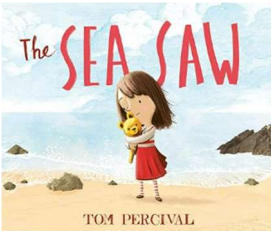


Spring Medium Term Plan Hollinswood Primary School and Nursery Geography

	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 (location)</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>that the world around me changes with the seasons</p> <p>the names of the seasons: Summer, Autumn, Winter and Spring</p> <p>the weather I can observe in each season</p> <p>that the weather changes in the Spring</p> <p>that people use different areas of the school for different things</p> <p>that my school is in Hollinswood</p> <p>that Hollinswood has lots of shops and buildings</p> <p>that near my school there are lakes, parks, houses and places to shop</p> <p>that the seaside looks different to my local area</p> <p>what a beach is</p> <p>what the sea is</p> <p>that people travel to the seaside because it is different</p>	<p>I know:</p> <p>people talk about the weather and how it makes us feel</p> <p>people like different seasons for different reasons</p> <p>people travel to the seaside because it is different</p> <p>I know how to:</p> <p>make observations about the weather</p> <p>use pictures and observe the weather to talk about how the seasons change</p> <p>look at and talk about the buildings in my school and what we do in them</p> <p>talk about what is on my school grounds based upon observations e.g. grass, fields, buildings, playgrounds (observation skills)</p> <p>use maps and aerial photographs to talk about the features in my school</p> <p>talk about my school being in Hollinswood</p> <p>talk about what is in and around Hollinswood using maps and aerial photographs</p> <p>describe the seaside using maps, aerial photographs and observations of materials in my environment</p> <p>talk about how where I live is different to the seaside</p>	<p>cold/warmer colour/flowers</p> <p>leaves growing growth</p> <p>Autumn Winter Spring Summer</p> <p>wet warm cold change</p> <p>buildings playgrounds field Grass forest School maps/Pictures</p> <p>Hollinswood</p> <p>shapes lights shops beach sand shells seaside sea houses similar/different</p>	<p>Text:</p> <p>Where do I live and how is it different to the seaside? – local study and the seaside</p>  <p>Resources/staff subject knowledge:</p> <p>Maps and mapping in the early years (ordnancesurvey.co.uk)</p> <p>Digimaps</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 (location)</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/ Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>where my school is in my local area</p> <p>the town my school sits in</p> <p>know maps help me see visually where things are in my local area</p> <p>know that maps are used to find places</p> <p>know older and modern maps show places in my local area</p> <p>know what physical features are in my local area</p> <p>know what human features are in my local area</p> <p>being part of community means helping keep it tidy (litter pick)</p> <p>the buildings in my local area from 100 years ago and now</p> <p>know that physical features have stayed the same in my local area</p> <p>know that human features have stayed the same in my local area</p> <p>know symbols and signs on maps show where farms, schools, buildings and churches are</p> <p>the people in my area have changed over time</p> <p>jobs in Telford have changed in the last 100 years</p> <p>the community I live is made up with people from all over the world</p>	<p>I know:</p> <p>people think about what has happened in their local area in the past</p> <p>people study places which is called geography</p> <p>the difference between human and physical geography</p> <p>I know how to:</p> <p>locate my school on modern and older maps</p> <p>find shapes on maps and talk about changes in my local area from the 1800s to now</p> <p>use local maps to notice changes in my area</p> <p>compare and discuss changes in my local area within living memory using maps(heritage)</p> <p>notice and make note of significant places in my local area</p> <p>help tidy my local area (litter pick)</p> <p>make observations of things that are old on new on a heritage walk</p> <p>tell my teacher things that are old and new on a heritage walk</p> <p>create a tally on human and physical features on a heritage walk with adult support</p> <p>locate old and new features (human and physical features) on the maps based on the walk</p> <p>use maps and the words north, east, south and west</p> <p>talk about how diverse our community is</p> <p>write about how my local area has changed using key geographical vocabulary</p>	<p>Settlement Place Community Town Park Lakes Residential Housing</p> <p>Industry Mining railways mineral railway colliery heritage pride countryside town</p> <p>fieldwork map symbol aerial photographs digital mapping</p> <p>observe eco/sustainability community tally natural (physical features) manmade (human features)</p> <p>north east south west map</p> <p>jobs diverse</p>	<p>Text</p> <p>How has my local area changed through time?