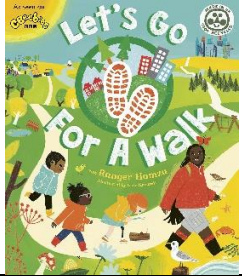
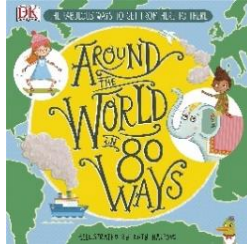
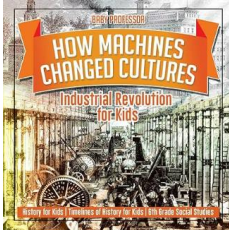


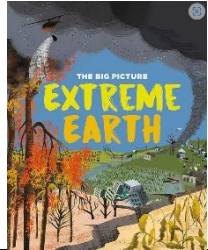
Autumn Medium Term Plan Hollinswood Primary School and Nursery Geography

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography it is studied	Vocabulary	Big Question and Linked Text
<p>EYFS –</p> <p><i>Fieldwork</i></p> <p>Interpretation</p> <p>Settlement and Place</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>that the natural world has things I can forage and eat</p> <p><i>what the word weather means</i></p> <p>what my five senses are</p> <p>what the word season means</p> <p>what the seasons summer, autumn and winter are</p> <p>what the weather is like in Autumn</p> <p>what the weather is like in winter</p> <p>that evidence for the Autumn can be found on my school grounds</p> <p>that living things are part of my school environment</p> <p>know the familiar areas in my environment using instructions or labels</p> <p>that things in my school are made by and looked after by people</p> <p>that we have to care for our school and classroom</p> <p>that maps show us where things are</p> <p>that people in my class -are from- or have families from all over the world</p>	<p>I know:</p> <p><i>people watch (observe) and talk about how changes are made in our world</i></p> <p>that changes in the natural world affect people and what they do and wear</p> <p>people like to belong to places and spaces</p> <p><u>I know how to:</u></p> <p>spot blackberries and collect them</p> <p><i>observe changes in the weather and talk about them on a daily basis</i></p> <p><i>observe and describe my school as the seasons and weather changes</i></p> <p><i>observe and describe things in my immediate environment using different senses</i></p> <p>spot and find living things on my school grounds</p> <p>observe and collect things linked to Autumn on my school grounds</p> <p>describe objects using the words: wood, plastic, rock, cardboard, water and sand</p> <p>locate familiar areas in my environment</p> <p>describe the immediate environment my five senses</p> <p><i>ask questions about what I have observed</i></p> <p><i>observe and describe how things stay the same and change in the school grounds as the seasons change</i></p> <p>talk about where my family is from by exploring maps</p>	<p>Forage</p> <p>Cold Colour Leaves falling Snow Frost Ice</p> <p>Near Next door Outside Playground</p> <p>Touch Sound Sight Smell</p> <p>Place Space Near Next to Next door Outside Outdoors Playground School</p> <p>Map</p> <p>Changes Same Similar</p>	<p>Text:</p> <p>Who am I and where am I in the world?</p>  <p><u>Resources/staff subject knowledge:</u></p> <p>Maps and mapping in the early years (ordnancesurvey.co.uk)</p> <p>Forest school enrichment</p>

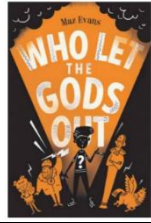
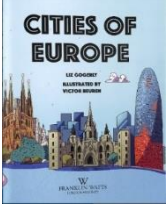
	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography it is studied	Vocabulary	Big Question and Linked Text
<p>Year 1</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>that schools are part of communities, towns and areas of countries</p> <p>know what observe means</p> <p>know what a local area map is</p> <p>know that maps and aerial photographs show us where things are</p> <p>know maps are used to show where things are in places</p> <p>people work in places in my local area</p> <p>maps have symbols to tell use what things are</p> <p>know that schools are marked on maps with symbols</p> <p>know what that buildings are man made (human feature) and trees are natural features (physical features)</p> <p>the location of human and physical features on our school grounds</p> <p>people in local area come from around the world</p> <p>knowing that people are different to me</p>	<p>I know:</p> <p>geography is about studying places</p> <p>buildings in my local area are marked on maps by people</p> <p>the types of jobs people have in my local area</p> <p>I know how to:</p> <p>locate places on a simple map (school and places where people work)</p> <p>read and interpret simple map symbols</p> <p>discuss aerial photographs (digi-maps) alongside maps in relation to