



WILLOW WOOD COMMUNITY PRIMARY SCHOOL

Medium Term Planning

Geography

***Statements in bold are taken directly from NC documents. Statements not in bold are skills we think are important for the topic.
Key art skills to be taught across all topics and considered when making an assessment judgement include:**

Year 1

Aims
Have curiosity and fascination about the world and its people.
Have knowledge of diverse places, people, resources and natural and human processes.
Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Journeys and Maps Forest School Autumn 1	Term 1 Q - Why do we need maps? (discussion)
	Devise a simple map.
	Use and construct basic symbols in a key.
	Use simple compass directions and locational and directional language (N, S, E, W, near, far, left, right) to describe the location of features and routes on a map.
	Use human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as countries, continents and oceans.
	To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.
	Use simple fieldwork and observation skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	

Weather	Term 2 Q – How does the weather change in each season?
	Describe the weather of the day using appropriate weather terms e.g. rain, snow, sun, hail, etc...
	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
	To be able to identify at least 2 ways in which the weather has an effect on people's lives or on the environment.

Sunderland Local Study	Term 3 Q- Can you describe what your local area is like and say how it is different to another part of Sunderland?
	Be able to describe Sunderland / their locality using appropriate geographical vocabulary (beach, cliff, coast, hill, sea, etc) and with reference to given geographical features (i.e. it is near the coast, next to a river, is a town etc.)
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation
	Use human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as countries, continents and oceans.
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.	

Year 2

Aims
Have curiosity and fascination about the world and its people.
Have knowledge of diverse places, people, resources and natural and human processes.
Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Sunderland	Term 1 Q – Why is it important to be able to cross the river?
	To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and Oceans studied at this key stage.
	Use simple compass directions and locational and directional language (N, S, E, W, near, far, left, right) to describe the location of features and routes on a map.
	Devise a simple map.
	Use and construct basic symbols in a key.
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Recognise how Sunderland has developed through the study of the old and new bridges.
	Identify ways in which Sunderland has developed over time.

Africa	Term 2 Q – How is Africa different to Sunderland?
	To name and locate the world's seven continents and five oceans.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and Oceans studied at this key stage.
	Identify the main features of Africa (many countries / wildlife)
	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Extract information about Africa from a map, such as deserts, seas etc.
	Understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom (Sunderland) and a small area in a contrasting non-European country.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and Oceans studied at this key stage.

School Garden	Term 3 Q – How would you improve the school garden?
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment.
	Devise a simple map.
	Use and construct basic symbols in a key.
	Identify how the school garden / grounds could be improved and create plans to illustrate their ideas.
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Recognise changes which have occurred in the environment around school by looking at the building / yards etc and share their opinions
	Learn about ways that we as a school could become more environmentally and ecologically sustainable.
	Recognise how the environment may be improved and sustained by giving detailed and sensible suggestions for improvement to the school garden / building in the future (link to sustainable development)

Year 3

Aims
Have curiosity and fascination about the world and its people.
Have knowledge of diverse places, people, resources and natural and human processes.
Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Rainforests	Term 1 Q – Why is it important not to cut down the rainforests and to be more sustainable?
	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Identify and label the different parts of a tree.
	Know that a single tree can be a habitat to many different organisms and identify which part of a tree an organism prefers and why.
	Identify the three different layers of a rainforest and know the differences between them.
	Identify animals/people who live in a rainforest and suggest why they live there, relating location to environmental conditions (biomes).
	Know the differences between deciduous and evergreen trees and give an example of both.
	Identify ‘threats’ to a rainforest and have an understanding of the role of sustaining and conserving rainforests and the importance of this.

Water	Term 2 Q – What is the impact of plastic pollution in our oceans?
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	To identify forms in which water occurs in the environment (using maps of the World to locate the Arctic and the Antarctic circle)
	Know where North and South poles are situated on both globe and world map and to begin to describe the environment in these places.
	Locate the World's oceans Atlantic, Arctic, Pacific, Indian and Southern and plot them on a globe and world map.
	Understand that transport plays an important part, when transporting across rivers and seas to other countries from and to England.
Understand water can be polluted in various ways and about the harmful effect of pollution on the environment	

Roman Settlements (North East Link)	Term 3 Q – Why did the Romans not conquer Scotland?
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the wider world.
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Understand that the Roman Empire was vast and be able to mark the Roman Empire on a map of Europe with the support of an atlas
	Know that different Celtic Tribes lived across Britain at the time of the invasion and identify the areas they inhabited.
Begin to think where in the World the Romans would have invaded next, justifying their reasons for the invasion.	