</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>Heritage maps and resources</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> <p>Hollinswood Primary School - Spring Heritage Resources - All Documents (sharepoint.com)</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography is it studied	Vocabulary	Big Question and Linked Text
<p>Year 2</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place (location)</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/ Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>know what the word settlement means</p> <p>know what the word scale means</p> <p>that Hollinswood is part of a town</p> <p>that Telford is part of England</p> <p>that England is in Europe</p> <p>that Europe is a continent</p> <p>know that maps show us the world in different scales</p> <p>know what an aerial photograph shows</p> <p>know and secure with the terms physical and human features</p> <p>know what the basic symbols on an OS map show</p> <p>know the compass directions north, east, south and west</p> <p>know what orient means</p> <p>know that caring for my environment is part of being a good citizen</p> <p>know that my local area has changed over time</p> <p>know what a tally and tally chart are</p> <p>know what the words similar and different mean</p> <p>know that my community is diverse</p>	<p>I know:</p> <p>heritage is about people connecting to the place they live in the past</p> <p>that geographers look at scale, growth and changes in settlements</p> <p>I know how to:</p> <p>use an atlas and digital maps to explore the location of Hollinswood in the world</p> <p>describe the scale of Hollinswood in relation to towns, cities, countries and continents</p> <p>use aerial photographs and talk clearly about physical and human features on maps</p> <p>talk about changes in my local area using aerial photographs and maps</p> <p>describe how our local settlement has changed</p> <p>discuss maps making clear reference to the words physical and human features when maps from the last 100 years of Hollinswood</p> <p>explain the symbols on OS maps in my local area</p> <p>draw a simple sketch map showing and labelling key human and physical features on the map</p> <p>plan a simple route to explore the heritage in my local area</p> <p>use compasses and the compass directions to orient myself online a heritage walk</p> <p>help tidy my local area (litter pick)</p> <p>create a tally chart of things that are old, new and that have stayed the same in my local area over the last 100 years</p> <p>create a simple bar chart to show how things have changed in my local area over the last 100 years</p> <p>write about how maps show us how the physical and human geography is similar and different from 100 years ago to now</p> <p>know that the jobs in Hollinswood have become more diverse over time</p>	<p>Globe</p> <p>Earth</p> <p>Scale</p> <p>Community</p> <p>Town</p> <p>England</p> <p>Europe</p> <p>Continent</p> <p>Northern Hemisphere</p> <p>Settlement</p> <p>factory farm</p> <p>house</p> <p>shop</p> <p>industry</p> <p>mining</p> <p>jobs</p> <p>Map</p> <p>Plot</p> <p>Sketch map</p> <p>Key</p> <p>Journey line</p> <p>Route</p> <p>Travel</p> <p>Orient</p> <p>Compass</p> <p>North</p> <p>East</p> <p>South</p> <p>West</p> <p>Environment</p> <p>Community</p> <p>Responsibility</p> <p>Natural</p> <p>Floods</p>	<p>Text</p> <p>How can we use maps to learn about changes to the settlement we live in?</p>  <p>Resources/staff subject knowledge:</p> <p>Hollinswood Primary School - Spring Heritage Resources - All Documents (sharepoint.com)</p> <p>Maps and OS maps/Digi maps</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography is it studied	Vocabulary	Big Question and Linked Text