our school</p> <p>observe and discuss what is in our school grounds</p> <p>use a map to find places on my school grounds</p> <p>observe the school environment and discuss man made and natural objects</p> <p>use loose play parts equipment to create a messy map of our school grounds</p> <p>talk respectfully about where I am from</p> <p>talk about how people in my community are different to me</p>	<p>local area</p> <p>job</p> <p>town</p> <p>housing</p> <p>shop</p> <p>office</p> <p>fieldwork</p> <p>map</p> <p>symbol</p> <p>aerial</p> <p>photographs</p> <p>digital mapping</p> <p>observe</p> <p>school grounds</p> <p>natural (physical features)</p> <p>manmade (human features)</p> <p>buildings</p> <p>trees</p>	<p>Text</p> <p>Where is my school and what is it's place in the local community?</p>  <p>Resources/staff subject knowledge:</p> <p>Local walk observation sheets</p> <p>Digital maps (inc Google maps)</p> <p>OS map of local area</p> <p>Relevant photographs of land use in local area</p> <p>Our School and Local Area KS1 - Year 1 & Year 2 Geography Hamilton Trust (hamilton-trust.org.uk)</p> <p>Our Local Area and Beyond - MR P ICT ONLINE CPD</p> <p>What fieldwork can we do in the local area? - BBC Bitesize</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography it is studied	Vocabulary	Big Question and Linked Text
<p>Year 2</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>that the world is a sphere</p> <p>that weather is linked to place in the world</p> <p>what a globe is</p> <p>the name and location of the world's seven continents</p> <p>the name and location of the world's five main oceans</p> <p>that the world is made from large plates of land called continents</p> <p>the continent we live in and describe some of the key features</p> <p>the location of hot and cold countries around the world</p> <p>what a continent is</p> <p>where Russia is and the Crimea</p> <p>what the climate is like in Russia and the UK</p> <p>the locations of landmarks in different continents</p> <p>what a landmark is</p>	<p>I know:</p> <p>that geographers study weather and places in the world</p> <p>over time people have studied places and given names to large parts of land (continents)</p> <p>I know how to:</p> <p>use a globe, maps and atlases to locate continents and where we live (digi-maps)</p> <p>discuss weather in relation to places on earth (North and South equator)</p> <p>research and explain my own key facts about continents of the world</p> <p>explain how a journey can be made around the world</p> <p>make my own journey using key words to describe the journey</p> <p>find key features in aerial photographs (bridges, roads, coastline, forests, houses) using my observation skills</p> <p>mark a map with Russia, the Crimea and the United Kingdom and Telford</p> <p>mark on a map the weather patterns found in the UK and the Crimea</p> <p>discuss the differences in weather between the Crimea and the UK</p>	<p>World map continent Ocean Equator Northern Hemisphere Southern Hemisphere</p> <p>Asia Africa North America South America Australia Europe Antarctica</p> <p>Atlantic Pacific Indian Arctic Ocean Antarctic Ocean</p> <p>Land Sea Sphere Journey line Route travel</p>	<p>Text</p>  <p>Resources/staff subject knowledge:</p> <p>Continents song; https://www.youtube.com/watch?v=K6DSMZ8b3LE</p> <p>Globe</p> <p>Atlas https://www.dkfindout.com/uk/earth/continents/</p> <p>Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - BBC Bitesize</p> <p>School Learning Zone - Oceans and Continents (school-learningzone.co.uk)</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography is studied	Vocabulary	Big Question and Linked Text
