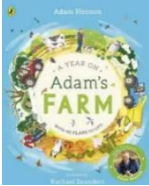



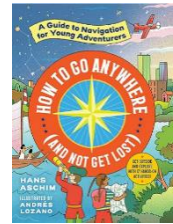
Summer Medium Term Plan Hollinswood Primary School and Nursery Geography

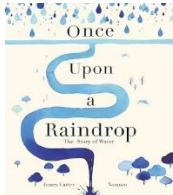

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography it is studied	Vocabulary	Big Question and Linked Text
<p>EYFS –</p> <p>Fieldwork</p> <p>Interpretation</p> <p>Settlement and Place (location)</p> <p>Trade and connections</p> <p>Scale and space</p> <p>Processes and change (time)</p> <p>Environment/</p> <p>Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>what the word season means</p> <p>what the seasons summer, autumn and winter are</p> <p>what the weather is like in Autumn, Winter, Spring and Summer is like</p> <p>farms are normally part of the countryside</p> <p>what a town is</p> <p>live in a town</p> <p>the name of my town</p> <p>that towns have lots of building</p> <p>where a farm is on a local area map</p> <p>what a farm looks like from an aerial photograph</p> <p>what a town looks like from an aerial photograph</p> <p>know what a farm gives a community</p> <p>know what farmers do</p> <p>know that farms produce crops that we use for food</p> <p>know that farms rear animals that we eat</p> <p>know maps can show us things that are local or further away</p> <p>know what a map is</p>	<p>I know:</p> <p>people look at spaces on maps</p> <p>people look at how things change in the world around us</p> <p>geography is about places in the world</p> <p>I know how to:</p> <p>observe changes in the weather and talk about them on a daily basis</p> <p>observe and describe my school as the seasons and weather changes</p> <p>observe what is in my town (building, shopping centres and lots of houses)</p> <p>talk about how a farm is different to a town using aerial photographs and observations of my local area</p> <p>look at a map and find farms in Shropshire</p> <p>use aerial photographs to look at farming now and in the past (see history MTP)</p> <p>using stories talk about how a farm is different to a town</p> <p>ask questions to a farmer about what they do</p> <p>identify farms on maps</p> <p>offer a simple explanation about how farming helps us</p> <p>create a messy map or model to show what a farm looks like</p> <p>make simple labels for parts of the map</p>	<p>seasons change observe</p> <p>countryside town buildings local area</p> <p>map aerial photograph</p> <p>identify labels maps</p> <p>Community</p> <p>Farmers Jobs</p> <p>produce crops rear grow</p>	<p>Text:</p> <p>What role do farms do in our communities?</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Resources/staff subject knowledge:</p> <p>Digimaps</p> <p>Teaching Resources Countryside Classroom</p> <p>(9) How our milk gets from the farm to the shop Geography - William Whiskerson - YouTube</p> <p>(9) On the farm – What can you see? - YouTube</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/</p> <p>Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p><i>that temperature is measured in degree °C</i></p> <p>the different seasons in a year</p> <p>the names of all four seasons and the weather associated with them</p> <p>the length of the day changes across seasons</p> <p>what the weather is like in my country</p> <p>what hot and cold countries are like</p> <p>the difference between weather and climate</p> <p>that the equator is a band around the middle of the earth</p> <p>name different types of weather</p> <p>that severe weather can be dangerous</p> <p>discuss how weather can affects us</p> <p>that Cape Verde is part of the African continent</p> <p>that Cape Verde is South of England</p> <p>where Cape Verde is</p> <p>that part of my local area floods (River Severn)</p> <p>that different weather helps us with different things</p> <p>that climate change is affecting settlements around the world</p>	<p>I know:</p> <p>geographer look at the weather in different places</p> <p>people look at geography and the weather</p> <p>that people look for patterns in the weather to know about climate</p> <p>I know how to:</p> <p><i>observe and measure the weather across a week</i></p> <p><i>record the temperature for a length of time in the capital cities of the UK and our local area</i></p> <p><i>measure rainfall over a period of time</i></p> <p><i>show my results in a simple pictogram or on a table</i></p> <p>discuss weather associated with different seasons</p> <p>explain which seasons have longer days and daylight hours</p> <p>talk about weather</p> <p>locate the Equator using a globe and map</p> <p>identify if a country is hot or cold using ideas about the equator</p> <p>use a climate maps to talk about differences of temperature</p> <p>use a source (map or short information text) to ask questions</p> <p>observations and discuss ideas from visual sources, aerial photographs and images</p> <p>use a map to find Cape Verde</p> <p>make comparisons