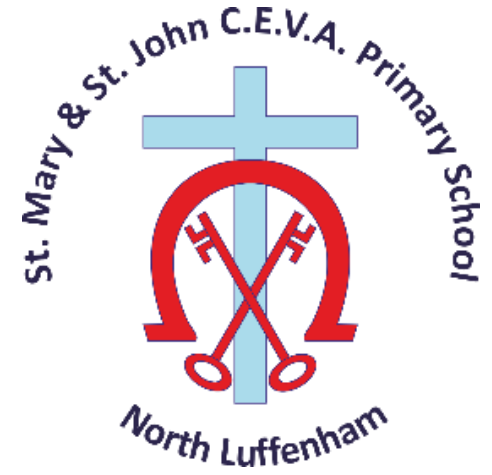
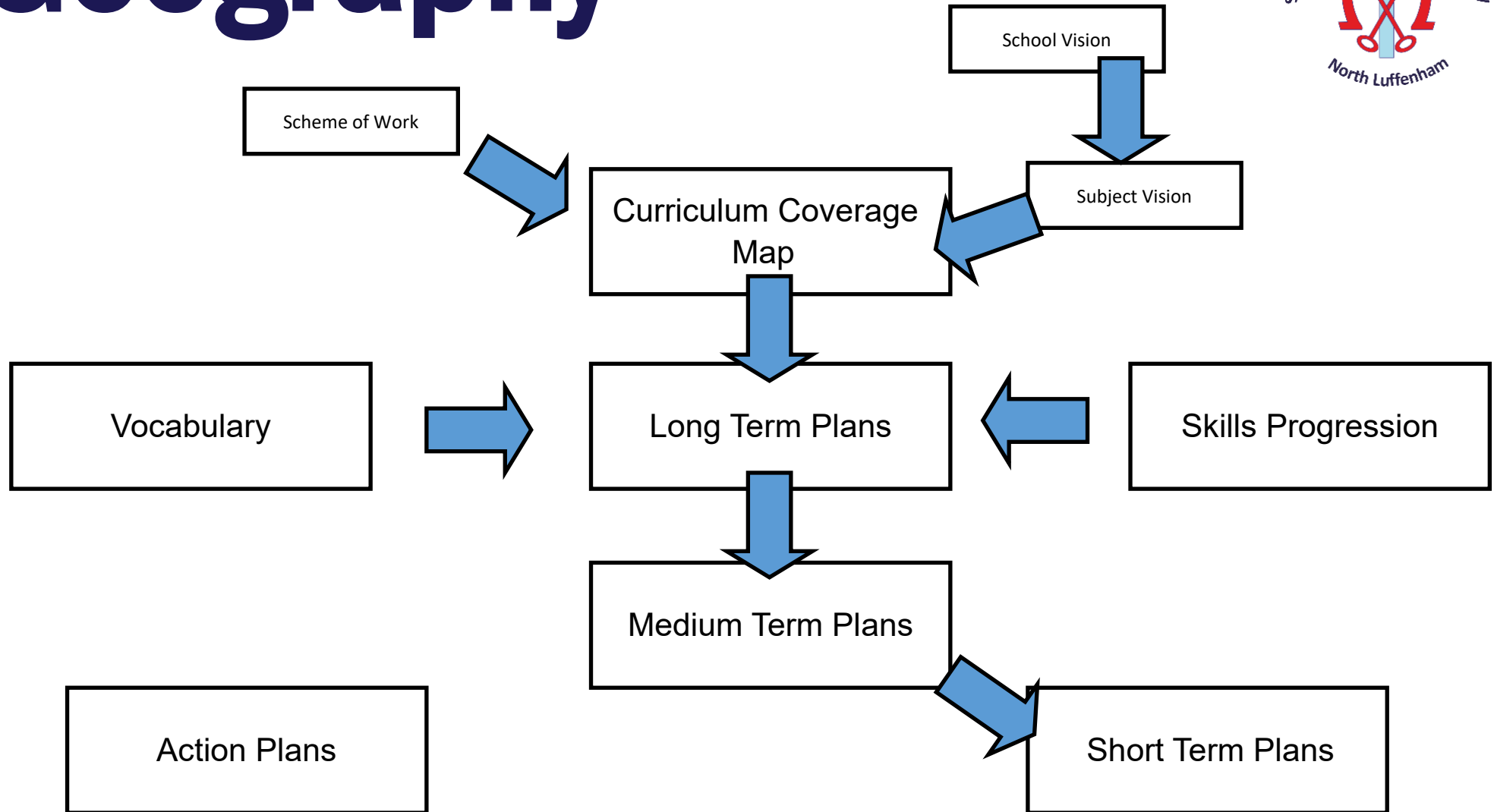
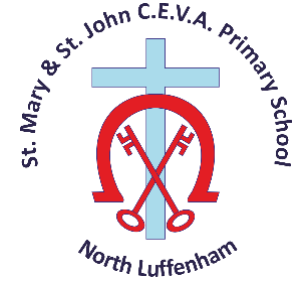


Geography



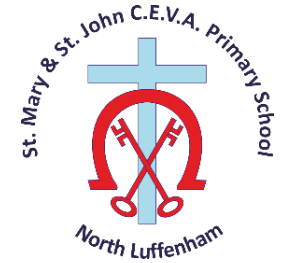
Includes: Curriculum Coverage Maps, Long Term Plans, Vocabulary Progression and Skills Progression

Geography



Curriculum Coverage Map

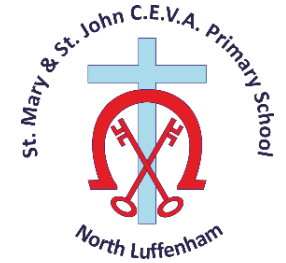
Geography (KS1)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Communities around us		Cold Countries		Hot countries	
Year 1	What is it like where we go to school?		Where is the UK?		Why do we like to be beside the sea-side?	
Year 2	How is the UK different to Kenya?		Where on Earth are we?		Where does our food come from?	

Curriculum Coverage Map

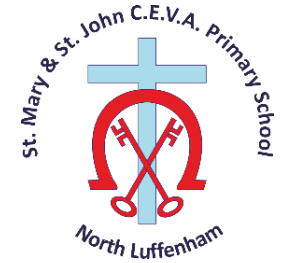
Geography (LKS2)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		Why do people live near volcanoes?		Why are rivers important?		What is life like in the Amazon?
Year 4		What are the seven wonders of the world?		What's in a place name?		How are our coasts changing?

Curriculum Coverage Map

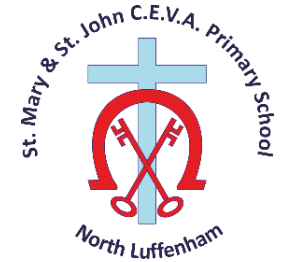
Geography (UKS2)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5		Where do our clothes come from?		Are we damaging our world?		What makes people go on a journey?
Year 6	What is it like in Scandinavia?					How will our world look in the future?