<p>Year 3</p> <p><i>Fieldwork</i></p> <p>Interpretation</p> <p>Settlement and Place</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>what urban and rural mean</p> <p>what boundary means</p> <p>what a county is</p> <p>that the Wrekin is a local landmark</p> <p>the different types of land use in Shropshire and the UK</p> <p>the difference between urban and rural areas in Shropshire and the UK</p> <p>what agriculture means</p> <p>what contour lines are</p> <p>who the Cornovi tribe are and the reasons why they settled on the Wrekin</p> <p>the different types of farming and agriculture</p> <p>what a topographical map is</p> <p>that farming is part of settlement and land use over many years</p>	<p>I know:</p> <p>geographers look at how settlements change over time</p> <p>geographers make maps to show landmarks</p> <p>geographers study how land use changes over time</p> <p>I know how to:</p> <p>label a map which shows urban and rural areas in Telford and Shropshire</p> <p>identify the border and boundary for Shropshire</p> <p>describe land use in my local area and other areas in the UK</p> <p>complete a sketch map showing valleys, rivers, urban areas and farms (land use)</p> <p>use OS maps to observe topographical changes</p> <p>use a key on a map to show how land is used</p> <p>explain how land is used for different types of farming in the Iron Age and now</p> <p>create a topographical map of the Wrekin with contour lines</p> <p>discuss how the Cornovi lived on the Wrekin in the Iron Age</p> <p>explain what settlement might have looked like for the Cornovi tribe compared to now</p>	<p>Land use</p> <p>human-made natural habitats settlements rural urban retail agriculture recreation</p> <p>mountains rivers lakes valleys Population</p> <p>farming agriculture immigration Map</p> <p>topographical map symbol key sketch map digital mapping digital photographs</p>	<p>How is land used in the UK?</p> <p>Land use and topography</p> <p>Text</p>  <p>Resources/staff subject knowledge:</p> <p>https://www.cgpplus.co.uk/primary/ks2/geography/q2wat155-living-in-rural-vs-urban-areas</p> <p>https://www.bbc.co.uk/bitesize/topics/zttbc/mn/articles/z4xsf82</p> <p>https://education.nationalgeographic.org/resource/rural-area/</p> <p>https://education.nationalgeographic.org/resource/urban-area/</p> <p>Pie charts/bar charts</p> <p>Sketch maps</p> <p>Topographical maps of UK</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how is it studied.	Vocabulary	Big Question and Linked Text
<p>Year 4</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>the layers of the Earth</p> <p><i>natural disasters occur where there is human settlement</i></p> <p>what a natural disaster is</p> <p>what an earthquake is</p> <p>what a tsunami is</p> <p>what a tornado is</p> <p>what tectonic plates are</p> <p>what a volcano is</p> <p>that volcanic rocks are igneous</p> <p>that volcanoes are caused when liquid, turns to gas and the pressure turns to</p> <p>Pompeii was a Roman settlement</p> <p>human settlement is linked to movement of people</p> <p>where Pompeii is in relation to the UK</p> <p>where natural disasters have happened in South America</p> <p><i>that Mount Vesuvius is and was an active volcano</i></p> <p>that human settlement and land use changes after natural disasters</p>	<p>I know:</p> <p>geographers look at scientific processes like states of matter changing</p> <p>geographers measure the earths processes</p> <p>geographers study how people are displaced by natural events</p> <p>I know how to:</p> <p><i>use digital maps to look for, interpret and explain patterns in natural disasters</i></p> <p>discuss how tectonic plates move</p> <p>explain what causes earthquakes and how they are measured</p> <p>explain what causes tsunamis and how they affect people</p> <p>use atlases and maps to locate Italy, Pompeii and places in parts of South America</p> <p>use the four compass points to describe the location of Pompeii to Telford</p> <p>explain how volcanoes are formed and how they change the earth (rocks)</p> <p>explain what causes tornadoes and the effects they have on settlement and landscapes</p> <p>explain how human settlement and land use is permanently changed because of natural disasters</p>	<p>natural disaster</p> <p>tectonic plates</p> <p>fault lines</p> <p>erupt</p> <p>fossils</p> <p>magma</p> <p>tectonic plates</p> <p>crust</p> <p>mantle</p> <p>outer core inner core. volcanoes</p> <p>tornadoes</p> <p>tsunamis</p> <p>earthquakes</p> <p>displacement</p> <p>re-settlement</p>	<p>Text</p> <p>How do natural, scientific processes and disasters affect settlements and places?</p>  <p>Resources/staff subject knowledge:</p> <p>https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/</p> <p>https://www.youtube.com/watch?v=MfsugkikLJI</p> <p>https://www.youtube.com/watch?v=-s3UwOq1P1E</p> <p>https://www.bbc.co.uk/bitesize/topics/z849q6f</p> <p>Modelling clay (play-doh) to make the structure of the Earth.</p> <p>Resources to make a tsunami – large tray, newspaper, mud, model houses, water, block of wood.</p> <p>Resources to make a tornado – 2 plastic litre bottles, water, tape to secure</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how is it studied	Vocabulary	Big Question and Linked Text
