observational skills to study the geography of a coastal area and the key human and physical features of its surrounding environment.
Vocabulary	city, fieldwork, tally chart, data collection, human feature, town.
Recap	Recap: (p)

Year 2	What is it like to live by the coast?
Lesson 6	How do people use Llandudno? (Findings)
Objective	To present findings on how people use Llandudno coast?
Geographical skill	<u>Geographical skills and fieldwork:</u> use simple fieldwork and observational skills to study the geography of a coastal area and the key human and physical features of its surrounding environment.
Vocabulary	data collection, human feature, tally chart, fieldwork, pictogram.
Recap	Recap: (p)

Year 2	What impact does the seasons and weather have on what we eat?
Lesson 1	What are the four seasons?
Objective	To identify seasonal changes in the UK.
Geographical skill	<p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical language to refer to:</p> <p>key physical features, including: season and weather.</p> <p>Geographical skills and fieldwork: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Vocabulary	season, climate, weather, map, locate
Recap	Recap: (P)

Year 2	What impact does the seasons and weather have on what we eat?
Lesson 2	What is the weather like today?
Objective	To investigate daily weather patterns.
Geographical skill	<p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical language to refer to:</p> <p>key physical features, including: season and weather.</p> <p>Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Vocabulary	rain gauge, thermometer, temperature, weather, season, weather vane
Recap	Recap: (P)

Year 2	What impact does the seasons and weather have on what we eat?
Lesson 3	Is the weather the same everywhere in the uk?
Objective	To identify daily weather patterns in the UK.
Geographical skill	<p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>
Vocabulary	map, atlas, location, locate, capital city, direction, compass, weather, season
Recap	Recap: (P)

Year 2	What impact does the seasons and weather have on what we eat?
Lesson 4	How do people prepare for the weather?
Objective	To understand how the weather changes with each season.
Geographical skill	Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Vocabulary	locate, capital city, season, climate, weather
Recap	Recap: (P)

Year 2	What impact does the seasons and weather have on what we eat?
Lesson 5	How do the seasons affect food productivity and what we can buy to eat?
Objective	To explore how seasons affect life on a farm.
Geographical skill	Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. use basic geographical language to refer to: key physical features, including: season and weather.
Vocabulary	season, crops
Recap	Recap: (P)

Year 2	_Would you prefer to live in a hot or cold place?
Lesson 1	Where are the continents?
Objective	To name and locate the seven continents
Geographical skill	<u>Geographical skills and fieldwork</u> : Use world maps, atlases and globes to identify the continents studied at this key stage.
Vocabulary	continent, map, land, ocean, country, locate, sea, globe
Recap	Recap: (p)

Year 2	_Would you prefer to live in a hot or cold place?
Lesson 2	Where are the coldest places on Earth?
Objective	To locate the North and South Poles
Geographical skill	<u>Human and physical geography</u> : Identify [...] the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <u>Geographical skills and fieldwork</u> : Use world maps, atlases and globes to identify the continents studied at this key stage.
Vocabulary	arid, climate, compass, continent, desert, ice sheet, land, locate, location, map, ocean, pack ice
Recap	Recap: (p)

Year 2	_Would you prefer to live in a hot or cold place?
Lesson 3	Where is the Equator?
Objective	To locate the Equator on a world map.
Geographical skill	<u>Human and physical geography</u> : identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Geographical skills and fieldwork</u> : Use world maps, atlases and globes to identify the continents studied at this key stage.
Vocabulary	map, locate, continent, ocean, land, desert, savannah, vegetation, grasslands, rainforest, climate, weather, tropical, polar, equator.
Recap	Recap: (p)

Year 2	_Would you prefer to live in a hot or cold place?
Lesson 4	What is life like in a hot place?
Objective	To compare the UK and Kenya
Geographical skill	<u>Place Knowledge:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <u>Human and physical geography:</u> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Vocabulary	human feature, physical feature, locate, continent, ocean, Equator, savannah, vegetation, grasslands, urban, rural, arid.
Recap	Recap: European food (P40)

Year 2	_Would you prefer to live in a hot or cold place?
Lesson 5	Do we live in a hot or cold place?
Objective	To investigate local weather conditions
Geographical skill	<u>Geographical skills and fieldwork:</u> Use world maps, atlases and globes to identify the continents studied at this key stage
Vocabulary	climate, weather, temperature, tropical, polar, mild, rain guage, thermometer, temperate.
Recap	Recap: (P)

Year 2	_Would you prefer to live in a hot or cold place?
Lesson 6	would you prefer to live in a hot or cold place?
Objective	To identify key features of hot and cold places.
Geographical skill	<u>Place Knowledge:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Vocabulary	climate, weather, tropical, polar, temperate, pack ice, ice sheet, arid, savannah, desert, vegetation, grasslands.
Recap	Recap: (P)