

YEAR 3

GEOGRAPHY MEDIUM TERM PLAN



Year 3	Inland water ways- where do they come from and where do they go?
Lesson 1	What is the water cycle?
Objective	To describe how the water cycle works.
Geographical skill	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Vocabulary	Condensation, evaporation, groundwater, percolation, precipitation, transpiration, water cycle
Recap	Recap: Continents and oceans (P5)

Year 3	Inland water ways- where do they come from and where do they go?
Lesson 2	How is a river formed?
Objective	To recognise the features and courses of a river
Geographical skill	<u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <u>Human and physical geography</u> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Vocabulary	Delta, estuary, floodplain, meander, oxbow lake, river mouth, source, tributary, valley, waterfall
Recap	Recap: United Kingdom countries, capitals & seas (P6)

Year 3	Inland water ways- where do they come from and where do they go?
Lesson 3	Where can we find rivers?
Objective	To name and locate some of the world's longest rivers
Geographical skill	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <u>Human and physical geography</u> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Vocabulary	Locate, key, mountainous, represent, tributary
Recap	Recap: Islands of the UK (P7)

Year 3	Inland water ways- where do they come from and where do they go?
Lesson 4	Where can we find rivers?
Objective	To describe how rivers are used.
Geographical skill	<u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Vocabulary	Flooding, habitat, irrigation, leisure, pollution, renewable energy, supply
Recap	Recap: 4 points of a compass (P8)

Year 3	Inland water ways- where do they come from and where do they go?
Lesson 5	What can we find out about our local river?
Objective	To identify and locate human and physical features on a map.
Geographical skill	<u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Vocabulary	Compass direction, grid square, human feature, local, physical feature, route
Recap	Recap: 8 points of a compass (P9)

Year 3	Inland water ways- where do they come from and where do they go?
Lesson 6	What features does our local river have?
Objective	To collect data on the features of a local river.
Geographical skill	Locational knowledge -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <u>Human and physical geography</u> Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Environmental quality, Likert scale, locality
Recap	Recap: advantages/disadvantages of village life (p10)

Year 3	How can I use my local area to keep my mind and body healthy?
Lesson 1	What region do I live in?
Objective	To identify key human and physical features of the West Midlands
Geographical skill	<p>Locational knowledge</p> <p>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Human and physical geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical skills and fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Human, physical, landmark, population, rural, urban
Recap	Recap: hemispheres (P20)

Year 3	How can I use my local area to keep my mind and body healthy?
Lesson 2	What is there in my local area to keep my mind and body healthy?
Objective	use compasses, keys and symbols to read a map of our local area
Geographical skill	<p><u>Human and physical geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Cardinal directions (N, E, S & W), compass, key, ordnance survey, ordnance survey map, symbols
Recap	Recap: rivers (P21)

Year 3	How can I use my local area to keep my mind and body healthy?
Lesson 3	How does our environment impact our health and wellbeing?
Objective	Identify hazards to our health in the local area
Geographical skill	<p><u>Human and physical geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Data collection, litter, traffic, pollution, road traffic collision,
Recap	Recap: rivers (P22)

Year 3	How can I use my local area to keep my mind and body healthy?
Lesson 4	Where will we travel in our local fieldwork study?
Objective	Map out a fieldwork study into our local area
Geographical skill	<p><u>Geographical skills and fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Cardinal directions (N, E, S & W), compass, key, ordnance survey, ordnance survey map, symbols
Recap	Recap: rivers & cities (P23)

Year 3	How can I use my local area to keep my mind and body healthy?
Lesson 5	Undertake a fieldwork study of our local area
Objective	Follow our route around our local area fieldwork study
Geographical skill	<p><u>Geographical skills and fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Cardinal directions (N, E, S & W), compass, key, ordnance survey, ordnance survey map, symbols
Recap	