<p>Year 3</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place (location)</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p><i>the symbols on OS maps and what they mean</i></p> <p><i>what land use means</i></p> <p>know that caring for my environment is part of being a good citizen</p> <p>that England and Wales are countries that border each other</p> <p>the names of major rivers in the United Kingdom</p> <p>that land in some areas is higher and lines on maps show this</p> <p>that rivers flow from mountains, downhill and go into the sea</p> <p>that Wales is the source of the River Severn</p> <p>that Wales is mountainous (high ground)</p> <p>what a valley is</p> <p>that land along rivers is used for different things</p> <p>that rivers flood and help make the land fertile for farming</p> <p>that settlements on the River Severn have changed and developed</p> <p>what a port is</p> <p>that cities and ports have grown near estuaries</p> <p>that Bristol, London and Valencia are ports</p> <p>that rivers, ports and estuaries are linked to trade</p>	<p>I know:</p> <p>geographers look at rivers and settlements developing along them</p> <p>geographers study how rivers link people and places</p> <p>geographers study how cities, ports, towns and land use changes over time</p> <p>I know how to:</p> <p><i>use OS maps alongside compasses to explore heritage in my local area</i></p> <p><i>gather data about land use in the past and create and explain this on a map</i></p> <p>care for my community by collecting litter</p> <p>use a map to locate countries, towns and cities in the UK</p> <p>use digital maps to find the name and location of the main rivers and seas in the UK</p> <p>use digital maps to locate high ground that borders or is near to Shropshire</p> <p>create a model/map to show the source of River Severn from source to sea</p> <p>locate key settlements, towns, cities and ports along the River Severn</p> <p>describe how floods help farming but affect settlements along the River Severn</p> <p>locate the ports London, Valencia and Bristol and talk about what happens at a port</p> <p>discuss how rivers links places to seas and oceans</p> <p>explain how rivers are linked to settlements, people and places</p>	<p>symbols</p> <p>countries</p> <p>settlements</p> <p>site</p> <p>land use</p> <p>source</p> <p>flow</p> <p>mountainous</p> <p>mountain</p> <p>high ground</p> <p>low ground</p> <p>valley</p> <p>north</p> <p>east</p> <p>south</p> <p>west</p> <p>topographical</p> <p>high ground</p> <p>low ground</p> <p>map</p> <p>sketch map</p> <p>digital mapping</p> <p>digital</p> <p>fertile</p> <p>soild</p> <p>farming</p> <p>flood</p> <p>cities</p> <p>ports</p> <p>Bristol</p> <p>estuaries</p>	<p>How are rivers linked to land use?</p> <p>Text</p>   <p>Resources/staff subject knowledge:</p> <p>(6) Geography with Grammarsaurus - How is a river formed? - YouTube</p> <p>https://education.nationalgeographic.org/resource/rural-area/</p> <p>(4) Build A River Model – STEM Activity - YouTube</p> <p>River Severn Fact File - Geography in Action - Sabrina Boat (features of the River Severn and key vocabulary)</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography is it studied	Vocabulary	Big Question and Linked Text
<p>Year 4</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place (location)</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment /</p> <p>Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>know what that settlement is linked to human dwellings</p> <p>know that site is about the physical features in a part of the earth</p> <p>know that caring for my environment is part of being a good citizen</p> <p>know that settlements are linked to jobs</p> <p>know a range of OS symbols</p> <p>know that the types of jobs people do in places changed over time</p> <p>know that land use has changed and still changes over time</p> <p>know that recent shopping developments have happened in my local area</p> <p>know that settlement is part of human geography</p> <p>know that site is part of physical geography (place)</p> <p>know British history is formed by invasions and settlement</p> <p>know what a capital city is</p> <p>know people in the past and now settle on certain sites</p> <p>know reasons why people migrate and settle</p> <p>know that