North Park Primary School **Geography Medium Term Planning**

Geography		Autumn	Spring	Summer
Year 1	*Unit title and key NC content*	**What is my place like?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Pupils will develop simple knowledge about their locality. Pupils will develop basic locational knowledge related to their school and homes. Key terms for common features will be introduced and used in annotations, discussions and writing. Simple sorting of human and physical features will be introduced as well as weather observation. **Understanding of similarities and differences, interaction of people, processes and places:** Pupils will consider how people and places interact by considering how places make them feel and what positive/negative things they observe in a place. **Working like a geographer: use of geographical information from maps, atlases, globes etc:** Pupils will use aerial photographs and maps to inform their investigation of the school, the grounds and the local area. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record:** Pupils will use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather.	**What can I find in my corner of the world?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Developing knowledge of human and physical features in the locality. Using locational and directional language to describe the location of features and the routes followed on the map. Deploying accurate terminology. **Understanding of similarities and differences, interaction of people, processes and places:** Looking at how people use the local area, observing the effects of people on a place **Working like a geographer:** use of geographical information from maps, atlases, globes. Use of simple local map and map of the UK. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record:** Using a map to follow a route and adding to a basic map, making a map, collecting and labelling field photographs, simple surveying, making use of simple fieldwork information.	**What is our country like?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Develop their locational and place knowledge of the United Kingdom to include: the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas, key characteristics of the four countries. Develop knowledge of weather as a physical process. Identification of daily weather patterns in the UK. **Understanding of similarities and differences, interaction of people, processes and places.** Knowledge of some basic similarities of and differences between different parts of the UK **Working like a geographer: use of geographical information from maps, atlases, globes:** Use of GIS, globe, basic atlas and UK maps. Weather information. Recording on their own map. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record**. Observation of daily weather patterns in the UK.
	Key learning by the end of the unit	1. Where in the world are we? 2. Which way shall we go today? 3. What can we find in our school grounds? 4. What did we find? 5. What is our weather like today?	1. What do we know about our corner of the world? 2. What can we see from the air? 3. What can we find in our local area? 4. Back at School -Using our investigation information.	1. Where in the world are we? 2. What countries are in the United Kingdom? 3. What is special about my United Kingdom?

Adapted from Durham County Council LA planning

			5. What did I find out?	4. What is the weather like in the United Kingdom? 5. Where shall we go today? 6. What would I see on a journey North? 7. What do we know about the UK?
	Key vocabulary	School, home, buildings, location, address, land, village, house, land use, town, city.	Near/far/left/right. Locality weather, plants, soil, village, house, office, shop, settlement.	Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea. Direction, North, South, East, West. Forest, hill, river, weather, city, coast, country, capital.

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Year 2	***Unit title and key NC content***	**Why is my world wonderful?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Locations of the continents and oceans. North/ South/ East / West Major mountains and rivers of the world. **Understanding of similarities and differences, interaction of people, processes and places**: Identification of simple similarities/ differences. **Working like a geographer: use of geographical information from maps, atlases, globes**: Use of simple world maps showing continents, oceans, mountains and rivers and the equator. Use of simple Atlases. Satellite images of the earth and then the continents. Use of aerial photographs to recognise land marks, basic physical features. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record**: Not an emphasis on this unit. Geographical communication: World Maps, comparative writing.	**Wherever next?** **Knowledge of locations, places and their features, human and physical processes and key terminology**: Pupils will develop knowledge of globally significant places: - Poles and Equator, looking at their location and some of the basic defining physical and human characteristics. **Understanding of similarities and differences, interaction of people, processes and places:** Pupils will begin to develop an understanding of some features of the weather in hot and cold areas of the world and their effects. **Working like a geographer: use of geographical information from maps, atlases, globes etc.** Pupils will use world maps of different types and globes to identify the continents, oceans, poles and equator. Pupils will use simple locational and directional language to describe features on different maps. Pupils will use and label photographs of key features. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record:** Pupils will use simple observational skills to study a physical feature –the weather –of their school's environment.	**Holidays – where shall we go?** **Knowledge of locations, places, features and processes:** location of the world's continents, the location of the equator, the location of the UK and its capitals, key vocabulary as relevant to the areas chosen as focus. **Understanding of similarities and differences and interactions:** comparison of the human and physical geography of two small areas. **Working like a geographer –use of geographical information:** Use of aerial photographs, use of atlases. **Working like a geographer–fieldwork and geographical skills:** use of aerial photographs, devising a simple map, using simple compass directions to describe location of features on a map.
	Key learning by the end of the unit	What are the wonderful things in our world? Where are we in this wonderful world? Let's make a continent! How are our continents divided up? Where are some our world's most amazing places? Where are the wettest places in our world? Where are the highest places in the world? Where in my wonderful world would I like to go?	Where in the world? Where shall we go today? Why do polar bears and penguins never meet in the wild? Let's explore the Equator! What is life like in the hottest places in the world? Do we live in a hot or a cold place?	What might we find on holiday in the UK? What can we find out about a mystery place from the air? What would a visitor find at Saltburn by the Sea? What human features would we see at Saltburn by the Sea? Destination Kenya –what will we see? On safari in the Masai Mara –what will we find? Saltburn or Safari –where shall we go?