Long Term Plan

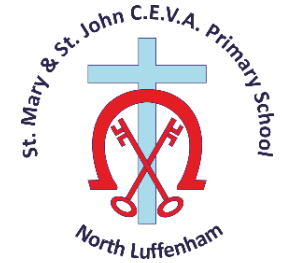
Geography (Reception)



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	<p><u>ELG: People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate– maps. 											
Spring Term	<p><u>ELG: People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate– maps. 						<p><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons. 					
Summer Term	<p><u>ELG: People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate– maps. 						<p><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons. 					

Long Term Plan

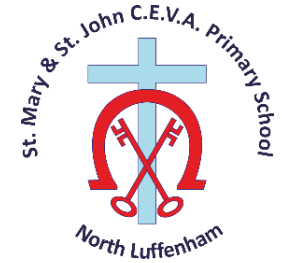
Geography (Year 1)



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	<p>What is it like where we go to school? use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>											
Spring Term	<p>Where is the UK?</p> <p>Locational knowledge—name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>Human & physical geography—identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relations to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork—Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>											
Summer Term	<p>Why do we like to be beside the seaside? use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>											

Long Term Plan—Vocabulary

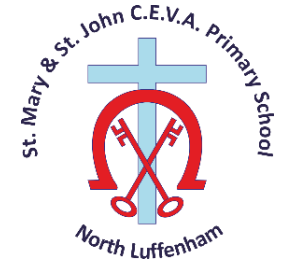
Geography (Year 1)



<p>Tier 1—Locational Knowledge</p> <p>England, Scotland, Wales, Northern Ireland, United Kingdom, Town, Village, City</p>	<p>Tier 1—Place Knowledge</p> <p>Similar, Different, North Luffenham, Rutland</p>	<p>Tier 1—Human and Physical Geography</p> <p>Hot, Cold, Weather, Seasons, Polar Bear, Panda, Arctic, Middle East, Autumn, Winter, Summer, Spring, Forest, Hill, Farm, House</p>	<p>Tier 1—Geographical Skills and Field Work</p> <p>Map, Key, Near, Far, Distance, School, Village, Town, City</p>
<p>Tier 2—Locational Knowledge</p> <p>Capital, London, Belfast, Cardiff, Edinburgh</p>	<p>Tier 2—Place Knowledge</p> <p>Land Use, Environment, Climate</p>	<p>Tier 2—Human and Physical Geography</p> <p>Climate, similarity, difference, changeable, blizzard, hurricane, mountain, soil, office, factory, North Pole, South Pole</p>	<p>Tier 2—Geographical Skills and Field Work</p> <p>Direction, Compass, Address, Countryside, Travel, Fieldwork, Observe, Route</p>
<p>Tier 3—Locational Knowledge</p> <p>Europe, Atlantic, Ocean, English Channel, River Thames, North Sea, Irish Sea.</p>	<p>Tier 3—Place Knowledge</p> <p>Southern Hemisphere</p>	<p>Tier 3—Human and Physical Geography</p> <p>Hemisphere, Temperate, Drought, Equator</p>	<p>Tier 3—Geography Skills and Field Work</p> <p>Aerial view, landmark</p>

Medium Term Plan Year 1 Autumn term 1

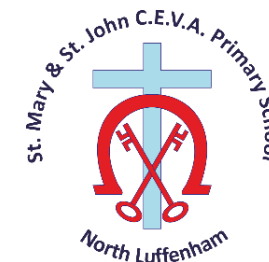
Geography (KS1) - What is it like where we go to school? (Year 1)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Weather & climate, settlement & land use Enquiry, mapping, graphicacy, critical thinking, vocabulary and fieldwork.					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Significance Enquiry		Similarities and differences	Map skills	Enquiry Fieldwork	Enquiry Fieldwork
Enquiry Questions	Where do we go to school?	Where do I live?	Town or country?	What is a map?	What is nearby our school?	How do we get to school?
Substantive knowledge (Key Knowledge)	Look at North Luffenham on a map. Recognise different parts of the village, find our school. Learn about the name, address and logo of the school.	Children describe their house—learn about different types of housing. Children learn the name of where they live/their address. Look at a map and talk about what is near to their house.	Discuss the differences between towns, villages and cities. Learn about human and physical features. Sort into groups.	Look at different types of map (printed and online) Learn about map symbols and keys. Label a map of the school grounds. Create material map of our classroom.	Village walk Describe what features are found in the village. Categorise human and physical features.	Carry out a survey to find out how children in the class travel to school. Collect data and present findings.

Medium Term Plan Year 1 Spring term 1

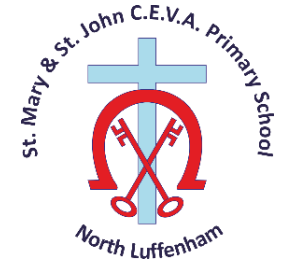
Geography (KS1) - Where is the UK? (Year 1)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Weather & climate, settlement & land use Enquiry, mapping, graphicacy, critical thinking, vocabulary and fieldwork.					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of Unit Quiz
Second order disciplinary concepts	Significance	Enquiry	Enquiry Significance	Enquiry Significance	Enquiry Significance	Enquiry Significance
Enquiry Questions	What countries make up the UK?	What is a capital city?	What is England like?	What is Scotland like?	What is Wales like?	What is Northern Ireland like?
Substantive knowledge (Key Knowledge)	Learn the names of the countries of the UK. Locate and label each country on a map. Add info to class poster.	Learn about the capital cities of the UK countries. Label these on the map in their books. Find out about London. Read Katie in London—James Mayhew.	England Learn about the flag, capital city, famous landmarks and emblems of England. Create fact file. Add info to class poster.	Scotland Learn about the flag, capital city, famous landmarks and emblems of Scotland. Create fact file. Add info to class poster.	Wales Learn about the flag, capital city, famous landmarks and emblems of Wales. Create fact file. Add info to class poster.	Northern Ireland Learn about the flag, capital city, famous landmarks and emblems of Northern Ireland. Create fact file. Add info to class poster.

Medium Term Plan Year 1 summer term 1

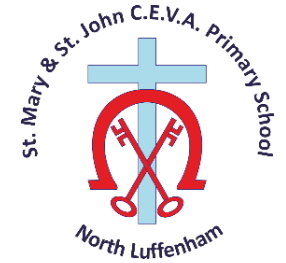
Geography (KS1) - Why do we like to be beside the seaside? (Year 1)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Weather & climate, settlement & land use Enquiry, mapping, graphicacy, critical thinking, vocabulary and fieldwork.					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of Unit Quiz	
Second order disciplinary concepts	Significance Map skills		Similarities and differences	Map skills	Enquiry	
Enquiry Questions	Where can I visit the seaside in the UK?	What is the seaside like?	What are the human and physical features of the seaside?	What is Hunstanton like?	Why should people visit Hunstanton?	
Substantive knowledge (Key Knowledge)	To locate seaside towns and cities in the UK.	To identify and label features of the seaside.	Understand the difference between human and physical geographical features. Classify seaside features as human or physical.	Use maps and photographs to identify human and physical features of Hunstanton.	Create a factfile/ visitor guide about Hunstanton.	