Year 3	How can I use my local area to keep my mind and body healthy?
Lesson 4	Is my local area good for keeping my mind and body healthy?
Objective	Create a sketch map of our local area and how we can stay healthy.
Geographical skill	<p><u>Geographical skills and fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Aerial photography, land use, location, map, map symbol, region, cartographer
Recap	

Year 3	How has travel to Antarctica contributed to what we know today?
Lesson 1	What is climate?
Objective	To understand the position and significance of lines of latitude
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)'. <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle'. <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'.</p>
Vocabulary	Lines of latitude, lines of longitude, hemisphere, climate, climate zone
Recap	Recap: Counties in UK (P11)

Year 3	How has travel to Antarctica contributed to what we know today?
Lesson 2	Where is Antarctica?
Objective	To describe the location and physical features of Antarctica
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)' <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America' <p>Human and physical geography</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water' <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'
Vocabulary	Desert, scale bar, treaty, cross-section, ice shelf, ice sheet, drifting ice, iceberg
Recap	Recap: Counties in UK (P12)

Year 3	How has travel to Antarctica contributed to what we know today?
Lesson 3	Who lives in Antarctica?
Objective	To describe the location and physical features of Antarctica
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)' <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with- in North or South America' <p>Human and physical geography</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water'
Vocabulary	Adaptation, wilderness, tourism, tilt, research, mapping
Recap	Recap: Counties in UK (P13)

Year 3	How has travel to Antarctica contributed to what we know today?
Lesson 4	Who was Shackleton?
Objective	To use four-figure grid references to plot Shackleton's route to Antarctica
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)' <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with- in North or South America' <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe fea- tures studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world'
Vocabulary	Explorer, plot, difference, expedition, four figure grid reference. Similarity, intention
Recap	Recap: Countries of Europe (P14)

Year 3	How has travel to Antarctica contributed to what we know today?
Lesson 5	Can we plan an expedition around school?
Objective	To plan a simple route around school using compass points
Geographical skill	<p>Locational knowledge</p> <p>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time'</p> <p>Place knowledge</p> <p>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with- in North or South America'</p> <p>Geographical skills and fieldwork</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world'</p> <p>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.'</p>
Vocabulary	Four points on a compass, eight points on a compass, route, destination, direction, comparing
Recap	Recap: capitals of Europe (p17)
Year 3	How has travel to Antarctica contributed to what we know today?
Lesson 6	Why does Antarctica matter?
Objective	Evaluate what Antarctica has taught us about the planet today.
Geographical skill	<p>Locational knowledge</p> <p>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge</p> <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.'</p>
Vocabulary	Global warming, climate change, oceans, sea levels,
Recap	Recap: contrast UK & Kenya (P15)

YEAR 4

GEOGRAPHY MEDIUM TERM PLAN



Year 4	What is life like with limited access to water?
Lesson 1	What is a hot desert biome?
Objective	Summarise characteristics of a hot desert biome.
Geographical skill	Locational knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Vocabulary	Arid, biome, climate, desert, rainfall, vegetation, weather
Recap	Recap: rainforests (p36)

Year 4	What is life like with limited access to water?
Lesson 2	Where are deserts located?
Objective	Locate and explore features of a desert.
Geographical skill	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with- in North or South America. Human and physical geography - Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork -Use maps, atlases, globes and digital/computer mapping to locate countries and describe fea- tures studied.
Vocabulary	Airstrip, barren, national park, nature reserve, sparse, tourist attraction
Recap	Recap: continents (p31)

Year 4	What is life like with limited access to water?
Lesson 3	What physical features are found in the desert?
Objective	Understand how a desert is formed and the physical features found there
Geographical skill	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Vocabulary	Mesa, mushroom rock, natural arch, salt flat, sand dune
Recap	Recap: rivers (p32)

Year 4	What is life like with limited access to water?
Lesson 4	How can people use deserts?
Objective	Explain the different ways humans can use deserts
Geographical skill	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Vocabulary	Lines of longitude, mining, military, prime meridian, ranching, recreational land, renewable energy, time zone
Recap	Recap: summary challenge (p44)

