

# St Joseph's Catholic Voluntary Academy, Leicester



## Geography Medium Term Planning 2022/23

Year	Nursery	Subject	Geography			Academic Year 2022/23	
Prior Knowledge		End Point			Key Vocabulary		
Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life		Communication - Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Mapping - Begins to remember their way around familiar environments. Responds to some spatial and positional language. • Fieldwork -Explores how things look from different viewpoints including things that are near or far away. • Enquiry - Notices detailed features of objects in their environment.			Leicester, Autumn, Winter, Spring, Summer, house, school, farm, city, beach, park, field, shops Assessment Listen to what children say about what they see. Using new vocabulary: name specific features of the world, both natural and made by people. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Look for children incorporating their understanding of the seasons and weather in their play.		
	<i>I wonder what is so special about me?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>	
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	
1	Talk about where we live	Explore natural items found on an autumn walk	Explore natural items found on a winter walk	Look for signs of new life on a spring walk	Farm animals		
2	Explore the school grounds and discuss what we see	Sing songs related to autumn	Sing songs related to the winter weather		Zoo animals		
3		Begin to notice changes in the environment			Animals in hot countries		
4		Explore festivals from other countries					
<p><i>General learning throughout the year</i>                      Creating different environments in small world play e.g. mountains, rivers, beaches, icebergs, cliffs, woodlands                      Daily weather conversations linked to our weather chart                      Looking at how the weather changes our environment - muddy slopes when it rains etc                      Exploring different geographical stories from around the world e.g. we're going on a lion hunt</p>							

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Year	Reception	Subject	Geography			Academic Year 2022/23
Prior Knowledge		End Point			Key Vocabulary	
<p>Communication - Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <ul style="list-style-type: none"> <li>• Mapping - Begins to remember their way around familiar environments. Responds to some spatial and positional language.</li> <li>• Fieldwork -Explores how things look from different viewpoints including things that are near or far away.</li> <li>• Enquiry - Notices detailed features of objects in their environment.</li> </ul>		<p>Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</p> <ul style="list-style-type: none"> <li>• Mapping: know about features of different places, recognise and talk about the features in familiar/other places.</li> <li>• Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</li> <li>• Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people.</li> <li>• Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.</li> </ul>			<p>Leicester, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far Harvest, seasons, Autumn, Winter, Spring, Summer, weather Farm, beach, countryside, moors</p>	
					Assessment	
					<p>Listen to what children say about what they see.</p> <p>Using new vocabulary: name specific features of the world, both natural and made by people.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Look for children incorporating their understanding of the seasons and weather in their play.</p>	
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning
1	Look at where we live, describe features we see on the way to school.	Exploring school's grounds and observing seasonal changes in the Autumn.	Exploring schools' grounds and observing seasonal changes in the winter	Exploring schools' grounds and observing seasonal changes in the spring		
2	Discussing where we were born and where our extended family live using world maps/globes for support.	Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.	Explore compare/contrast our environment with polar regions.	Observe, question and draw spring plants/spring growth.		

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3		Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.	Observe seasonal weather changes in the winter/spring (ice exploration)	Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.		
4		Explore harvest time in the UK and farming at harvest time.		Look for signs of New Life in the school grounds		
5		Explore festival origins/celebrations across the world, using a world map/globe.		Discover, compare and contrast food produce/grown in different climates around the world.		

*General learning throughout the year*

Creating different environments in small world play e.g. mountains, rivers, beaches, icebergs, cliffs, woodlands

Daily weather conversations linked to our weather chart

Looking at how the weather changes our environment - muddy slopes when it rains etc

Exploring different geographical stories from around the world e.g. we're going on a lion hunt

