



**ST CHARLES' CATHOLIC PRIMARY
SCHOOL**



GEOGRAPHY MEDIUM TERM PLANNING

	AUTUMN	SPRING	SUMMER
EYFS	<p align="center"><u>People, Culture & Communities</u></p> <p>Children will begin to talk about members of their immediate family and community. They will also describe family members ... grandparent, older, younger. They will name and describe people who are familiar to them such as people in their local / school community... site manager, office manager, lolly pop person, shop keeper. Children will begin to understand that some places are special to members of their community. Conversation will be encouraged so children start to talk about special places they go with their family... places of worship visited by children.</p>	<p align="center"><u>People, Culture & Communities</u></p> <p>Children will talk about members of their immediate family and community. They will use their learning experiences and social skills to ask questions and expand their knowledge. Children will be able to name and describe people who are familiar to them. They will understand that some places are special to members of their community. They will recognise that people have different beliefs and celebrate special times in different ways. Children will recognise some similarities and differences between life in this country and other countries.</p>	<p align="center"><u>People, Culture & Communities</u></p> <p>Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
YEAR 1	<p align="center"><u>Seasons</u></p> <p>In this unit, the children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. Simply looking out of the window, collecting data in the playground and thinking about what is happening around them, can be perfect ways to support making sense of a changing world. The children will observe, spot seasonal patterns and talk about changes by using weather related vocabulary.</p>	<p align="center"><u>Our Local Area</u></p> <p>The children will focus on the immediate locality where your class lives. The children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. Consider the varying 'scales' of their experience: in an urban school, your locality will be different to that of a rural school. Vocabulary: Children will begin to identify the significant features (landmarks) of their local area and consider viewpoints in relation to this. Children will compare journeys and landscapes and understand near/far, often/ rarely. They will learn about maps, map-making and symbols.</p>	<p align="center"><u>Animals and Their Habitats</u></p> <p>The children will be given geographical context to children's interests in, and prior knowledge of, animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals' homes are like and addressing misconceptions they might have. It offers a chance to introduce North and South America, which is studied in the KS2 Geography Programme of Study.</p>
YEAR 2	<p align="center"><u>People and Their Communities</u></p> <p>The children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city</p>	<p align="center"><u>Our Wonderful World</u></p> <p>The children will bring together the ideas introduced in the previous KS1 units. This is designed to enhance and solidify their</p>	HISTORY

	<p>locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts. The curriculum asks for a focus on teaching about continents, and then moving children beyond just locational knowledge to a deeper understanding of place knowledge. As a teacher, we must be mindful of presenting simplistic, single-view images of countries or whole continents; how can we ever tell a complete view of a location? Balancing images and specific case study examples, even within a lesson, allows for challenges against stereotypes and misconceptions</p>	<p>geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders.</p>	
	<p>HISTORY</p>	<p><u>Journeys of Food</u></p> <p>Children will make links with their everyday experiences of buying and eating food within the UK. With the children’s growing geographical understanding of the world. As with many units in KS1, there is a strong element of local area study, with a suggested local shop, market or farm as a recommended visit. This will begin to show the class the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).</p>	<p>HISTORY</p>
<p>YEAR 3</p>	<p><u>Weather and Climate</u></p> <p>The children will be introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity</p>	<p><u>Rivers and The Water Cycle</u></p> <p>The children will focus on rivers, they will be given excellent opportunities for fieldwork and school-based practical work. It introduces the water cycle and, as the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK’s major rivers, the River Thames. Cameos of some of the world’s great rivers and mountain environments are included to extend children’s geographical general or locational knowledge. There is opportunity to consider a local river or stream, and ideas for using local fieldwork to see the processes introduced in school in action. The Blue Danube Waltz and</p>	<p><u>Coasts</u></p> <p>The children will learn about the coast of the British Isles. The approach used is to provide a large number and wide range of visual images – we know the idiom that ‘a picture is worth a thousand words’ – as primary geography is such a visual subject. Children need to be able to visualise what they are learning about not just know its ‘word label’. If field visits are not possible, the photographs can extend the children’s ‘virtual’ experience. Many children will have been to the seaside, and may have enjoyed playing on the beach, although many might only have experienced a hotel pool. There is plenty of scope for building on their natural enthusiasm, especially if field work at the coast is possible. Children will</p>

		Handel's Water Music are suggested to accompany geographical river studies, for listening to classical music, to provide a context for classical music, and also to provide a context for dramatizing river features through dance and movement.	consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument. There is a great deal of material in this unit so, even if you are selective because of time, you could still deliver stimulating and challenging geography
YEAR 4	<p style="text-align: center;"><u>Our World</u></p> <p>The children will use several different representations of the world, or parts of it, without questioning them. In this unit, they will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</p>	<p style="text-align: center;"><u>Volcanoes and Earthquakes</u></p> <p>The children will learn how our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types. In the Big Finish, the children will make their own erupting volcano!</p>	<p style="text-align: center;"><u>Europe: A Study Of An Alpine Region</u></p> <p>The children will learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary. The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.</p>
YEAR 5	<p style="text-align: center;"><u>Changes in our Local Environment</u></p> <p>The children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards the Big Finish.</p>	<p style="text-align: center;"><u>Journeys: Trade</u></p> <p>The children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.</p>	<p style="text-align: center;"><u>The Americas</u></p> <p>The children will be inspired by Johnny Cash singing 'I've been everywhere', travel the North and South American continents, and distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and</p>

			<p>settings of the cities and, through them, identify some key regions of the American continents. For the Big Finish, children use the song 'Route 66' as the stimulus for creating an illustrated, labelled and annotated map of the historic route.</p>
<p>YEAR 6</p>	<p><u>Protecting The Environment</u></p> <p>The children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. The children will describe and understand key aspects of the distribution of natural resources including energy, minerals and water. They will learn to use maps, atlases and globes to locate countries and describe features studied. Children will use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world. They will 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>	<p><u>South America: The Amazon</u></p> <p>The children will find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series. The children will extend their knowledge and understanding beyond their local area to include South America. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Children will locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities They will understand geographical similarities and differences through the study of human and physical geography of a region in South America. Children will be able to describe and understand key aspects of physical and human geography. They will use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.</p>	<p><u>Our Future in The World</u></p> <p>The children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead. The children will describe and understand key aspects of physical geography and human geography. They will learn geographical skills and fieldwork, use maps and symbols to build their knowledge of the UK. Children will use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>