Long Term Plan

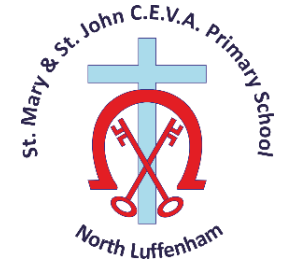
Geography (Year 2)



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	<p>How is the UK different to Kenya?</p> <p>compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand: country, population, weather, similarities, differences, farming, culture, Africa, Kenya. name and locate the world's seven continents and five oceans; use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East,</p>											
Spring Term	<p>Where on Earth are we?</p> <p>name and locate the world's seven continents and five oceans; compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand: capital city, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>											
Summer Term	<p>Where does our food come from?</p> <p>Identify human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use simple compass directions (north, South, East and West) to describe the location of features and routes on a map Name and locate the worlds seven continents and five oceans</p>											

Long Term Plan—Vocabulary

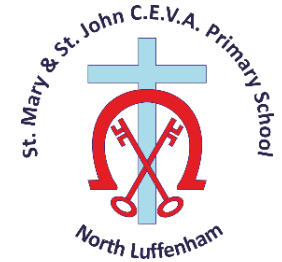
Geography (Year 2)



<p>Tier 1—Locational Knowledge</p> <p>Earth, Globe, Continent, Country, Ocean</p>	<p>Tier 1—Place Knowledge</p> <p>Compare, Population, India, New Delhi</p>	<p>Tier 1—Human and Physical Geography</p> <p>Sand, Ocean, Weather, Sea, Water, Sea-side, Town, Map, Shop</p>	<p>Tier 1—Geographical Skills and Field Work</p> <p>Map, Atlas, Key, Globe, Farm, Symbol</p>
<p>Tier 2—Locational Knowledge</p> <p>Asia, Africa, Europe, North America, South America, Australia, Antarctica, Arctic, Atlantic, Pacific, Indian, Southern (Ocean)</p>	<p>Tier 2—Place Knowledge</p> <p>Pacific Ocean, Island, Climate</p>	<p>Tier 2—Human and Physical Geography</p> <p>Port, Harbour, Island, Shore, Coast, City, Town, Village</p>	<p>Tier 2—Geographical Skills and Field Work</p> <p>Compass, Location, North, East, South, West</p>
<p>Tier 3—Locational Knowledge</p> <p>Northern Hemisphere, Southern Hemisphere</p>	<p>Tier 3—Place Knowledge</p> <p>Inhabitants</p>	<p>Tier 3—Human and Physical Geography</p> <p>Vegetation</p>	<p>Tier 3—Geography Skills and Field Work</p> <p>Physical Features, Human Features</p>

Medium Term Plan Year 2 Autumn term 1

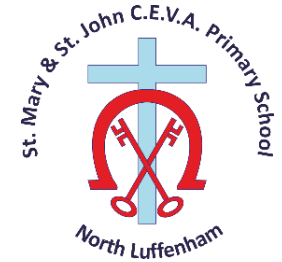
Geography (KS1) - How is the UK different to Kenya? (Year 2)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Settlement, climate, maps.					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Enquiry Map skills	Cause and consequence	Significance	Enquiry	Similarities and differences	Continuity and change
Enquiry Questions	Where in the world is Kenya?	What is the climate like in Kenya?	What are the landscape and landmarks of Kenya?	What is it like to live in a Kenyan village?	How does the landscape and wildlife in Rutland compare to the Maasai Mara?	How is life changing for Kenyans?
Substantive knowledge (Key Knowledge)	To understand that Africa is a continent. To know that there are seven continents. Name and locate the seven continents. Locate Africa on a globe/map. Understand that Kenya is a country in Africa. Locate Kenya on a map/globe.	Look at Kenya's location in relation to the equator. Use compass points to describe its location in relation to the UK. Explore the weather and climate of Kenya. Discuss hazards of extreme heat/drought and rainfall. Suggested text: Lila and the secret of	Look at photos of different areas of Kenya: Capital city (Nairobi), savannah, mountains, beaches and villages. Find out about famous landmarks/attractions (Lake Victoria, Mount Kenya, the port of Mombasa). Compare human and physical features with the UK.	Learn about what housing, school and culture is like in a Kenyan village. Suggested text: Masai and I	Learn about the Maasai Mara in Kenya. Compare physical features/wildlife with Rutland Water.	Explore why so many people are moving from Kenyan villages to cities like Nairobi. What happens to a village when people leave? Compare with changes to our local area.

Medium Term Plan

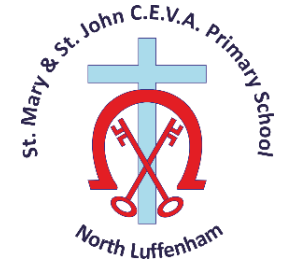
Geography (KS1) - Where on Earth are we? (Year 2)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Weather & climate, settlement & land use, enquiry, mapping,					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Enquiry Map skills	Enquiry Map Skills	Similarities and differences	Enquiry	Significance Cause and Consequence	Written and oral expression
Enquiry Questions	Where on Earth are we?	Can I swim to Australia?	What's it like there?	Which way to...?	How are the seven continents different to each other?	Show what you know.
Substantive knowledge (Key Knowledge)	To know that there are seven continents. Name and locate the seven continents. To locate the UK on a Globe and using an Atlas.	To know that there are five oceans. Name and locate the five oceans.	To know that there are hot and cold zones on the Earth. To name and locate one country in a hot zone and one in a cold zone.	To use simple compass directions when discussing a journey line from one location to another, across continents and oceans.	To know a fact about each other the seven continents which might include, biggest, smallest, most populated.	To share what pupils know about the seven continents, five oceans, hot and cold zones and geographical skills to communicate their knowledge and understanding through their preferred means of expression.

Medium Term Plan Year 2 Summer term 1

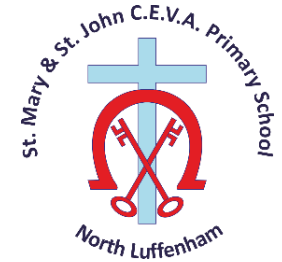
Geography (KS1) - Where does our food come from? (Year 2)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Climate and landscape, maps, economic activity, natural resources					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of Unit Quiz
Second order disciplinary concepts	Similarity and difference	Cause and consequence	Cause and consequence	Enquiry	Map skills	
Enquiry Questions	Plant or animal?	What happens to food before we can eat it?	Where does my breakfast come from?	Where is my meal from?	How many miles has my meal travelled?	
Substantive knowledge (Key Knowledge)	Understand that food comes from plants or animals and it is grown, reared or caught. Explore arable and pastoral farming. Use a map to find different farming regions in the UK. Discuss seasonality.	Look at the process of 'farm to fork' and understand what happens to food after it leaves the farm or sea before we eat it—often we can't eat it straight from the source.	Look at the process of how wheat is grown and then turned into different foods. Follow the journey of milk and eggs from the farm to when it arrives in our homes.	Think about a recent meal—where has each part of the meal come from? Trace the food/ ingredients back to its origin—has it been grown, reared or caught?	Chn name food that they think is produced outside the UK. Look at food packaging and locate on a map. Discuss why certain foods are only produced outside the UK.	