Year 4	What is life like with limited access to water?
Lesson 5	What are the threats to deserts?
Objective	Describe some of the threats facing deserts
Geographical skill	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Human and physical geography - Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Vocabulary	Agriculture, drought, irrigation, desertification, flash flood
Recap	Recap: summary challenge (p44)

Year 4	What is life like with limited access to water?
Lesson 6	Would you like to live in the desert?
Objective	Explore the similarities and differences between two physical environments
Geographical skill	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Human and physical geography - Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Vocabulary	Climate, comparison, difference, land use, settlement, similarity
Recap	Recap: summary challenge (p44)

Year 4	Our changing village—are all settlements the same?
Lesson 1	What is a settlement?
Objective	Describe different types of settlement
Geographical skill	Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography Describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Vocabulary	Settlement, land use, capital city, linear, nucleated, dispersed, urban, rural
Recap	Recap: counties of the UK (P27)

Year 4	Our changing village—are all settlements the same?
Lesson 2	How is land used in my local area?
Objective	Identify human and physical features in our local area
Geographical skill	Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography Describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Vocabulary	Agricultural land, commercial land, county, legend, recreational land, residential land, transportation
Recap	Recap: locational knowledge (P28)

Year 4	Our changing village—are all settlements the same?
Lesson 3	Can I explain the location of features in my local area?
Objective	To discuss why physical and human features are in particular locations.
Geographical skill	Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography Describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Agricultural land, commercial land, landmark, place of worship, recreational land, residential land, transportation
Recap	Recap: countries on the equator (P29)

Year 4	Our changing village—are all settlements the same?
Lesson 4	How has my local area changed over time?
Objective	Describe how land use has changed in my local area over time
Geographical skill	Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography Describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Vocabulary	Compare, human features, physical features, local, population, region
Recap	Recap: longitude and latitude (P30)

Year 4	Our changing village—are all settlements the same?
Lesson 6	How is land used in New Delhi?
Objective	Identify land use in New Delhi
Geographical skill	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with in North or South America. Human and physical geography Describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Vocabulary	Country border, facilities, human feature, index, memorial, metro, monument, physical feature
Recap	Recap: rivers (P32)

Year 4	Our changing village—are all settlements the same?
Lesson 6	How does land use in New Delhi compare with my local area?
Objective	To compare land use in two different locations.
Geographical skill	Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Human and physical geography Describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Vocabulary	Compare, similarities, unique, differences
Recap	Recap: places in the world (P33)

Year 4	Roaches & Rainforests - Are traditional lifestyles at risk?
Lesson 1	Where in the world are tropical rainforests?
Objective	To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle' <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'
Vocabulary	Biome, equator, tropic of Capricorn, tropic of cancer, lines of latitude
Recap	Recap: cities or villages (p37)

Year 4	Roaches & Rainforests - Are traditional lifestyles at risk?
Lesson 2	What is the Amazon rainforest like?
Objective	To describe the characteristics of each layer of a tropical rainforest.
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle' <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'
Vocabulary	Buttress roots, lianas, vegetation, vegetation belts, forest floor, understory layer, canopy layer, emergent layer
Recap	Recap: 8 points of a compass (p38)

Year 4	Roaches & Rainforests - Are traditional lifestyles at risk?
Lesson 3	Who lives in the rainforest?
Objective	To understand the lives of indigenous peoples living in the Amazon rainforest.
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water.'
Vocabulary	Deforestation, community, indigenous people
Recap	Recap: using a road map (p39)

Year 4	Roaches & Rainforests - Are traditional lifestyles at risk?
Lesson 4	How are rainforests changing?
Objective	To describe why tropical rainforests are important and understand the threats to the Amazon.
Geographical skill	Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with- in North or South America Human and physical geography - human geography, including: types of settlement and land use, economic activity including trad- ing links, and the distribution of natural resources including energy, food, minerals and water'
Vocabulary	Drought, greenhouse gas, global warming, logging, mining
Recap	Recap: European food (P40)