Year	Year 1	Subject	Geography	Academic Year 2022/23
		Prior Knowledge	End Point	Key Vocabulary
		Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar. · Mapping: know about features of different places, recognise and talk about the features in familiar/other places. · Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons. · Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people. · Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make	<ol style="list-style-type: none"> <li>1. Name and locate some places in their locality, the UK and wider world.</li> <li>2. Describe some places and features using basic geographical vocabulary.</li> <li>3. Express their views on some features of their environment e.g. what they do or do not like.</li> <li>4. Ask and answer simple geographical questions.</li> <li>5. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</li> </ol>	Leicester, England. Scotland. Wales. N. Ireland, United Kingdom, country, continent ocean, globe, atlas, season, weather, Autumn, Summer, Winter, Spring, hot, cold, North, South, East, West, human, physical, key, buildings, roads, fields
				Assessment Questions

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observations or find information about different locations and places.		<ol style="list-style-type: none"> <li>6. Observe and describe daily weather patterns.</li> <li>7. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> <li>8. Use a range of sources such as simple maps, globes, atlases and images.</li> <li>9. Know that symbols mean something on maps.</li> <li>10. Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</li> <li>11. Draw, speak or write about simple geographical concepts such as what they can see where.</li> </ol>			
	<b>Sequence of Learning: Robots</b>	<b>Sequence of Learning: Fire Fire</b>	<b>Sequence of Learning: Penguins, pigs and possums</b>	<b>Sequence of Learning: Family Album</b>	<b>Sequence of Learning: The Great Outdoors</b>
1	To be able to name and locate the world's seven continents and five oceans.	N/A	To name and locate the seven continents on a world map.	To be able to identify seasonal and daily weather patterns in the United Kingdom.	To be able to identify seasonal and daily weather patterns.
2	To identify seasonal and daily weather patterns in the UK.	N/A	To name and locate the five oceans on a world map.	To observe geographical features, both man made and natural.	To recognise simple keys on a map eg buildings, roads, fields.
3	To be able to identify hot and cold locations in the world in relation to the Equator and the North and South Poles.	N/A	To locate the equator and poles on a map.	To be able to record human and geographical features using digital cameras or iPads.	To be able to draw a simple map of the school playground.
4	To be able to label the Equator, North and South Pole on the World map.	N/A	To begin to identify human and physical features of hot and cold places.	To be able to understand North, South, East and West	To be able to use simple compass directions.
5	To be able to locate land and Sea on maps.	N/A	To identify weather and animals that can be found in hot and cold places.	To be able to create a map of the school grounds using a simple key.	To be able to give and follow simple instructions.

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6	To be able to identify physical and human features in hot and cold places.	N/A	To identify how animals are suited to their environment.	To be able to observe and record geographical features around the immediate vicinity of the school.	To be able to use the zoom facility and be able to zoom in and out.
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Year	Year 2	Subject	Geography	Academic Year 2022/23
Prior Knowledge in Year 1		End Point		Key Vocabulary
<p>Name and locate some places in their locality, the UK and wider world.</p> <p>Describe some places and features using basic geographical vocabulary.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p> <p>Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p> <p>Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p> <p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Know that symbols mean something on maps. Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>	<ul style="list-style-type: none"> <li>▶ Name and locate significant places in their locality, the UK and wider world.</li> <li>▶ Describe places and features using simple geographical vocabulary.</li> <li>▶ Make observations about features that give places their character.</li> <li>▶ Ask and answer simple geographical questions when investigating different places and environments.</li> <li>▶ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> <li>▶ Identify seasonal and daily weather patterns.</li> <li>▶ Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> <li>▶ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> <li>▶ Use simple compass directions as well as locational and directional language when describing features and routes.</li> <li>▶ Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>▶ Create their own simple maps and symbols.</li> </ul>	<p>Leicester, city, continent, oceans, human features, physical features, England, Scotland, Wales, N. Ireland, United Kingdom, Asia, Europe, Australasia, South America, North America, Antarctica, Indian Ocean, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, North Pole, South Pole, capital city, country, globe, atlas, map, key, hemisphere, equator, season, weather, symbols</p>		