Year 4

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Have curiosity and fascination about the world and its people.
Have knowledge of diverse places, people, resources and natural and human processes.
Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

India	Term 1 Q – How does life for children in India differ from life for children in Sunderland?
	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Describe what they think Chembakoli village is like concentrating on key human and physical characteristics.
	Discuss the main similarities and differences in homes and schools in both cities and villages in Sunderland and India.

Greece	Term 2 Q – How have historical monuments in Greece been damaged by tourism and what can we do to stop them being further damaged?
	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Identify and explain the different views that people, including themselves, hold about how and why Ancient Greek sites should be preserved.

Investigating Coasts	Term 3 Q – How does the coastal environment differ from our local environment?
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the wider world.
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Begin to understand that waves and human activity affect coastal environment
	Identify the main features of a coastal environment –cliffs, beach, bay, sand, rocks and tide.
	Begin to understand how these processes shape and change the coastline by transportation, erosion and deposition
	Have some understanding of headland features and stages of erosion –headland,cliff,cave,arch and stack
	Understand the impact humans may have on coastal environments.

Year 5

Aims
Have curiosity and fascination about the world and its people.
Have knowledge of diverse places, people, resources and natural and human processes.
Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Carbon Footprint	Term 1 Q – What will be the impact on the worlds natural resources if we didn't follow the 4 R's?
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	List activities which harm the environment.
	List ways in which we can help reduce the amount of energy we use.
	List ways in which we can help reduce the amount of waste we produce.
	List ways in which we can save water.
	Say what will happen if we do not look after the world.
	Label a diagram showing the process of global warming.
	Design an eco friendly form of transport.
	Name the four R's and know that they are important.
	Explain what global warming is.
	Explain why the four R's are important.
	Know if an energy source is renewable or non-renewable.
	Explain the meaning of renewable and non-renewable energy sources.
Explain what other countries are doing to help the environment.	

Compass Points and Maps	Term 2 Q – Why was it important for explorers to be able to follow compass points?
	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use a selection of world maps to identify and locate the 7 continents and 5 oceans.
	Use atlases and maps to name and locate the seas around the United Kingdom.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the wider world.
	Use appropriate geographical vocabulary relating to map reading. e.g. scale, regions, continents etc.

Hylton Castle past and present	Term 3 Q – How has Hylton Castle changed over time and how does it impact on the city?
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the wider world.
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Make a direct comparison between the past and present surrounding the castle including industry, housing, commerce etc.
	Suggest similarities and differences between the human and physical features of the castle in the past and present.
	Identify and classify the main land uses around Hylton Castle and describe how they have changed over time.
	Evaluate the quality of the environment and suggest possible improvements.
	Identify and explain different viewpoints that people hold about improving the local environment.

Year 6

Aims
Have curiosity and fascination about the world and its people.
Have knowledge of diverse places, people, resources and natural and human processes.
Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Natural Disasters	Term 1 Children will: Q – Why are natural disasters actually important for the environment?
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the wider world.
	Explain why the 'Ring Of Fire' is the most active place in the World for volcanic action.
	Identify the different parts of a volcano.
	Identify a natural disaster using pictorial evidence.
	Understand plate-tectonics and why earthquakes occur.
	Explain the effects of natural disasters on the human and physical geography of a country and the people living there.
Identify the difference between fact and opinion when reading accounts of natural disasters.	

WWII Europe	Term 2 Children will: Q – In what order did Germany invade different countries and why was this important? Why was it harder to invade Britain?
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the wider world.
	Identify the countries involved in WWII on a map of Europe.
	Use a colour key to identify countries on a European map.
	Be able to name the capital cities and seas around countries of the E.U.