Long Term Plan

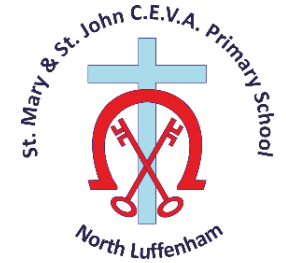
Geography (Year 3)



	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term							<p>How do volcanoes and earthquakes affect peoples' lives? describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>					
Spring Term							<p>What is a river and why are rivers important? describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 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 fieldwork to observe, measure, record and present the human and physical features in the local area</p>					
Summer Term							<p>What is life like in the Amazon rainforest? 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) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>					

Long Term Plan—Vocabulary

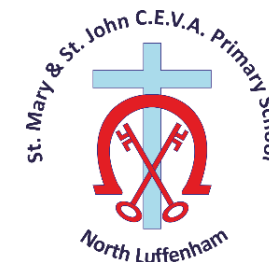
Geography (Year 3)



<p>Tier 1—Locational Knowledge</p> <p>Asia, Africa, North America, South America, Australia, Antarctica, Continent, Map, River, Desert, Mountain, Capital, City</p>	<p>Tier 1—Place Knowledge</p> <p>UK, Europe, Local, Hilly, Flat, South America, Amazon, China, Beijing</p>	<p>Tier 1—Human and Physical Geography</p> <p>Volcano, Eruption, Magma, Crust, Mantle, Outer Core, Inner Core, Climate Zones</p>	<p>Tier 1—Geographical Skills and Field Work</p> <p>Maps, Atlas, Globe, Continent, Country, North, East, South, West, Compass</p>
<p>Tier 2—Locational Knowledge</p> <p>British Isles, Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>Tier 2—Place Knowledge</p> <p>Sea Level, Climate, Tropical, Temperate</p>	<p>Tier 2—Human and Physical Geography</p> <p>Active, Dormant, Topsoil, Subsoil, Bedrock, Tornado, Biome</p>	<p>Tier 2—Geographical Skills and Field Work</p> <p>Locate, Mapping, Human, Physical, Plans, Features, Key</p>
<p>Tier 3—Locational Knowledge</p> <p>Tropic of Cancer, Tropic of Capricorn</p>	<p>Tier 3—Place Knowledge</p> <p>Terrain, Vegetation</p>	<p>Tier 3—Human and Physical Geography</p> <p>Tectonic Plate, Tsunami, Vegetation Belt</p>	<p>Tier 3—Geography Skills and Field Work</p> <p>Ordnance Survey, Grid Reference</p>

Medium Term Plan Year 3 Autumn term 2

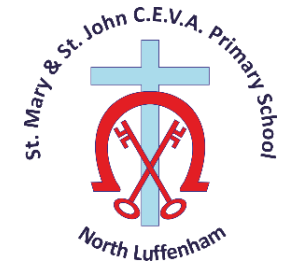
Geography (KS2) - How do volcanoes and earthquakes affect peoples lives? (Year 3)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Maps, settlement, change, everyone's world.					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Map skills Significance	Significance	Cause and consequence	Significance	Cause and consequence	Enquiry Similarity and difference
Enquiry Questions	What areas are prone to volcanoes and earthquakes?	What lies beneath the surface of the earth?	How do humans adapt to live in an earthquake zone?	What happens during a volcanic eruption?	What is it like to live near a volcano?	What natural disasters affect the UK?
Substantive knowledge (Key Knowledge)	Recap the names of the continents and the world's oceans. Use maps and atlases to locate the pacific ring of fire. Recap compass points (build on 4, teach 8), hemispheres, equator, continents.	Identify the different layers of the Earth's crust (make a playdough model). Learn about tectonic plates and understand that their movement causes earthquakes to happen.	Explore what happens during an earthquake and what the effects are on human and physical features of an area. Look at news coverage of recent earthquakes. Discuss how buildings in earthquake zones need to be adapted etc.	What causes a volcanic eruption and what happens. Explore the Structure of a volcano. Learn the terms to describe different volcanoes: active, dormant, extinct.	Explore the advantages and disadvantages of living near a volcano. How humans cope/adapt. Benefits of fertile soil and how geothermal energy is created/used. Why might people choose to live there/go on holiday there?	England is non-volcanic but explore natural disasters that have affected our country (flooding, storms, coastal erosion, wildfires etc) Find out where, why and how communities were affected/coped.

Medium Term Plan Year 3 spring term 2

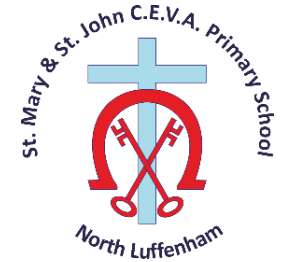
Geography (KS2) - What is a river and why are rivers important? (Year 3)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Thread	Human and physical geography,				
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of unit quiz	
Second order disciplinary concepts					
Enquiry Questions	What is a river?	How are rivers formed?	Why are rivers important to people?	What is our local river like? OR How fast is our river flowing?	
Substantive knowledge (Key Knowledge)	Look at what a river is and where it features in the water cycle. River facts: River Severn is the longest in the UK. Longest in the world is the River Nile.	Look at how a river is formed and its course from source to mouth. Learn key features: upper course, middle course, lower course, meander, channel, bank, tributary, flood plain. (make a model?)	Discuss uses of rivers: water for drinking/washing, farming, food source, transportation, energy, leisure. Look at why settlements are often found near rivers.	<p>Local river study—fieldwork. Locate a local river on a map. Identify the main physical features of the river. Look at human features around the river, e.g. bridges, footpaths, reinforced banks.</p> <p>Make a field sketch and label.</p> <p>OR</p> <p>Record and calculate how quickly the water in the river is flowing over a 10m stretch.</p>	

Medium Term Plan Year 3 summer term 2

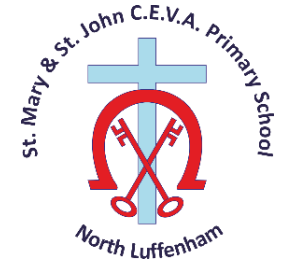
Geography (KS2) - What is life like in the Amazon rainforest? (Year 3)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Human and physical features, Weather & climate, settlement & land use, navigation, economic activity.					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of Unit Quiz
Second order disciplinary concepts	Map skills	Enquiry	Significance	Similarities and differences	Significance	Responsibility
Enquiry Questions	Where is the Amazon rainforest?	What is the climate like in the rainforest?	Which animals and plants live and grow in the rainforest?	Do people live in the Amazon rainforest?	What do we use the rainforest for?	Why does the rainforest need protecting?
Substantive knowledge (Key Knowledge)	Locate South America. Locate Amazon rainforest and the countries it can be found in. Know that it is a tropical region—locate Tropics of Cancer and Capricorn and the Equator.	South America has different climate zones, vegetation and biomes. Explore climate, temperature, rainfall etc and biomes of a tropical rainforest.	Look at the rainforest as a habitat for wildlife. Describe and understand the features and the layers of the rainforest and the animals and plants that can be found in each.	Settlements and inhabitants. Explore the tribes that live in the Amazon and what life is like for them, inc. traditions and cultures.	Look at the role the rainforest plays in absorbing carbon dioxide and producing oxygen. what products come from the rainforest. Follow the journey of a product (e.g. chocolate, coffee).	Discuss reasons for deforestation. Explore the negative impact of deforestation on animal habitats and its inhabitants.