Adapted from Durham County Council LA planning

	Key vocabulary	Earth, land, continent, ocean, sea, river, city, Equator Europe, Asia, Africa, North America, South America, Oceania, Antarctica. The 5 oceans –Arctic, Atlantic, Indian, Pacific and Southern.	Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West	United Kingdom, North East, Middlesbrough, Saltburn Human feature: town, city, house, farm, shop, road Physical feature: beach, sea, cliff, hill, vegetation, river, ocean World Continent Location Africa, Kenya, Masai Mara Compass points North, South, East, West

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Year 3	***Unit title and key NC content***	**Is the UK the same everywhere?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Develop locational knowledge of the United Kingdom to include Counties, major towns/ cities, physical features, some human features. Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers. **Understanding of similarities and differences, interaction of people, processes and places:** Contrasting places in the UK – physical features in different parts of the country, differences in the weather. **Working like a geographer: use of geographical information from maps, atlases, globes:** Use of a satellite image, use of physical features maps, use of political organisations map, use of Atlas maps of the UK, use of OS maps. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record.** Adding detail to a base map, using OS maps with symbols and four figure grid references **Geographical communication** Annotation of photographs, base maps, satellite images. Description of information suggested by a map/ image. Summarising new knowledge and its sources. Fact files and simple factual accounts.	**Why do we have cities?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Pupils will know the names and locations of the major cities of the UK and the difference between a city and a town. The key features of cities will be introduced with accurate terminology to include site and function. **Understanding of similarities and differences, interaction of people, processes and places:** Pupils will look at how cities differ within the UK and some of the possible differences between their local city and some globally significant cities. The unit looks at how places become cities and what happens there. Pupils will look at the impact cities have on people and the physical environment. **Working like a geographer: use of geographical information from maps, atlases, globes etc**. Pupils will use maps and atlases as well as photographs and information texts to gather information. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record:** Fieldwork is possible in this unit with a city investigation.	**We've got it all! Why is the North East special?** **Knowledge of locations, places, their features human and physical, processes and key terminology:** pupils will develop their knowledge of human and physical geography by looking in depth at one region of the UK –The North East of England. Pupils will be able to identify the region and component counties on maps across a variety of scales –moving from global/continental/national down to England. Pupils will identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region. There is a special focus on economic activity (what is made in the region) in the human geography element and rivers for the physical geography elements of the unit. **Understanding of geographical similarities and differences, interactions of people, processes and places**: pupils will develop knowledge of the varied human and physical geography of the region. **Working like a geographer**: using geographical information from OS maps, information texts, photographs and fieldwork. **Working like a geographer: use of fieldwork and geographical skills**-pupils will be developing their field work knowledge via new methods of collection and undertaking fieldwork beyond the local area.
	Key learning by the end of the unit	What can we spot on a satellite image of the UK? Where are the UK's hills, mountains and rivers? What are the major UK landmarks and where will I find them?	Where do people live in the UK today? Are all cities in the UK the same? What can we find in UK cities? How have our cities changed over the years? What is changing in cities around the world?	What do we know about the North-East region of England? What are some of the main human and physical features of the North East? What does the North East look like on a map? What is made in the North East of England?

Adapted from Durham County Council LA planning

		What would we see if we sailed around the edge of the UK? Why have I got a County in my address? What's the weather like near you? Why is our weather in the UK changing? What have we learned about the United Kingdom?		What do we need water for and where does it come? Where do the rivers of the North East start and finish? What do we see on a river's journey to the sea? What can we find out at our local river? What makes the North East of England a special place to live?
	Key vocabulary	United Kingdom, capital. Country, county, region. Landscape, relief, landmark. Physical – rivers, mountains, hill climate, weather, vegetation. Climate change. Coastline, granite, pebble, sandy, chalk, river, lake, peninsula. Satellite image, symbol, grid reference, 4 figure grid references.	Settlement, city, factory, office, shop, function, urban, rural, land use, environment, environmental, human, physical Country, county, population, inhabitant. Shopping centre, market Satellite image, OS map, symbol, key.	County, region, hills. River, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition. Energy, power, transport, employment, resources.