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	Sequence of Learning: The Place Where I Live	Sequence of Learning: Fighting Fit	Sequence of Learning: Explorers	Sequence of Learning: Farm Shop	Sequence of Learning: The Wind in the Willows
1	To discuss the area where I live.	N/A	To name and locate the world's seven continents and five oceans.	NA	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
2	To study the geography of the school and its grounds.	N/A	To identify the human and physical features of Cuba.	N/A	To identify daily weather patterns in the United Kingdom.
3	To create a simple map.	N/A	To compare the human and physical features of Havana to Leicester.	N/A	To create a weather map.
4	To use large scale maps and aerial photos of the school and local area.	N/A	To observe whether Cuba is in the Northern or Southern hemisphere and discuss the area's weather and any seasonal patterns and differences.	N/A	To identify seasonal weather patterns in the United Kingdom.
5	To recognise landmarks and basic human features on aerial photos.	N/A	To explore the similarities and differences between Cuba and the UK.	N/A	To investigate how the weather affects human activity
6	To observe and describe simple geographical concepts such as what you can see where.	N/A	To find out about the lives of children in the contrasting area. Compare schools and play areas.	N/A	To measure temperature and spot patterns.
7	To create a guide and map of local area.	N/A		N/A	To measure wind direction.
8		N/A		N/A	To investigate weather in art.

Year	Year 3	Subject	Geography	Academic Year 2022/23
	Prior Knowledge in Year 2	End Point		Key Vocabulary
	Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world.		map, atlas, globe, OS map, sign, symbol, key, aerial view, country, city, UK, Leicester, local area, England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Seas, English Channel, United Kingdom, human features, physical features, landmarks,

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<p>Describe places and features using simple geographical vocabulary.</p> <p>Make observations about features that give places their character.</p> <p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p> <p>Identify seasonal and daily weather patterns.</p> <p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p> <p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>Use simple compass directions as well as locational and directional language when describing features and routes.</p> <p>Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Create their own simple maps and symbols.</p>		<p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p> <p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p> <p>Observe, record, and name geographical features in their local environments.</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of ICT.</p>		<p>continents, oceans, northern hemisphere, southern hemisphere, weather, temperature</p>	
		<p>Assessment Questions</p>			
<p>Sequence of Learning : There's No place Like Home</p>	<p>Sequence of Learning : Healthy Humans 3D clay or textile sculpture</p>	<p>Sequence of Learning: Rock and Roll</p>	<p>Sequence of Learning : The Iron Man</p>	<p>Sequence of Learning: What the Romans did for Us</p>	



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1	LO: To use a wider range of maps (including digital), atlases and globes.	N/A	LO: To describe what you find underground.	N/A	LO: Investigate what makes a National Park.  Label them on a map of the UK.
2	LO: To name and locate counties and cities of the United Kingdom including Leicester.	N/A	LO: To explain how volcanoes are formed.	N/A	LO: What makes a National park special?  Compare similarities and differences with Leicester and the Lake District.
3	LO: To recognise patterns on maps and begin to explain what they show.	N/A	LO: To explain what causes earthquakes and how they are measured.	N/A	LO: Investigate the challenges facing the National Parks.
4	LO: To recognise some standard OS symbols on a map of our local area.	N/A	LO: To locate and explore the Pacific Ring of Fire.	N/A	LO: Create a leaflet encouraging people to visit the Lake District.  <a href="#">Click here.</a>
5	LO: Link features on maps to an aerial view of our school and surrounding area.	N/A	LO: To consider living on the Pacific Ring of Fire.	N/A	LO: to identify contour lines and height references on maps of the Lake District.
6	LO: To describe and understand key aspects of physical geography and human geography, including: types of settlement and land use in our local area.	N/A		N/A	LO: Investigate Roman influence in the Lake District- Romans roads and artifacts.