between contrasting countries</p> <p>talk about the positive and negative of weather</p> <p>discuss climate change using maps and visual images</p> <p>predict a future for places if climate change continues to happen</p>	<p>human geography</p> <p>physical geography</p> <p>seasons</p> <p>climate</p> <p>daylight</p> <p>measure</p> <p>record</p> <p>results</p> <p>gather</p> <p>collect</p> <p>United Kingdom</p> <p>England</p> <p>Northern Ireland</p> <p>Scotland</p> <p>Wales</p> <p>Capital city</p> <p>equator</p> <p>globe</p> <p>atlas</p> <p>map</p> <p>aerial</p> <p>photographs</p> <p>country</p> <p>continent</p> <p>Africa</p> <p>positive</p> <p>negative</p> <p>weather</p> <p>floods</p> <p>river</p> <p>climate change</p>	<p>Text</p> <p>What has our weather got to do with climate change?</p>  <p>Resources/staff subject knowledge:</p> <p>When do the clocks go forward and why? - BBC Newsround</p> <p>City of London - BBC Weather</p> <p>Digimaps for schools- climate filter</p> <p>www.metoffice.co.uk</p> <p>Thermometers</p> <p>What will climate change look like in your area? - BBC News</p> <p>Revealed: The 50 areas in the UK most likely to perish as a result of climate change The Independent</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography is 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/</p> <p>Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>the names of continents and their size</p> <p>the difference between a country and a continent</p> <p>that rivers connect land to the sea</p> <p>that water is a physical feature</p> <p>that languages are different around the world</p> <p>that languages are shared around the world</p> <p>that ideas are passed through languages</p> <p>that water and people moving on water helps share languages and ideas</p> <p>that England is in the UK</p> <p>that the UK is in Europe</p> <p>that London is in England</p> <p>that the capital city of England is London</p> <p>what trade is</p> <p>what a port is</p> <p>that London is a port</p> <p>that ports connect rivers to seas oceans and other places</p> <p>that Barcelona is a port</p> <p>that Buenos Aires is in Argentina</p> <p>that Buenos Aires is a port like London</p>	<p>I know:</p> <p>geography is about studying places and people</p> <p>that rivers and oceans connect people and places</p> <p>I know how to:</p> <p>recall the names of continents</p> <p>describe the difference between a country and continent</p> <p>find the capital cities of the UK on a map</p> <p>label the capital city of England on a map from the 1600s and now</p> <p>talk about the features of a port, including seas and rivers</p> <p>describe how ideas travel with people into new places and settlements</p> <p>describe what comes and goes from ports</p> <p>talk about how people from different places across time have needed different languages</p> <p>compare what life is like in different countries and ports</p> <p>talk about how London is a settlement that sends good across the world</p> <p>write down the items and goods sent from the ports in the UK to ports around the world</p> <p>use a global map to find ports in Asia, America, the UK and Asia</p>	<p>Places Scale People</p> <p>Continents (review Autumn and Spring year two) Country Capital city</p> <p>Languages</p> <p>Seas Rivers Oceans</p> <p>Ports Travel Goods</p> <p>Maps Global Atlas Features</p>	<p>Text</p> <p>What is a port and how does London connect to the world?</p>  <p>Resources/staff subject knowledge:</p> <p>London Harbor - From the Thames to the entire world: cargo-partner</p> <p>The River Thames (youtube.com)</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>that forests are a natural feature of our environment</p> <p>what role trees play in protecting our planet</p> <p>what de-forestation is</p> <p>that de-forestation is a threat to our planet</p> <p>that when farming began in the Neolithic forests were destroyed for farming</p> <p>that the growth of the Roman Empire and farming resulted in European forests being destroyed</p> <p>that the industrial revolution and industry led to forests being destroyed</p> <p>that retail and housing developments have reduced forests and greenspace</p> <p>the similarities and differences between a forest and a rainforest</p> <p>areas of the world containing rainforests</p> <p>that the Amazon rainforest is in South America</p> <p>that the Amazon rainforest is being destroyed for agriculture</p> <p>that the Amazon rainforest is home to native people</p> <p>the layers of a rainforest</p> <p>that rainforests are habitats for protected species</p> <p>what role we can play in stopping de-forestation</p>	<p>I know:</p> <p>geography is about responding to our world changing</p> <p>geography is about noticing changes and discussing them</p> <p>geography is about people and places</p> <p>I know how to:</p> <p>react emotively to trees, forests and nature describing what we like about them</p> <p>talk about how humans are now less connected to nature than they were in the past</p> <p>describe the role of trees in nature</p> <p>describe how the trees help cut emissions and stop climate change</p> <p>use maps to find forests across Europe</p> <p>use maps to describe how forests change in size</p> <p>use maps to locate forests around the world now</p> <p>use an Atlas and digital map to locate forests around the world</p> <p>compare the Amazon rainforest to Sheerwood forest</p> <p>describe the key aspects of a tropical climate</p> <p>describe and understand the features of the layers of a rainforest.