Year 4	Roaches & Rainforests - Are traditional lifestyles at risk?
Lesson 5	Data collection: How is our local woodland used?
Objective	To understand how local woodland is used using a variety of data collection methods.
Geographical skill	Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, moun- tains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.' Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with- in North or South America Human and physical geography - describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle' - use maps, atlases, globes and digital/computer mapping to locate countries and describe fea- tures studied. - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital tech- nologies.'
Vocabulary	Method, risk, route, questionnaire, enquiry, data
Recap	Recap: Weather (P41)

Year 4	Roaches & Rainforests – Are traditional lifestyles at risk?
Lesson 6	Findings: How is our local woodland used?
Objective	To analyse and present findings on how local woodland is used.
Geographical skill	Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, moun- tains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.' Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with- in North or South America Human and physical geography - describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle' - use maps, atlases, globes and digital/computer mapping to locate countries and describe fea- tures studied. - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital tech- nologies.'
Vocabulary	Analyse, present, summarise, interpret, quote

YEAR 5

GEOGRAPHY MEDIUM TERM PLAN



Year 5	Why do oceans matter?
Lesson 1	How do we use our oceans?
Objective	To explain the importance of our oceans.
Geographical skill	<p>Locational knowledge</p> <p>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge</p> <p>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with- in North or South America</p> <p>Human and physical geography</p> <p>- describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle'</p> <p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Vocabulary	Water cycle, ocean current, habitat, renewable energy, buffer, natural disaster
Recap	Recap: deserts (p53)

Year 5	Why do oceans matter?
Lesson 2	What is the great barrier reef?
Objective	To locate and describe the significance of the Great Barrier Reef.
Geographical skill	<p>Locational knowledge</p> <p>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Human and physical geography</p> <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Vocabulary	Threat, coral reef, coral bleaching, marine, species, dependent, erosion, geology, ecology
Recap	Recap: geographical knowledge (p54)

Year 5	Why do oceans matter?
Lesson 3	Why are our oceans suffering?
Objective	To explain the impact humans have on coral reefs and oceans.
Geographical skill	<p>Human and physical geography</p> <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Vocabulary	Biodegradable, micro plastics, thematic map, atmosphere, acidification, overfishing, decompose, human footprint
Recap	Recap: world capitals (p55)

Year 5	Why do oceans matter?
Lesson 4	What can we do to help our oceans?
Objective	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.
Geographical skill	Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Fieldwork, marine protected area, ecosystem, environment, data collection, single use plastic, re purpose
Recap	Recap: countries in Africa (p56)

Year 5	Why do oceans matter?
Lesson 5	Data collection: How littered is our marine environment?
Objective	To collect data on the types of litter polluting a marine environment.
Geographical skill	Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and fieldwork - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Plastic pollution, sketch map, sample, aerial map, disposable, evidence
Recap	Recap: Fair trade, global warming & climate change (p57)

Year 5	Why do oceans matter?
Lesson 6	Findings: How littered is our marine environment?
Objective	To present, analyse and evaluate data collected.
Geographical skill	Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and fieldwork - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Digital map, policy
Recap	Recap: UK place knowledge (p58)

Year 5	How can renewable energy help poverty and disease?
Lesson 1	Why is energy important?
Objective	To know why energy sources are important.
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Energy source, coal, crude oil, natural gas, hydropower, wind power, solar power, nuclear power, biofuel, renewable, non renewable
Recap	Recap: South American cities (p46)

Year 5	How can renewable energy help poverty and disease?
Lesson 2	What is renewable energy?
Objective	To understand the benefits and drawbacks of different energy sources.
Geographical skill	Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Vocabulary	Emissions, landscape, dam, ocean tide, regenerate, fossil fuel
Recap	Recap: rivers (p48)

Year 5	How can renewable energy help poverty and disease?
Lesson 3	How does the United States generate energy?
Objective	To understand how a settlement has grown around an energy source.
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Reliable, prime meridian, time zone, replenished, consumption, producer, headquarters
Recap	Recap: vocabulary (p49)