<p>Year 5</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>what a grid reference is</p> <p>what a four figure grid reference is</p> <p>what a six figure grid reference is</p> <p>what the x and y axis are</p> <p>a number of symbols on an ordnance survey map</p> <p>that ordnance survey maps are detailed maps of areas</p> <p>the eight points of a compass</p> <p>what magnetic north means</p> <p>that observation is a geographical skill</p> <p>that map reading is a geographical skill</p> <p>what the word orientate</p> <p>that by observing landmarks is important to locate places on maps</p> <p>that landmarks, symbols, keys on maps, contour lines, compasses and orientation all help me locate places accurately</p> <p>that using a compass and observing helps me find place on maps</p> <p>that grid references are recorded eastings first before northings</p>	<p>I know:</p> <p>geographers collect data and information from observations</p> <p>using maps and geography is a skill that I am developing</p> <p>I know how to:</p> <p><i>to use 4 figure grid references</i></p> <p><i>to use grid references and ordnance survey symbols to build their knowledge of the United Kingdom</i></p> <p><i>use the 8 points of a compass to describe the position of the local area in the wider world</i></p> <p>use a compass to find magnetic north</p> <p>use the eight compass points to observe describe the location of landmarks around school</p> <p>read and use 4 and 6 figure grid references</p> <p>use a compass to find magnetic north</p> <p>use the eight compass points to describe the location of landmarks around school</p> <p>use a key to describe features on a map</p> <p>orientate a map correctly</p> <p>use the eight compass points to describe the location of landmarks around the local area</p> <p>read and record 4 and 6 figure grid references using observation</p>	<p>Map grid references (Northings/Easting s)</p> <p>Scale 4 figure grid reference 6 figure grid reference</p> <p>key contour lines symbols compass direction distance x axis and y axis Magnetic north Magnetic north Compass points</p>	<p>Text</p> <p>How do grid references and compasses help me navigate in my local area?</p> <p>Fieldwork and Forest School Enrichment (geographical skill and knowledge development focus)</p> <hr/> <p><u>Resources/staff subject knowledge:</u></p> <p>Digimaps overlays and software</p> <p>Orienteering map of the school site (see shared drive)</p> <p>Orienteering map of the town park (see shared drive)</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how is it studied	Vocabulary	Big Question and Linked Text
<p>Year 5</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>the location of Greece on a map</p> <p>the location of Greece in relation to Europe, the United Kingdom and Shropshire</p> <p>that Greece is a Mediterranean country</p> <p>the countries that border Greece</p> <p>the location the capital city of Greece</p> <p>the capital city of Greece</p> <p>the three main seas that surround Greece</p> <p>that settlement has changed since in Greece over time</p> <p>that human settlement develops due to trade, connections and the physical features in the area</p> <p>that trade, imports and exports were part of ancient Greek and modern Greek life</p> <p>what the climate is like in Greece</p> <p>what the terrain is like in Greece</p> <p>that human geography: settlement, trade and connections, culture and major industries have developed differently and similarly in my local area and in Greece</p>	<p>I know:</p> <p>geographers study how climate, terrain and physical geography affects human choices</p> <p>geographers study