Long Term Plan

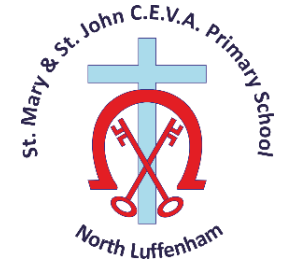
Geography (Year 4)



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term							<p>What are the seven wonders of the world? 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 features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>					
Spring Term							<p>What's in a place name? 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 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</p>					
Summer Term							<p>How are our coasts changing? 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 describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>					

Long Term Plan—Vocabulary

Geography (Year 4)



<p>Tier 1—Locational Knowledge</p> <p>Europe, Desert, Rainforest, Map, Location, Hills, Mountains, Coasts, Rivers</p>	<p>Tier 1—Place Knowledge</p> <p>Thailand, Bangkok, North America</p>	<p>Tier 1—Human and Physical Geography</p> <p>Solid, Liquid, Melt, Freezing, Boiling, Water Cycle</p>	<p>Tier 1—Geographical Skills and Field Work</p> <p>Map, atlas, globe, Continent, Country, North, East, South, West, Compass</p>
<p>Tier 2—Locational Knowledge</p> <p>Region, County, Human, Physical</p>	<p>Tier 2—Place Knowledge</p> <p>Plains, Mountains, Highlands, Fresh, Water Lakes</p>	<p>Tier 2—Human and Physical Geography</p> <p>Evaporation, Condensation, Ground Water, Runoff, Flood Plain, Pollution, Closed Cycle</p>	<p>Tier 2—Geographical Skills and Field Work</p> <p>Locate, Mapping, Human, Physical, Plans, Features, Key</p>
<p>Tier 3—Locational Knowledge</p> <p>Environmental, Temperate</p>	<p>Tier 3—Place Knowledge</p> <p>Permafrost, Boreal Forest</p>	<p>Tier 3—Human and Physical Geography</p> <p>Precipitation, Infiltration</p>	<p>Tier 3—Geography Skills and Field Work</p> <p>Ordnance Survey, Grid Reference</p>

Medium Term Plan Year 4 Autumn term 2

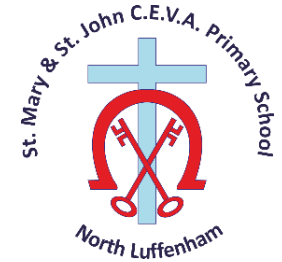
Geography (KS2) - What are the seven wonders of the world? (Year 4)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Maps, climate, settlement and land use.					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of Unit Quiz
Second order disciplinary concepts	Significance	Continuity & change	Map skills	Significance	Written and oral expression	Enquiry
Enquiry Questions	How do we describe where places are in the world?	What are the seven wonders of the world?	Where can I visit the seven wonders of the world?	What are the seven wonders of the natural world?	Which wonder would you most like to visit and why?	What are the seven wonders of our local area?
Substantive knowledge (Key Knowledge)	Recap oceans and continents of the world. Recap map skills— grid references (4-fig), compass points (8 points), hemispheres. Teach about lines of longitude and latitude.	Look at the different categories and discuss ancient versus modern. Only one of the original wonders exists, so there are new wonders that people can go and visit today (see lesson 3 list). Why are they considered to be of such importance?	The Colosseum in Italy, Petra in Jordan, Chichén Itzá in Mexico, Christ the Redeemer in Brazil, Machu Picchu in Peru, Taj Mahal in India and The Great Wall of China. Locate each of the wonders on a map/atlas/digital map. Recap the world's continents, hemispheres, grid refs and compass points.	Explore what are considered to be the seven natural wonders of the world. Recap physical geographical features. Locate these on maps/atlases and discuss their location in the world in terms of hemisphere, continent, country etc.	Choose one of the seven wonders of the world that you would most like to visit and design a tourist leaflet that includes: Continent, country, city, name of feature, what type of place it is and interesting facts.	What do you consider to be the seven wonders of Rutland? Consider both physical and human features such as: Rutland Water, the school haha, Harringworth viaduct, Oakham castle etc

Medium Term Plan Year 4 Spring term 2

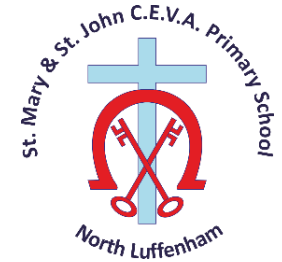
Geography (KS2) - What's in a place name? (Year 4)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Thread	Settlements, land use, economic activity, human and physical features.			
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	End of unit quiz
Second order disciplinary concepts	Cause and consequence	Enquiry	Similarity and difference	Written and oral communication
Enquiry Questions	What did early settlers need?	What's in a name?	How is land used in my local area?	What would be an ideal place to settle?
Substantive knowledge (Key Knowledge)	<p>Recap what a settlement is and look at different types of settlement and land use.</p> <p>Talk about early settlers to the UK (Romans, Vikings and Anglo-Saxons), what needs did they have and why they might have chosen a particular location for a settlement.</p> <p>Learn why settlements develop in certain locations.</p>	<p>Look at meaning of Viking and Anglo-Saxon name endings. These tell us what the original settlement was like, who formed it and named it.</p> <p>Use a map or atlas to find UK place names with the given endings.</p> <p>Look at patterns for the distribution of locations for each invader's settlements.</p> <p>Explore places around the world that are named after UK settlements (e.g. York)—what does this tell us about these places?</p>	<p>Look at different types of land use (housing, retail, leisure, industrial, agricultural, business) and how it is recognised on a map.</p> <p>Look at maps, aerial photos and street view images of North Luffenham, Stamford and Leicester (one group for each location?) Map the land use for each location and compare after to see similarities/differences between the different types of settlements.</p>	<p>Recap what settlers look for when choosing a settlement site. Decide what is essential, desirable and unwanted.</p> <p>Remind chn how to show features on a map—symbols, coloured key.</p> <p>Chn plan and design their own settlement and create a map.</p> <p>Extension—write a proposal speech encouraging people to vote for their settlement as the most desirable place to live.</p>

Medium Term Plan Year 4 summer term 2

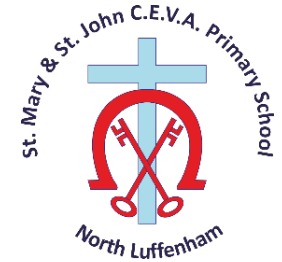
Geography (KS2) - How are our coasts changing? (Year 4)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Physical and human processes, climate and landscape, environmental impact.					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of Unit Quiz
Second order disciplinary concepts	Map skills	Continuity and change	Cause and consequence	Similarity and difference	Responsibility	
Enquiry Questions	What is a coast?	Why are coastal landscapes changing?	How do coastal features form?	What is the coast used for?	How can we protect our coasts?	
Substantive knowledge (Key Knowledge)	Recap the countries, coasts and seas of the UK. Explore what coasts are, coastal features and how they are formed.	Consider why coasts are constantly changing—look at the processes of erosion and deposition. Explore how coasts are changed by both nature and humans.	Look at features that are formed by erosion, such as caves, arches and stacks. Find out the names of some different coastal formations and where they are located. Find out what disasters can happen on precarious cliff edges.	Identify different types of beaches/coastal areas—cities and towns built on coasts (e.g. Blackpool) and areas that are protected because of their natural beauty (e.g. Giants Causeway). Look at the human and physical features of each type of coastal area.	Explore different strategies of coastal management, e.g. sea defence walls, groynes, planting vegetation. Discuss advantages and disadvantages of different systems.	Chn build their own coastal area using plasticine/clay and water in a tray. Add in the different features that they have learned about during this unit.