Year 5	How can renewable energy help poverty and disease?
Lesson 4	How does the United Kingdom generate energy?
Objective	To know how energy sources are distributed in an area.
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Vocabulary	Six figure grid references, offshore, onshore
Recap	Recap: biomes (p50)

Year 5	How can renewable energy help poverty and disease?
Lesson 5	What is the best way to generate energy?
Objective	To explain reasons for choosing an energy source.
Geographical skill	<p>Human and physical geography</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Vocabulary	Urban planner, annotate, considerations
Recap	Recap: rainforests (p51)

Year 5	How can renewable energy help poverty and disease?
Lesson 6	Where is the best place for solar panels on the school grounds?
Objective	To collect and present data on where to position a solar panel on the school grounds.
Geographical skill	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Contour lines, sea level, justify
Recap	Recap: deforestation (p52)

Year 5	Is education the universal right of the child?
Lesson 1	Where is Myanmar?
Objective	To locate Myanmar on the map and identify the countries that border it
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)'. Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Atlas, mountain range, longitude, latitude, hemisphere
Recap	Recap: deserts (p53)

Year 5	Is education the universal right of the child?
Lesson 2	What is it like in Myanmar?
Objective	To locate the key physical and human characteristics of Myanmar.
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Climate, land height, sea level, human feature, physical feature, climate, temperate
Recap	Recap: mountains, rivers, counties & landmarks (p59)

Year 5	Is education the universal right of the child?
Lesson 3	Would people visit Naypyidaw?
Objective	To describe the physical and human features of the region.
Geographical skill	Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Scale, climate, physical feature, human feature, population, leisure, tourist,
Recap	Recap: General geographical knowledge (p60)

Year 5	Is education the universal right of the child?
Lesson 4	What is there to do in our local area?
Objective	To investigate what there is to do in the local area using data collection.
Geographical skill	Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.'
Vocabulary	Recreational land use, tourist, tourism, OS map, method, risk, route, questionnaire, enquiry, data
Recap	Recap: summary challenge 1 (p61)

Year 5	Is education the universal right of the child?
Lesson 5	How is Naypyidaw different from our local area?
Objective	To understand similarities and differences between the local area and Naypyidaw
Geographical skill	Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America'.
Vocabulary	Tourist, tourism, vegetation, climate, population, leisure
Recap	Recap: summary challenge 2 (p61)

Year 5	Is education the universal right of the child?
Lesson 6	What is life like in Myanmar?
Objective	To understand the human and physical geography of the country.
Geographical skill	Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Vocabulary	Tourist, tourism, climate change, climate, population, leisure, human feature, physical feature
Recap	Recap: summary challenge 3 (p61)

YEAR 6

GEOGRAPHY MEDIUM TERM PLAN



Year 6	Is our future under threat from natural disasters?
Lesson 1	How is the earth constructed?
Objective	To name and describe the layers of the earth
Geographical skill	Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Vocabulary	Inner core, outer core, crust, magma, tectonic plate
Recap	Year 6 ordnance survey symbols (P63)

Year 6	Is our future under threat from natural disasters?
Lesson 2	Where are mountains found?
Objective	To explain how and where mountains are formed.
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	tectonic plate, fold mountain, volcanic mountain atlas, plate boundary, fault-block mountain
Recap	Recap: 6 figure grid references (P64)

Year 6	Is our future under threat from natural disasters?
Lesson 3	Why and where do we get volcanoes?
Objective	To explain why volcanoes happen and where they occur.
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Composite volcano, shield volcano, magma chamber, vent, pyroclastic flow, active volcano, dormant volcano, extinct volcano
Recap	Recap: Rivers and waterways (P65)

Year 6	Is our future under threat from natural disasters?
Lesson 4	What are the effects of a volcanic eruption?
Objective	To recognise the negative and positive effects of living near a volcano.
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Fertile soil, climate change, volcanic springs, geothermal energy, index
Recap	Recap: Developing nations (P66)