migration and movement is always something people do</p> <p>know that diverse people help improve culture in my community</p>	<p>I know:</p> <p>geographers look at how site affects where people settle</p> <p>that geographers look at land use changing over time</p> <p>that in geography we collect data</p> <p>I know how to:</p> <p>use OS maps, compasses, and compass directions to plan a route to gather evidence about my local area in the past</p> <p>identify types of settlement, jobs and industries in my local area now and in the past (heritage walk)</p> <p>collect evidence about the site of my community now and in the past (heritage walk)</p> <p>talk land use in my local area and how Telford has changed from the Stone Age to now along the River Severn</p> <p>gather data around how land is used in my local area</p> <p>create a map to show land use in my local area</p> <p>use maps to identify settlements that have grown in my local area, Shropshire, the midlands and across the UK (digimaps)</p> <p>care for my community by collecting litter</p> <p>use maps to locate settlements built by invaders (Wroxeter), Anglo-Saxon settlements, Viking settlements</p> <p>explain why settlements develop on certain sites (Wroxeter)</p> <p>discuss reasons people settled in the UK in the past</p> <p>discuss why people have moved to the UK now</p> <p>explain about how there are different reasons for people to move to the UK and Telford</p> <p>explain how migration and settlement of people is positive for our community</p>	<p>heritage</p> <p>pride</p> <p>dwelling</p> <p>settle</p> <p>settlement</p> <p>site</p> <p>land use</p> <p>physical features</p> <p>citizen</p> <p>interpret</p> <p>compass</p> <p>compass</p> <p>directions</p> <p>evidence</p> <p>signs</p> <p>symbols</p> <p>change</p> <p>causes</p> <p>data</p> <p>towns</p> <p>counties</p> <p>environmental</p> <p>action</p> <p>responsible</p> <p>citizen</p> <p>migration</p> <p>immigration</p> <p>settlement</p>	<p>Text</p> <p>Why do people from across time, settle and move?</p>   <p>Resources/staff subject knowledge:</p> <p>Hollinswood Primary School - Spring Heritage Resources - All Documents (sharepoint.com)</p> <p>Maps and OS maps/ See Digi maps</p> <p>(16) A BEAUTIFUL ANIMATION OF A HARROWING STORY - BBC NEWS - YouTube</p> <p>(16) What is the Windrush Generation? Finding My Family: A Windrush Special Newsround - YouTube</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography is it studied	Vocabulary	Big Question and Linked Text
<p>Year 5</p> <p>Biomes, sustainability, and plastics</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place (location)</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>the environmental impact of plastic on the local environment</p> <p>the impact of plastic on the River Severn</p> <p>that the River Severn connects to the Bristol channel</p> <p>that seas are smaller than oceans and are usually located next to land</p> <p>that the Irish sea connects to the Atlantic ocean</p> <p>that plastics placed on the pavement can all end up in the ocean</p> <p>that the Irish sea (Celtic Sea) flows into the Atlantic Ocean</p> <p>what an eco-system is</p> <p>what a biome is</p> <p>that plastics damage eco-systems, harm living things and biomes</p> <p>that collecting rubbish and using sustainable materials helps prevent damage being made to the world</p> <p>that single use plastic use is preventable</p> <p>what a survey is</p> <p>that choosing alternatives to plastics helps the planetary crisis</p>	<p>I know:</p> <p>geographers study the climate</p> <p>geographers look at the impact people have on the planet</p> <p>ecologists look at what damage can be result in our actions</p> <p>that fieldwork is a part of geography</p> <p>I know how to:</p> <p>use maps to explain how rivers link our local area to the rest of the world</p> <p>discuss the journey of plastic from source to sea using a model</p> <p>collect materials and waste from my local environment</p> <p>observe changes in and around my school</p> <p>take care of my school environment</p> <p>discuss and explain which materials can be re-used and re-cycled</p> <p>collect data around plastics being used sustainably</p> <p>create bar charts to present the data I have collected on materials</p> <p>present data to companies</p> <p>present my knowledge and data to discuss