Long Term Plan

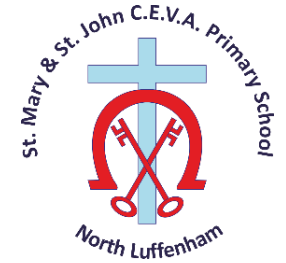
Geography (Year 5)



	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term							<p>Where do our clothes come from? 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 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 features studied</p>					
Spring Term							<p>Are we damaging our world? physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 features studied</p>					
Summer Term							<p>What makes people go on a journey? 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 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</p>					

Long Term Plan—Vocabulary

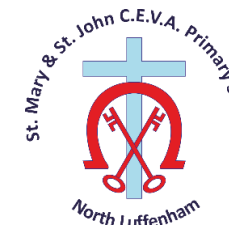
Geography (Year 5)



<p>Tier 1—Locational Knowledge</p> <p>Europe, North America, South America, Cities, Region, Land use, County, Africa</p>	<p>Tier 1—Place Knowledge</p> <p>Native, Tribes, Africa, South Africa, Johannesburg</p>	<p>Tier 1—Human and Physical Geography</p> <p>Coal, Nuclear, Import, Export, Wind Power, Solar Power, Renewable, Non-renewable</p>	<p>Tier 1—Geographical Skills and Field Work</p> <p>Map, Atlas, Globe, Continent, Country, North, East, South, West, Compass</p>
<p>Tier 2—Locational Knowledge</p> <p>Rural, Urban, Time Zones</p>	<p>Tier 2—Place Knowledge</p> <p>Canoes, Hide, Tepee, Totem Pole, Wigwam</p>	<p>Tier 2—Human and Physical Geography</p> <p>Settlement, Generation, Gigawatt, Carbon Footprint, Food Miles, Origin</p>	<p>Tier 2—Geographical Skills and Field Work</p> <p>Locate, Mapping, Human, Physical, Plans, Features, Key</p>
<p>Tier 3—Locational Knowledge</p> <p>Latitude, Longitude, Greenwich Meridian</p>	<p>Tier 3—Place Knowledge</p>	<p>Tier 3—Human and Physical Geography</p> <p>Biomass, Conservation</p>	<p>Tier 3—Geography Skills and Field Work</p> <p>Ordnance Survey, Grid Reference</p>

Medium Term Plan Year 5 Autumn term 2

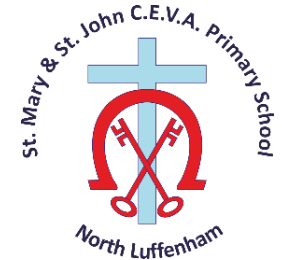
Geography (KS2) - Where do our clothes come from? (Year 5)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Everyone's world, maps, change, settlement, climate					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Enquiry Map skills	Continuity & change Cause & Consequence	Cause & Consequence Responsibility	Cause & consequence Responsibility	Enquiry	Written & oral expression
Enquiry Questions	Where are most of our clothes made?	What is fast fashion?	What are the environmental impacts of manufacturing clothes?	What is the human impact of fast fashion?	Can fashion be more sustainable?	
Substantive knowledge (Key Knowledge)	<p>Chn look at the labels in their clothing and make a list of where they were made.</p> <p>Create a map that shows where the clothes were made and look at how far they have travelled. Collect the data on where most clothes were made (continent & country)</p>	<p>Explore how attitudes to clothing have changed in the past 100 years.</p> <p>Clothes today are made quickly, not such high quality and not designed to last as long. Look at the process of making clothing (e.g. a cotton t-shirt) and understand why we have a fast fashion industry.</p>	<p>Discuss what clothes are made of and the difference between natural and man-made fabrics. Look at the environmental impact of cotton farming.</p> <p>Other issues include: carbon emissions from transport, water pollution, drain on natural resources— explore what happened to the Aral Sea and look at the changes between 1960 and the present day.</p>	<p>Explore the impact on the people making our clothes. Discuss why most clothes are made in developing countries. Look at the poor/unsafe conditions faced by the workers for very little money –is this fair? Newsround covers the Bangladesh factory disaster: https://www.bbc.co.uk/newsround/22308928</p>	<p>Look at the clothing companies that support Fairtrade.</p> <p>Attitudes to cheap, disposable clothing is creating more waste. Discuss the idea of repair and rewear, shop second hand. Chn could repurpose an old piece of clothing, e.g. jeans too short could be made into shorts. Old t-shirts could be turned into bags, cushions, headbands etc.</p>	

Medium Term Plan Year 5 Spring term 2

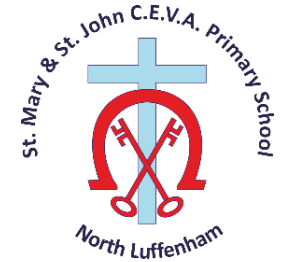
Geography (KS2) - Are we damaging our world? (Year 5)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Thread	Natural resources, sustainability, climate and landscape			
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	End of unit quiz
Second order disciplinary concepts	Cause and consequence	Responsibility	Responsibility	Enquiry
Enquiry Questions	What is climate change and why is it happening?	Why should we protect our oceans?	Where does our energy come from?	How sustainable is our school?
Substantive knowledge (Key Knowledge)	Understand what climate change is and what is being affected by climate change. Learn about the threats to the health of our planet and look at some possible solutions.	Explore why humans need oceans. Discuss possible threats to our oceans. Find out what Marine Protected Areas are and located them on a map.	Explore the different types of energy. Learn about renewable and non-renewable energy sources.	Explore ways that our school is sustainable and how we could make it more sustainable —Discuss opportunities to recycle, reduce paper waste, reduce food waste, be energy efficient, reduce carbon footprint/emissions. Suggest ways that, as individuals, either in school or at home, we can become more sustainable. Set up an eco-team?