Year 6	Is our future under threat from natural disasters?
Lesson 5	What are earthquakes and where do we get them?
Objective	To explain what earthquakes are and where they occur.
Geographical skill	Human and physical geography -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Vocabulary	Earthquake, tsunami, fault line, epicentre, seismic waves, focus
Recap	Recap: Time zones (P67)

Year 6	Can I carry out a fieldwork study on my local environment?
Lesson 1	How can we develop an enquiry question?
Objective	To develop an enquiry question.
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Human and physical geography</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Region, enquiry, issue, viewpoint
Recap	Recap: cumulative geography quiz (P68)

Year 6	Can I carry out a fieldwork study on my local environment?
Lesson 2	What data collection methods can we collect?
Objective	To determine the most effective data collection methods for fieldwork.
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Human and physical geography</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Data, data collection methods, justify, subjective
Recap	Recap: cumulative geography quiz (P68)

Year 6	Can I carry out a fieldwork study on my local environment?
Lesson 3	What route can we take?
Objective	To plan a route for a fieldwork trip.
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Human and physical geography</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	City, plot, risk, route
Recap	Recap: General geographical place knowledge (P76)

Year 6	Can I carry out a fieldwork study on my local environment?
Lesson 4	Data collection: what data are we collecting?
Objective	To collect the data to answer the enquiry question.
Geographical skill	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Human and physical geography</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Data collection methods, enquiry, issue, risk
Recap	Recap: oracy task on geographical knowledge (P77)

Year 6	Can I carry out a fieldwork study on my local environment?
Lesson 5	How can we analyse our data?
Objective	To determine an answer to the enquiry question.
Geographical skill	Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Analyse, audience, impact, improvement, recommendation
Recap	Recap: general geographical knowledge quiz (P78)

Year 6	Can I carry out a fieldwork study on my local environment?
Lesson 6	How can we present our data?
Objective	To present my findings.
Geographical skill	Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Audience, evidence, improvement, presenting, process
Recap	Recap: general geographical knowledge quiz (P78)

Year 6	What is the cost of the food on our plate?
Lesson 1	How can our food choices impact the environment?
Objective	To explain the impact of food choices on the environment.
Geographical skill	Locational knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
Vocabulary	Food miles, import, distribution, produce, waste, consume, fertiliser
Recap	Recap: Map skills, South America (P69)

Year 6	What is the cost of the food on our plate?
Lesson 2	What does it mean to trade fairly?
Objective	To understand the importance of trading responsibly.
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Place knowledge - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Trade, product, sustainability, cooperative, responsible trade, benefit, drawback, export, grant
Recap	Recap: cities and continents (P70)

Year 6	What is the cost of the food on our plate?
Lesson 3	How do we have access to fruit and vegetables 365 days?
Objective	To explore the concept of globalisation
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Place knowledge - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Globalisation, trade, transport, packaging, process, source
Recap	Recap: North America (P71)

Year 6	What is the cost of the food on our plate?
Lesson 4	Where does our food come from?
Objective	To map and calculate the distance food has travelled.
Geographical skill	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Carbon footprint, seasonal food, scale bar, air freight, greenhouse, approximate, investigate, interview
Recap	Recap: Global warming and Oceans (P109)

Year 6	What is the cost of the food on our plate?
Lesson 5	Are our school dinners locally sourced?
Objective	To design and use data collection methods to find where our food comes from.
Geographical skill	Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Quantitative, qualitative, advantages, disadvantages, greengrocer, butcher, bakery, foodbank, allotment
Recap	Recap: Countries in Asia (P110)

Year 6	What is the cost of the food on our plate?
Lesson 6	Is it better to buy local or imported food?
Objective	To discuss the advantages and disadvantages of buying both locally and imported food.
Geographical skill	Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary	Sample size, reliability, limitations, closed question, open ended question, pesticides
Recap	Recap: Map skills using Google Earth (P111)