Year	Year 4	Subject	Geography	Academic Year 2022/23
Prior Knowledge		End Point		Key Vocabulary
<b>Year 3</b> Name and locate a wider range of places in their locality, the UK and wider world.		<b>Year 4</b> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.		Rubbish, waste, recycle, reused, deforestation, region, Europe, country, county, city, capital city, Paris Basin, environment, compass points, ordnance survey map, scales, 4 figure grid reference, differences/similarities, change/effect, change over time, compare/ contrast, atlas, map, globe, United Kingdom, Great Britain. physical features, human features, river, water cycle,



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<p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p> <p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p> <p>Observe, record, and name geographical features in their local environments.</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of ICT.</p>	<p>Use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p>Describe how features and places change and the links between people and environments.</p> <p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Observe, record, and explain physical and human features of the environment.</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p> <p>Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>Assessment Questions</p> <p>eir school and local environment.</p>
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	Sequence of Learning: Sparks Might Fly	Sequence of Learning: The Great Plague	Sequence of Learning: Passport to Europe	Sequence of Learning: Water Water Everywhere	Sequence of Learning: How does Your Garden Grow?
1	N/A	To understand what is meant by 'environment'.	To recap where in the world Europe is and name some of its countries.	To understand what a river is and how it is different from other bodies of water	N/A
2	N/A	To understand what rubbish/waste we produce	To locate France, it's capital city - look at the landmarks and find out about the Paris Basin.	To name some key world rivers and know about their features	N/A
3	N/A	To understand where our rubbish/waste goes	To find out about the key physical geographical features of the Paris Basin.	To understand how rivers are formed and change over time	N/A
4	N/A	To understand what waste is reused/recycled	To find out about the key human geographical features of the Paris Basin.	To understand how rivers effect humans and how humans effect rivers	N/A
5	N/A	To think about how we could reduce amounts of rubbish/waste	To understand more about the River Seine.	To understand the water cycle	N/A
6	N/A	To think about how we could persuade others to reduce their rubbish/waste	To understand about the climate of the Paris Basin.	To demonstrate my knowledge of the water cycle	N/A

Year	Year 4/ 5	Subject	Geography	Academic Year 2022/23
Prior Knowledge		End Point		Key Vocabulary
<b>Year 3</b> Name and locate a wider range of places in their locality, the UK and wider world.		<b>Year 4 end points</b> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.  Use geographical language to identify and explain some aspects of human and physical features and patterns.		region, Europe, country, county, city, capital city, Russia, environment, compass points, ordnance survey map, scales, 6 figure grid reference, differences/similarities, change/effect, change over time, compare/ contrast, atlas, map, globe, compass, United Kingdom, Great Britain. physical features, human features, latitude, longitude, Equator, Northern Hemisphere. Southern Hemisphere, aerial view,

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<p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p> <p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p> <p>Observe, record, and name geographical features in their local environments.</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p>	<p>Describe how features and places change and the links between people and environments.</p> <p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Observe, record, and explain physical and human features of the environment.</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p> <p>Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p> <p><b>Year 5 end points</b></p> <p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p>	<p><b>Assessment Questions</b></p> <ul style="list-style-type: none"> <li>▪ Introduce the theme with an image from the region. Can the children tell what sort of place it is or where in the world it is likely to be? The Geographical Association's, 'Using Images with primary children' (<a href="#">here</a>) has some useful prompts.</li> <li>▪ Explore a range of maps, globes, tourist brochures and town plans, etc. throughout this project.</li> <li>▪ Investigate the basic difference between Europe and the European Union (EU).</li> <li>▪ Useful resources include:             <ul style="list-style-type: none"> <li>- 'The EU: what's it all about?' interactive map from the Europa website (<a href="#">here</a>).</li> <li>- The BBC Newsround website (<a href="#">here</a>).</li> <li>- More teaching resources about the European Union can be found in the Teachers' Corner of the Europa website (<a href="#">here</a>).</li> </ul> </li> <li>▪ Observe where in Europe (latitude/longitude) the chosen region is located and discuss the region's climate and vegetation patterns. Locate and name some of the surrounding countries and regions.</li> <li>▪ Locate the country of the chosen region using the Ordnance Survey Europe jigsaw map game on the Mapzone website (<a href="#">here</a>).</li> <li>▪ The BBC Europe weather forecast map (<a href="#">here</a>) is very clear and therefore useful for placing the regions in a wider context.</li> </ul> <p>Where are the main towns or cities of the region? How large an area does the region cover? What is its population?</p> <ul style="list-style-type: none"> <li>▪ Investigate why settlements have developed in this region.</li> <li>▪ Research travel and tourist information websites for the region or towns, such as this one on the Germany Travel website (<a href="#">here</a>).</li> <li>▪ Use real-time flight information from a website such as FlightAware (<a href="#">here</a>) or an app such as Flightradar24 (more information <a href="#">here</a>) to track flights from the UK to the chosen</li> </ul>
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Communicate geographical information through a range of methods including the use of ICT.