Medium Term Plan Year 5 summer term 2

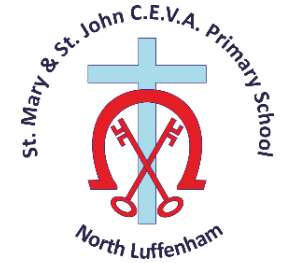
Geography (KS2) - What makes people go on a journey? (Year 5)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Population, Enquiry, mapping,					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of Unit Quiz	
Second order disciplinary concepts	Map skills	Cause and consequence	Significance Enquiry	Cause and consequence	Written and oral expression	
Enquiry Questions	What is tourism?	Tourism—good or bad?	What is migration?	What causes people to migrate?	Why should people visit Rutland?	
Substantive knowledge (Key Knowledge)	<p>Discuss what it means to be a tourist.</p> <p>Explore why tourism has increased over the years.</p> <p>Find out where the class have visited as tourists—locate on UK and world maps.</p>	<p>Explore the positive and negative impacts of tourism on different places.</p>	<p>Learn about the different types of migration.</p> <p>Look at which countries/continents have the most emigrants/immigrant immigrants.</p> <p>Consider advantages and disadvantages for host countries.</p>	<p>Discuss reasons people migrate.</p> <p>Book: The Journey, by Francesca Sanna.</p> <p>Look at Mo Farah's journey as a refugee, to escape war, when he was a child.</p>	<p>If someone was planning a visit to Rutland, what would you suggest they do? Where should they visit? Design a tour of Rutland/tourist leaflet.</p> <p>Use maps to plan a route around the county.</p>	

Long Term Plan

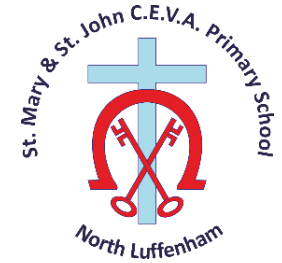
Geography (Year 6)



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	<p>What is it like in Scandanavia? 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 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 features studied</p>											
Spring Term												
Summer Term							<p>How will our world look in the future? physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☐ 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 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.</p>					

Long Term Plan—Vocabulary

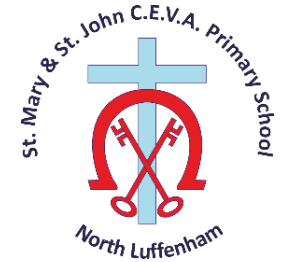
Geography (Year 6)



<p>Tier 1—Locational Knowledge</p> <p>Africa, Asia, Australasia, Oceania, Environmental, Human, Physical, Hills, Mountains, Rivers</p>	<p>Tier 1—Place Knowledge</p> <p>Region, United Kingdom, North America, South America, Americas, Continent, Climate</p>	<p>Tier 1—Human and Physical Geography</p> <p>Trade, Import, Fairtrade, Export</p>	<p>Tier 1—Geographical Skills and Field Work</p> <p>Map, Atlas, Globe, Continent, Country, North, East, South, West, Compass</p>
<p>Tier 2—Locational Knowledge</p> <p>Russia, Atlas</p>	<p>Tier 2—Place Knowledge</p> <p>Human, Physical, Residential, Industrial</p>	<p>Tier 2—Human and Physical Geography</p> <p>Global Supply Chain, British Empire</p>	<p>Tier 2—Geographical Skills and Field Work</p> <p>Locate, Mapping, Human, Physical, Plans, Features, Key</p>
<p>Tier 3—Locational Knowledge</p> <p>Erosion</p>	<p>Tier 3—Place Knowledge</p> <p>Pre Classic Period, Post Classic Period</p>	<p>Tier 3—Human and Physical Geography</p> <p>Globalisation</p>	<p>Tier 3—Geography Skills and Field Work</p> <p>Ordnance Survey, Grid Reference</p>

Medium Term Plan Year 6 Autumn term 1

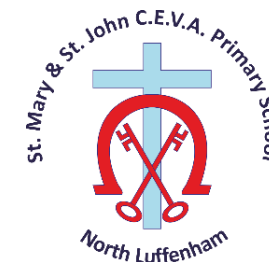
Geography (KS2) - What is it like in Scandinavia? (Year 6)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Weather & climate, settlement & land use, environment					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Significance Map skills	Enquiry Similarity and difference	Significance	Significance	Similarity and difference	Enquiry
Enquiry Questions	What is Scandinavia and where is it?	How might the climate in Scandinavia affect everyday life?	What is the physical geography of Scandinavia?	Which biomes are found in Scandinavia?	Do any of the Scandinavian countries have a monarch?	Why might people travel to Scandinavia?
Substantive knowledge (Key Knowledge)	Locate Scandinavia's countries and capital cities. Use a map/atlas to locate the Arctic Circle—understand that this is a line of latitude that goes around the Earth. Explore which parts of Scandinavia are within the Arctic Circle.	Explore the climate & weather of Scandinavia. What would you expect it to be like based on where in the world it is? Explore day length/ hours of daylight in more Northern parts. Use graphs and charts to compare temperatures/rainfall between London and Copenhagen. Use data to answer questions.	Physical geography features: Northern Lights, glaciers, fjords, mountains and lakes. Which seas/bodies of water do the Scandinavian countries border? Which country is the largest by area?	Recap the different biomes of the world. Explore which biomes are found in Scandinavia.	Explore the Human Geography of Scandinavia. Find out which country is the largest in terms of population. Compare London to Stockholm. Learn that Norway has a monarchy and a Prime Minister.	Using the information gathered throughout the unit, create a tourist brochure to promote one of the Scandinavian countries. Include details of landscape, culture and famous landmarks.

Medium Term Plan Year 6 summer term 2

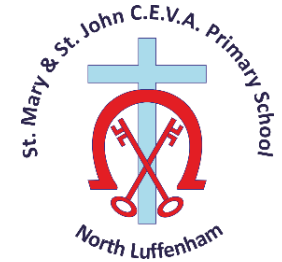
Geography (KS2) - How will our world look in the future? (Year 6)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Climate change, global warming, energy consumption, waste					
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of unit quiz
Second order disciplinary concepts	Significance Cause & consequence	Enquiry	Continuity & change	Cause and consequence Responsibility	Continuity & change	Written and oral expression
Enquiry Questions	What does change look like?	How will the world be different in 2050?	What will we be eating in the future?	Are humans helping or harming the environment?	Does change always make things better?	How could North Luffenham look in the future?
Substantive knowledge (Key Knowledge)	Window—Jeannie Baker Use this book as an intro/hook into the topic. It can be used to stimulate discussion on the topic.	Chn consider how the world will change in their life-times. Look at climate, population, environmental issues like deforestation, technology, energy production.	Recap where our food comes from. Consider effects of climate change, sustainability of food, growing population—explore plant based diets, lab grown meat etc.	Some environmental changes may be the result of natural events whilst others may be the result of human activity. Look at examples of how each may change a place over time.	Identify how a place can change: buildings, roads, population, environmental issues etc. Categorise as positive/negative. Consider changes to the local area over time—change in land use/building use, jobs, creation of Rutland Water.	Create a plan for the future of the local area. Write a proposal for the local council, making a suggestion for your idea. Consider best place to put renewable energies etc.