the development of people in places</p> <p>I know how to:</p> <p>locate Greece on a map and discuss it's position in relation to Europe, the United Kingdom and Shropshire</p> <p>use the words North, East, South and West when discussing the position and location of Greece</p> <p>locate the seas and oceans on a European map</p> <p>compare the physical features of eastern European landscapes with my own area</p> <p>compare the climate of Greece with European regions with that of my own area</p> <p>compare the human geography of eastern European regions with that of my own area and make references to changes over time</p>	<p>Eastern Europe country continent location</p> <p>Aegean Sea, Mediterranean Sea Ionian Sea Greece capital city United Kingdom Landscape</p> <p>terrain environment climate arid mountainous and humid mean</p> <p>settlements development land use transport links major industries imports exports</p>	<p>How have physical features and landscapes affected settlement in Greece over time?</p> <div style="display: flex; justify-content: space-around;">   </div> <p>globe/world map</p> <p>Visit Greece</p> <p>https://www.bridgewater.newcastle.sch.uk/wp-content/uploads/2020/09/Geogrpahy-Greece.pdf</p> <p>Greece For Kids - What in the World? - YouTube</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how is it studied	Vocabulary	Big Question and Linked Text
<p>Year 6</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>why people settle where they do</p> <p>what natural resources are and how this is linked to climate</p> <p>what trade is and that it is linked to supply and demand</p> <p>what the word economy means</p> <p>the Age of Exploration (empires) is linked to economies becoming international and global</p> <p>the key phases in the development of trade around the world</p> <p>that the slave trade was linked to the import and export of many goods across the world</p> <p>know what the slave triangle was</p> <p>that modern British cities were ports linked to the slave trade</p> <p>the trade links between the UK and another non-European country</p> <p>what imports and exports mean</p> <p>what global supply chain means</p> <p>where my food comes from</p> <p>that labor is still being exploited</p>	<p>I know:</p> <p>that human geography is about people, settlement, connections and places</p> <p>geographers study why people settle where they do</p> <p>economic geography is linked to human geography</p> <p>that geographers study how economies grow over time</p> <p>I know how to:</p> <p>interpret diagrams, maps and aerial photographs to find patterns between settlement and human geography</p> <p>discuss settlement linked to biomes, climates and equators and link this to production of natural resources</p> <p>explain how trading has changed through history</p> <p>use and interpret maps to explore international trade</p> <p>discuss how the slave trade led to the development of English ports and cities</p> <p>create a graph to visually show the link between slavery and the economy in the United Kingdom</p> <p>use maps to show the UK's trade links with other countries</p> <p>explain my choices linking them to the exploitation of labour</p>	<p>Africa Maps Site</p> <p>Settlement Civilisations</p> <p>Latitude Longitude Biomes Climates</p> <p>Products Supply and demand</p> <p>United Kingdom Ports Cities Transport</p> <p>import export goods global globalisation global supply chain multinational economy</p> <p>trade fairtrade sustainability labour exploit</p>	<p>Text</p> <p>How has trade become globalised?</p> <p>Trade</p>  <p>Resources/staff subject knowledge:</p> <p>Economic Geography & the Slave Trade (1).pdf</p> <p>The effects on British ports - The triangular trade - National 5 History Revision - BBC Bitesize</p> <p>How Slavery Helped Build a World Economy (nationalgeographic.com)</p> <p>https://www.fairtrade.org.uk/what-is-fairtrade/where-fairtrade-works/</p> <p>https://www.theschoolrun.com/homework-help/fair-trade</p> <p>https://www.oddizzi.com/teachers/explore-the-world/food-and-farming/fair-trade/</p> <p>https://www.youtube.com/watch?v=9FgBu3oOnNM</p> <p>Fairtrade Foundation website www.fairtrade.org.uk</p>