## Year 4

Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.

Use geographical language to identify and explain some aspects of human and physical features and patterns.

Describe how features and places change and the links between people and environments.

Ask and respond to more searching geographical questions including 'how?' and 'why?'

Identify and describe similarities, differences and patterns when investigating different places, environments and people.

Observe, record, and explain physical and human features of the environment.

Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.

Recognise geographical issues affecting people in different places and environments.

Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.

Use a range of maps and other sources of geographical information and select the most appropriate for a task.

Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.

Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.

Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.

region. Zoom out to see what countries are being flown over. Zoom in to view different types of terrain or water below. Plan routes then experience what the pilot would see from the cockpit by clicking on individual planes.

- Follow the course of a main river on a map and/or on Google Earth. Identify its source, tributaries and mouth. Through which towns and landscapes does it flow? Compare to other rivers which have been studied or researched.
- Compare other physical features e.g. mountains, forests, coasts. Use geographical vocabulary linked to the key physical features.
- Identify different types of land use and the types of settlement.
- Identify economic activity and trade links in the region. Explore the main sources of employment and types of transport used and use geographical language linked to these key human features.
- Investigate how location and climate influence economic activity in the region.
- Find out about the lives of children in the region. The British Council website ([here](#)) may help with linking to a school in the region.
- Use one of BBC child-led tours in Europe such as this one from Inzell in the Chiemgau region of Bavaria in the German Alps on the BBC Bitesize website ([here](#)).
- Make a virtual visit to the region using Google Earth. Use this alongside satellite images, webcams, or a tool such as Panoramio ([here](#)) to find images of the area.
- Ask children what further questions about the region they would like to investigate.
- Be aware of stereotypes and generalisations when teaching/learning about the people and geography of other countries and regions and explore why stereotypes exist.

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<p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p> <p>Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>					
	Sequence of Learning: Fitter, Higher, Stogner	Sequence of Learning: Hunted	Sequence of Learning: Passport to Europe	Sequence of Learning: The Art of Food	Sequence of Learning: A Kingdom United
1	N/A	N/A	<p>To Locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>To Identify the position of latitude, longitude, Equator, Northern Hemisphere.</p>	N/A	<p>To Name and locate counties and cities of the United Kingdom.</p> <p>Children know, exactly, is meant by the UK and GB.</p>
2	N/A	N/A	To explore (chosen region).	N/A	To describe the human and physical features of the UK.
3	N/A	N/A	<p>To explore different types of maps locating (chosen region),</p> <p>- Know continent and where country is. - Where are the main towns or cities of the region? How large an area does</p>	N/A	To research one of the four countries and produce a fact file.

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			the region cover? What is its population?		
4	N/A	N/A	To investigate the basic difference between Europe and the European Union (EU).	N/A	To use (aerial photos or Google Earth) to visit each of the capital cities and identify key human features in each city.
5	N/A	N/A	To compare (chosen region) to UK.  - Make comparisons with their own lives and their own situation.	N/A	To investigate the weather patterns across the UK including use of live data.
6	N/A	N/A	To produce a travel brochure about (chosen region).	N/A	To study the main rivers and mountains or islands of the four countries.