</p> <p>explain the effects humans are having on the rainforests.</p>	<p>settlements</p> <p>land use</p> <p>human-made</p> <p>natural habitats</p> <p>de-forestation</p> <p>climate</p> <p>tropical</p> <p>weather</p> <p>humid</p> <p>species</p> <p>emergent layer</p> <p>canopy layer</p> <p>understorey layer</p> <p>forest floor</p> <p>farming</p> <p>agriculture</p> <p>immigration</p> <p>native tribes</p> <p>compare</p> <p>difference</p> <p>different</p> <p>similar</p> <p>South America</p> <p>Europe</p> <p>Amazon</p> <p>rainforest</p> <p>Sherwood forest</p>	<p>Text</p> <p>Why are forests so important and how do they change?</p>  <p>Resources/staff subject knowledge:</p> <p>The Eden Project</p> <p>Rainforests Geography - Ecosystems and Biomes (youtube.com)</p> <p>Teaching for sustainable futures IOE - Faculty of Education and Society - UCL – University College London</p> <p>The Tragedy Of Deforestation Climate Change: The Facts BBC Earth (youtube.com)</p> <p>Education Pack - Rainforest Foundation UK</p>

	Substantive knowledge – the stuff of geography	Disciplinary knowledge – how geography is 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/ Environmental impact (climate)</p> <p>Cultural awareness and diversity</p>	<p>I know:</p> <p>the position and significance of the Equator</p> <p>what the Northern Hemisphere and the Southern Hemisphere are</p> <p>what latitude is</p> <p>that lines of latitude are linked to place</p> <p>that lines of latitude are measurements North or South of the equator</p> <p>the are five major lines of latitude</p> <p>what a co-ordinate is</p> <p>that co-ordinates help us find places</p> <p>what longitude is</p> <p>that lines of longitude are linked to time</p> <p>that longitudinal lines run from the top of the earth down</p> <p>position and significance of time zones</p> <p>that lines of longitude are linked to Greenwich meridian</p> <p>that lines of longitude are measured in degrees east or west from London</p> <p>find the lines of latitude for Antarctica and the Artic</p> <p>that Antarctica is a continent and the artic is a frozen sheet of solid ice</p> <p>what a climate zone is</p> <p>where and what the tropics of Capricorn are</p> <p>that the climate zone in the tropics means it is hot all year</p>	<p>I know:</p> <p>locating places is a key geographical skill</p> <p>that lines of latitude and longitude are used by geographers and navigators to locate places in the world</p> <p>I know how to:</p> <p>use a globe to locate the equator</p> <p>talk about the weather near the equator</p> <p>identify lines of latitude and longitude</p> <p>use longitude and latitude to find places on maps, atlases and globes.</p> <p>use co-ordinates to find places in the world</p> <p>use longitude and latitude to find places on maps, atlases and globes</p> <p>describe the key features of polar regions and compare them to the UK</p> <p>classify the characteristics of the artic and the Antarctic</p> <p>plan a route along a line of latitude noting what would be seen</p> <p>compare the climate of the tropics with the UK climate</p> <p>describe the weather and climate in the UK</p> <p>describe the weather in desert biomes/climates</p> <p>compare the deserts in North America to the temperate climate zone in the UK</p>	<p>geographer</p> <p>navigation</p> <p>location</p> <p>Space</p> <p>Equator</p> <p>Weather</p> <p>Hot</p> <p>Climate zone</p> <p>latitude</p> <p>longitude</p> <p>time</p> <p>place</p> <p>east</p> <p>west</p> <p>north</p> <p>east</p> <p>co-ordinates</p> <p>meridian</p> <p>degrees</p> <p>maps</p> <p>atlases</p> <p>globe</p> <p>polar regions</p> <p>Artic</p> <p>Antarctic</p> <p>route</p> <p>climate</p> <p>weather</p> <p>tropics</p> <p>biome</p> <p>climates</p> <p>deserts</p>	<p>Text</p> <p>Why do geographers have lines of latitude and longitude and how do they help find places?