sustainability</p> <p>write and explain solutions to companies on reducing single use plastics</p> <p>present to teachers, governors and the school the results of the single use plastic survey</p> <p>create a plan to reduce the schools use of single use plastics</p>	<p>Environmental impact</p> <p>tributaries</p> <p>water course</p> <p>journey</p> <p>Channel</p> <p>Sea ocean</p> <p>biomes</p> <p>climate</p> <p>eco-systems</p> <p>harm</p> <p>preventable</p> <p>resourcefulness</p> <p>recyclable</p> <p>non-recyclable</p> <p>upcycle</p> <p>single use</p> <p>alternatives</p> <p>prevent</p> <p>disposable</p> <p>waste</p> <p>data</p> <p>chart</p> <p>bar chart</p> <p>community</p> <p>action</p> <p>responsibility</p> <p>ecological</p> <p>damage</p> <p>survey</p>	<p>Text</p> <p>How are biomes and eco-systems affected by pollution and plastics?</p>  <p>Resources/staff subject knowledge:</p> <p>Teaching for sustainable futures IOE - Faculty of Education and Society - UCL – University College London</p> <p>(16) How We Can Keep Plastics Out of Our Ocean National Geographic - YouTube</p> <p>Sustainability (Fieldwork Unit) - Grammarsaurus</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography is it studied	Vocabulary	Big Question and Linked Text
<p>Year 6</p> <p>Biomes/Climate Change/Sustainable living</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place (location)</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>over time people have become disconnected from the natural world</p> <p>that the natural world is a thing of awe and wonder</p> <p>that people from the ancient past worshipped the natural world</p> <p>that the natural world is important for the future of mankind</p> <p>that empires and industrialisation led to de-forestation</p> <p>the industrial revolution allowed humans to build and make stronger materials</p> <p>stronger materials led to a growth in cities being built</p> <p>that woodland become forests over time</p> <p>where forests exist in the United Kingdom now</p> <p>that Britain was once a rich rainforest habitat</p> <p>that my Telford is an urban settlement</p> <p>where Havannah is in the world</p> <p>that Telford is growing in size</p> <p>that greenspace is being used to build settlements, houses and factories</p> <p>that Wangari Maathi is an example of how to make small changes to improve our future</p> <p>that small changes and our voices can help future proof Telford and make Telford a greener space</p> <p>that the planetary crisis is a shared responsibility globally</p>	<p>I know:</p> <p>the world around us is changing and evolving</p> <p>that geography is about observing and responding to the changing world around us</p> <p>I know how to:</p> <p>use maps and descriptions of Telford in the past to discuss urbanisation and changes to biomes and habitats</p> <p>describe how the industrial revolution led to urbanisation of cities</p> <p>discuss the role the industrial revolution has made Britain one of the most tree depleted places in Europe</p> <p>use maps to find woodlands and forests in the UK</p> <p>discuss the lost forests of Britain's past</p> <p>find evidence of natural habitats and trees in a major South American city (Havannah)</p> <p>compare Telford to Havannah and talk about making Telford's growth sustainable</p> <p>debate the negatives and positives of urbanisation across the world</p> <p>discuss our role in a sustainable future</p> <p>create an action plan for creating more green spaces and planting more trees in the local area</p>	<p>natural world</p> <p>evolving</p> <p>awe and wonder</p> <p>urban urbanisation modern settlements</p> <p>industrialisation</p> <p>woodland forest rainforest depletion de-forestation</p> <p>sustainable</p> <p>green spaces global action community personal responsibility</p> <p>inspirational individuals significant individuals</p>	<p>Text</p> <p>Do urban landscapes promise hope for a bright sustainable future in Telford?</p>  <p>Resources/staff subject knowledge:</p> <p>Lost Rainforests of Britain</p> <p>Teaching for sustainable futures IOE - Faculty of Education and Society - UCL – University College London</p> <p>https://www.history.org.uk/publications/resource/10445/wangari-maathai-as-a-significant-individual</p> <p>(16) Wangari Maathai: the Nobel Peace Prize Laureate Who Planted Trees - YouTube</p>