Year	Year 5/6	Subject	Geography	Academic Year 2022/23
Prior Knowledge		End Point		Key Vocabulary
Year 5 Prior Knowledge		Year 6 Prior Knowledge / Year 5 End Points		Locality, globally, human, physical, environment, observe, record, explain, measure, maps, graphs, technology, digital, Ordnance Survey Maps, atlases, symbols,
Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments.		Name and locate an increasing range of places in the world including globally and topically significant features and events. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.		Assessment Questions

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<p>Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Observe, record, and explain physical and human features of the environment.</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p> <p>Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g., sketch maps, plans, graphs, and digital technologies.</p> <p>Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g., digital maps, plans, graphs and presentations when communicating geographical information.</p> <p>Year 6 End Points</p> <p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p> <p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p> <p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.</p> <p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.</p>			
<p>Sequence of Learning: A Kingdom United</p>	<p>Sequence of Learning: Food Glorious Food</p>	<p>Sequence of Learning: Earthlings</p>	<p>Sequence of Learning: Inventors and Inventions</p>	<p>Sequence of Learning: Amazon Adventure</p>



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1	LO: To identify countries and capitals of the United Kingdom.	LO: To identify foods from different continents and countries.	N/A	N/A	LO: To locate the Amazon on a world map and consider the significance of its location.
2	LO: To identify cities and counties of the United Kingdom.	LO: To explain where food comes from and explain understand the miles its travelled.	N/A	N/A	LO: To describe the importance of the Amazon Basin.
3	LO: To describe key aspects of human physical geography of regions within the United Kingdom.	LO: To understand seasonality and know where and how a variety of ingredients are grown, reared, processed and caught.	N/A	N/A	LO: To know about some of the changes that are occurring to the Amazon.
4	LO: To use a range of maps, atlases, globes and digital maps to locate countries and features studied.	LO: To know that weather, climate and soils influence the type of foods grown.	N/A	N/A	LO: To describe the physical and human geography of South America, linking this to the Amazon region.
5	LO: To research a capital city based in the United Kingdom.	LO: To understand the different types of farming and how the land is used.	N/A	N/A	LO: To identify human and physical features within the city of Rio De Janeiro.
6	LO: To write a non-chronological report based on a capital city in the United Kingdom.	LO: To investigate what is meant by 'Fairtrade Food'.	N/A	N/A	LO: To compare the city of Rio De Janeiro to our home city, Leicester.

Year	Year 6	Subject	Geography	Academic Year 2022/23
	Prior Knowledge	End Point		Key Vocabulary
	Name and locate an increasing range of places in the world including globally and topically significant features and events. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Name and locate an extensive range of places in the world including globally and topically significant features and events. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments. Ask and respond to questions that are more causal e.g. What happened in the past to cause		Tropics of Capricorn and Cancer, Terrestrial, Latitude, Longitude, Urban, region, Europe, Country, County, city, continent deforestation, North/ South hemisphere, Time differences, biomes, climate zones, observe, measure /record, environmental, region, Compass points: NW NE SE SW, Ordnance Survey map, scale, 4-8 figure grid reference, differences/similarities, compare/ contrast, atlas, map, globe, United Kingdom, Great Britain, physical and human features, change, effect, change over time.
				Assessment Questions

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<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>		<p>that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.</p>			
	Sequence of Learning : Survival	Sequence of Learning: Britten's got talent	Sequence of Learning: Heroes and Villains	Sequence of Learning : Super Sleuth	Sequence of Learning : Oh I do like to be beside the seaside
1	To locate the continents, countries and oceans of the world.	N/A	N/A	N/A	To locate Lancashire and Blackpool using O/S maps.
2	To explore weather patterns and extreme weather.	N/A	N/A	N/A	To identify land forms on a map.
3	To locate Thailand on a world map and identify its typical weather patterns.	N/A	N/A	N/A	To distinguish between the human and physical features of Blackpool.
4	To research the physical and human features of Thailand.	N/A	N/A	N/A	To compare the features of Blackpool on a historical map.
5	To research the Thailand tsunami and its effect on the country.	N/A	N/A	N/A	To investigate environmental issues affecting Blackpool.

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6	To write a report detailing the events of the Thailand tsunami.	N/A	N/A	N/A	To compare Blackpool and Leicester.
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