</p>  <p>Resources/staff subject knowledge:</p> <p>Understanding latitude and longitude - BBC Bitesize</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>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 the water cycle</p> <p>the major rivers in the world</p> <p>that the River Nile delta was key to settlements thriving in Egypt</p> <p>that flooding i.e. the Nile was celebrated and worshipped by people</p> <p>that rivers lead to estuaries and the sea</p> <p>the key rivers of the UK</p> <p>the ways rivers are used</p> <p>what topography is</p> <p>the impact of damming rivers</p> <p>that topography affects flooding and places</p> <p>how and why landscapes change over time</p> <p>that the water cycle and weather processes can cause heavy rain</p> <p>that heavy rain can cause flooding</p> <p>that flooding leads to settlements being affected</p> <p>the coastal features of the UK</p> <p>how coastal features are formed</p>	<p>I know:</p> <p>the water cycle and the earths processes link science and geography as subjects</p> <p>that changing sites and places change settlements</p> <p>I know how to:</p> <p>create a model of the water cycle</p> <p>use maps to locate the major rivers of the UK</p> <p>create a map of the Nile delta and label to key features of a river</p> <p>explain how water and weather can change the landscape</p> <p>discuss how the weather can cause flooding</p> <p>explain what a damn is</p> <p>use atlases and maps to identify the key features of a river system</p> <p>describe the key features of a river system</p> <p>identify high and low ground describing the journey of a river</p> <p>predict how physical factors might change the landscape in the future</p> <p>identify coastal features of the UK</p> <p>explain coastal features and erosion at the coast or in rivers</p> <p>discuss the impact of erosion and flooding on people and places</p> <p>explain how erosion happens</p>	<p>water cycle</p> <p>evaporation</p> <p>flooding</p> <p>agriculture</p> <p>land use</p> <p>farming</p> <p>estuaries</p> <p>connections</p> <p>rivers</p> <p>seas</p> <p>topography (year 3 and 4 revisit)</p> <p>damming</p> <p>damn</p> <p>heavy rain</p> <p>deposition</p> <p>dissolve</p> <p>erosion</p> <p>weathering</p> <p>coastline</p> <p>spit</p> <p>stack</p> <p>stump</p> <p>arch</p> <p>dune</p> <p>beach</p> <p>physical</p> <p>weathering</p> <p>chemical</p> <p>weathering</p> <p>biological</p> <p>weathering</p> <p>erosion</p>	<p>Text</p> <p>How does erosion and the water cycle affect people and places?</p>   <p>Resources/staff subject knowledge:</p> <p>See history MTP e.g. Nile Delta</p> <p>See the science MTP (water cycle)</p> <p>Geography KS1 KS2 The water cycle BBC Teach (youtube.com)</p> <p>Geography KS3 Erosion BBC Teach (youtube.com)</p> <p>Should we protect properties affected by coastal erosion? BBC Teach (youtube.com)</p> <p>What is coastal erosion? - BBC Bitesize</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>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>what threats exist on the planet caused by humans</p> <p>what eco-systems are threatened by global warming</p> <p>where the places that are threatened are</p> <p>where threatened rainforests are</p> <p>that human settlements are under threat from global changes</p> <p>what climate means</p> <p>that habitats are threatened by changes in climate</p> <p>locations of human settlements environmental scientists believe are under threat from global climate change</p> <p>how urbanisation threatens climate change</p> <p>how urban environments can become sustainable</p> <p>how our future can be safe-guarded by changes we can make</p> <p>the actions that could be taken in Telford and the wider world to combat climate change</p> <p>what a case study is</p>	<p>I know:</p> <p>that geography is about people, places and how they interact</p> <p>that environmental geography is about linked to solving the planetary crisis</p> <p>that case studies are part of studying geography</p> <p>I know how to:</p> <p>use climate maps to locate vulnerable climates, environments and settlements in the world</p> <p>explain what global warming is</p> <p>explain the effect global warming has on settlements</p> <p>use a global climate map to discuss where the greatest impact would be in terms of climate change</p> <p>how human settlements might change if global warming continues to escalate</p> <p>explain the impact growing urban settlements has on green spaces (review land use)</p> <p>discuss ways in which we can change our environment to help society become more sustainable</p> <p>research a place in the world with a high carbon footprint</p> <p>create a leaflet showing actions we can take to develop a sustainable future in a specific vulnerable place in the world</p>	<p>planet</p> <p>planetary crisis</p> <p>global warming threatened</p> <p>climate habitats</p> <p>environmental science</p> <p>urbanisation environments</p> <p>safe-guarded sustainable</p> <p>combat</p> <p>case study</p>	<p>Text</p> <p>What should Telford and the wider world look like in the future?</p>  <p>Resources/staff subject knowledge:</p> <p>Home Sustainable Telford and Wrekin</p> <p>Amazon Conservation 20 Years of Protecting the Amazon Rainforest</p> <p>The Rainforest Club</p>