Long Term Plan—Skills Progression Map—Substantive Knowledge

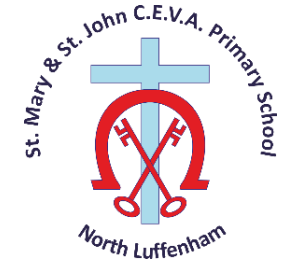
Geography (KS1)



	Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork
Reception	<p>Can I describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps?</p> <p>Can I recognise some similarities and differences between different places and communities in this country, drawing on my experiences and what has been read in class?</p> <p>Can I explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps?</p>			
Year 1	<p>Can I name and locate the four countries making up the United Kingdom, with their capital cities?</p> <p>Can I talk about the main features of each of the four countries that make up the United Kingdom?</p>	<p>Can I recognise similarities and differences between North Luffenham/Rutland/Rutland Water and a contrasting place in the UK?</p> <p>Recognise the similarities and differences between Peterborough and another city.</p> <p>Can I talk about people and places within my local environment?</p> <p>Can I talk about people and places beyond my local environment?</p> <p>Can I identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area?</p>	<p>Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? E.g. Comparing and Contrasting a farm with the seaside.</p>	<p>Can I use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area?</p>
Year 2	<p>Can I locate and name the 7 continents on a World Map?</p> <p>Can I locate and label the 5 oceans?</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</p> <p>Name and locate Kenya on a map and its key places</p> <p>Antarctica or Artic explorers?</p>	<p>Can I compare a local City/town in England with a contrasting city in a different country? Kenya</p> <p>Can I identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area?</p> <p>Compare and contrast polar regions</p>	<p>Can I ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles?</p> <p>Can I compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences?</p>	<p>Can I use fieldwork to observe, measure and record human and physical features in the local area?</p>

Long Term Plan—Skills Progression Map—Substantive Knowledge

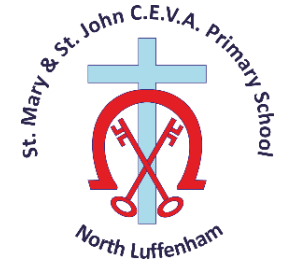
Geography (LKS2)



	Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork
Year 3	<p>Revise on world map: Continents UK 4 countries and characteristics UK capital cities Seas surrounding the UK 5 oceans Counties and cities of the UK</p> <p>Can I locate geographical regions (temperate, tropical and subtropical zones) Can I identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns? Can I explain how some of these aspects have changed over time? Can I name and locate some countries of Europe or the wider world? Can I share my own views about locations?</p>	<p>Can I compare geographical regions and their identifying human and physical characteristics?</p> <p>Can I identify the main physical and human characteristics of the countries of Europe?</p> <p>Can I describe geographical similarities and differences between a region in the United Kingdom and one in a European country?</p> <p>Can I describe how the locality of the school has changed over time?</p> <p>Compare key information of Russia and compare with the human and physical geography of the UK</p>	<p>Can I ask and answer geographical questions about the physical and human characteristics of a location?</p> <p>describe key aspects and compare physical geography in the UK and an area in a European country (Italy) climate zones Biomes Rivers Mountainous areas- Mount Etna weather and season landscape habitats and animal species</p> <p>Can I describe key aspects and compare human geography in the UK and an area in a European country (Italy) Settlements land use of UK and area in Italy population culture economy Supply of food Trade links</p> <p>Investigate different types of extreme weather and how this can affect both rural and urban areas</p>	<p>8-point compass</p> <p>2 figure grid reference</p> <p>Find a location in your local town-</p> <p>sketch maps, plans, graphs or take photographs of the area and label the physical and human features.</p> <p>Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Create maps of locations identifying some features using a key</p> <p>Can I use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world?</p> <p>Use a physical map of the UK to locate main river and mountains</p>
Year 4	<p>Locate counties and cities in UK Name and locate countries of Europe Locate the location of Russia in comparison to other countries</p> <p>Can I name and locate Equator Northern Hemisphere Southern Hemisphere the Tropics of Cancer and Capricorn Arctic and Antarctic Circles date and time zones?</p> <p>Recap and locate geographical regions (temperate, tropical and subtropical zones) Can I identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns? Can I explain how some of these aspects have changed over time?</p>	<p>Can I explain and discuss a range of reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Can I describe geographical diversity across the world?</p>	<p>Can I ask and answer geographical questions about the physical and human characteristics of a location?</p> <p>describe key aspects of physical geography biomes Rivers Mountainous areas volcanoes and earthquakes? Mount Vesuvius Landscapes Weather and season</p> <p>Can I describe key aspects and compare human geography in the UK and an area in a European country (Greece) Settlements land use population culture Economy Supply of food and its trade</p> <p>Volcanoes</p>	<p>8-point compass</p> <p>4 figure grid references, symbols and keys to communicate to communicate knowledge of the UK and wider world</p> <p>Understands the habits of the local community by conducting questionnaires Present findings and identify trends</p> <p>Sketch maps, plans graphs and take photographs</p> <p>Can I use maps, atlases and digital/computer mapping to locate countries and describe features? (recapping year 3)</p> <p>Use historical maps to identify how towns and cities have changed their land use over time (Digi maps)</p> <p>Can I create maps of locations identifying some features using a key?</p>

Long Term Plan—Skills Progression Map—Substantive Knowledge

Geography (UKS2)



	Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork
Year 5	<p>Locate some countries and cities in the world and environmental regions</p> <p>Name and locate countries of North America</p> <p>Identify the position and significance of: Longitude and latitude Equator Northern and Southern Hemisphere Arctic and Antarctic circle The prime/ Greenwich Meridian and times zones (including day and night)</p> <p>Can I identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time?</p>	<p>Can I understand some of the reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Am I beginning to understand and explain geographical diversity across the world?</p>	<p>Am I beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent?</p> <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p> <p>describe and understand key aspects of physical geography, climate zones, biomes, vegetation belts, the water cycle, Rivers, Identify and locate Physical characteristics of South and central America</p> <p>Am I beginning to identify and describe how the physical features affect the human activity within a location?</p> <p>Types of settlement, Land use, Economic activity (including trade links), Distribution of energy, minerals, food and water</p> <p>Identify and locate Human characteristics of South and central America</p> <p>The water cycle Distribution of natural resources such as water - Rivers and the water cycle</p>	<p>8-point compass</p> <p>6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features from walking around the local town.</p> <p>Can I record the results in different ways?</p> <p>Can I use maps, atlases and digital/computer mapping to locate countries and describe features? (recapping year 4)</p> <p>Use a few geographical resources to give descriptions and opinions of the characteristics of a location</p> <p>Use maps to identify how coasts and rivers change the land over time.</p> <p>Can I talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)</p> <p>Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p>
Year 6	<p>Locate some countries and cities in the world and environmental regions</p> <p>Name and locate countries of South America</p> <p>Identify the position and significance of: Longitude and latitude Equator Northern and Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic circle The prime/ Greenwich Meridian and times zones (including day and night)</p> <p>Can I identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time?</p>	<p>Am I beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent?</p> <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p>	<p>Can I collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Can I explain how countries and geographical regions are interconnected and interdependent?</p> <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p> <p>describe and understand key aspects of physical geography, including, climate zones, biomes- rainforest, vegetation belts, Rivers Mountains, Earthquakes (Japan), water cycle, Volcanoes</p> <p>Identify and locate Physical characteristics of North and South America how does the physical features affect human activity in a location?</p> <p>Types of settlement, Land use, Economic activity (including trade links), Distribution of energy, minerals, food and water, Tourism, Energy issues and connections</p> <p>Investigating Biomes across the world- linking this to physical climate and how it has created the different types of habitats</p>	<p>8-point compass</p> <p>6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Traffic Survey- sustainable transport, global issue.</p> <p>Use fieldwork to observe, measure and record and present results in a range of ways</p> <p>Use different types of field work (random and systematic)</p> <p>Can I use maps, atlases and digital/computer mapping to locate countries and describe features? (recapping year 5)</p> <p>Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location?</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps and topological maps- as in London’s tube)</p> <p>Create maps of locations identifying patterns such as : land use, climate zones, population densities and height of land.</p>