	Unit title and key	**What can we discover about Europe?**	**Why does Italy shake and roar?**	**What happens when the Land meets the Sea?**

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Year 4	***NC content***	**Geographical knowledge (location, places, features and processes):** Location of key countries, capitals and physical features in Europe. Location of climate zones and an introduction to biomes. Place knowledge, key human and physical characteristics. **Understanding of similarities and differences, interactions:** Developing knowledge of differences across Europe – relief, climate, different biomes. **Use of geographical information:** Developing use of atlas maps, thematic maps and GIS, geographical information from research**.** **Field work and geographical skills:** Sketch/photographic annotation. **Geographical communication:** Describing places geographically.	**Knowledge of locations, places and their features:** The location of Italy –identify and describe it and its regional key physical and human characteristics using maps of Europe and country maps, key features of places. **Understanding of similarities and differences, interaction of people, processes and places:** Understand geographical similarities and differences through the study of a region in a European country (area around Naples). **Physical and Human Geography:** describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use. **Working like a geographer, use of geographical information from different types of maps, atlases and other information sources:** gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW. **Working like a geographer, use of fieldwork and observational skills**: Not directly developed or assessed in this unit.	**Knowledge of locations, places, their features human and physical, processes and key terminology:** Physical processes that shape the coast. Coastal protection and management effectiveness. **Understanding of geographical similarities and differences, interactions of people, processes and places:** coastal processes and the impact on people and landscapes **Working like a geographer**: using geographical information from OS maps, information texts, photographs and fieldwork **Working like a geographer, fieldwork:** planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation**.**
	Key learning by the end of the unit	What can we work out about Europe from space? Can I find my way around the continent of Europe? What can we learn from different maps? How is the weather near you? Rivers and lakes of Europe Why are there mountains in Europe? Can you navigate your way around Europe's capital cities? What is made, grown and mined in Europe? What have we found out about Europe?	Where in the world? What is Italy like? Is the boot the same all over? Why does Italy shake and roar? What happens when Vesuvius erupts? Why does Italy shake? How are the UK and Italy similar/different?	What happens when the land meets the sea? What can we learn from different maps about the UK's coastline? What processes shape our UK coastline? Should the coast be protected? What can we find at the Durham coast? What did we find out at Seaham?

	Key vocabulary	Biome, settlement, country, Europe, continent, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse. Population, trade, natural resource, city, landmark.	Continent Europe Country, region Italy Population Coastline, bay Peninsula Mountain range: Alps, Apennines River, Po, Tiber Tectonic –plate boundaries, Volcano(es)–Vesuvius, Stromboli, eruption, magma, ash, gas, vent, cone, crater, lava flow Earthquake–vibration, fault, plate boundary, epicentre, Richter scale, tremor, seismic, hazard	Coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour. Fieldwork vocabulary –risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey.

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Year 5	***Unit title and key NC content***	**What shapes my world?** **Geographical knowledge of locations, places and their features, human and physical processes and key terminology:** Locations, and places showing evidence of physical and human processes in shaping the landscape. **Understanding of similarities and differences, interaction of people, processes and places:** That physical processes have shaped and continue to alter the landscape and affect the lives of the people who live in different places. Examples could include weather, ice, coastal processes, human activity. **Working like a geographer, use of geographical information from maps, atlases, globes:** Use of atlases and globes. Use of a variety of sources of geographical information-text, photographs, satellite images. **Working like a geographer, use of fieldwork and observational skills to observe, measure and record:** not a focus of this unit but schools may want to pick up coastal, rivers or climate enquiry depending on prior learning of pupils. Ideas for river, coast and micro climate fieldwork is in the Durham planning guidance units. **Geographical communication:** annotation of photographs, geographical descriptions of features and places, using and referring to geographical resources in our writing.	**Where has my food come from?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Knowledge of land use patterns for farming in the UK and another area of the world. Distribution of natural resources including food. Economic activity including food production. **Understanding of similarities and differences, interaction of people, processes and places:** To understand how growing and producing food affects the physical geography of a place. **Working like a geographer: use of geographical information from maps, atlases, globes, diagrams etc** Use information from maps, diagrams and information texts. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record.** Look at possible questions, collect/ measure and record data through fieldwork. Use some basic presentation techniques.	**What do we intend pupils to know at the end of this unit of work?** **Geographical knowledge of locations, places and their features, human and physical processes and key terminology:** physical geography at global scale including climate zones, biomes. Local knowledge – Longitude and Latitude, Equator, Time zones. **Understanding of similarities and differences, interaction of people, processes and places:** Interaction of climate with landscape and development. Role of climate in vegetation. **Working like a geographer, use of geographical information from maps, atlases, globes:** Use of world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use –with index and clear location markings. **Working like a geographer, use of fieldwork and observational skills to observe, measure and record:** Not a focus but supported by mapwork. Geographical communication: Annotation and description of photograph.
	Key learning by the end of the unit	Why is the land around the planet so many different shapes? How has ice shaped our Earth? What happens when plates move? How do rivers shape our world? How do waves change the coast?	Where do pupils think their food comes from? What is in the food cupboard and how far has it come? Where does the UK get food from? What do farms do?	What is that? Where might it be? How do we find our way around the planet? Can we locate our fantastic places like geographers? What time is it where you are? What do some of our fantastic places have in common?

Adapted from Durham County Council LA planning

		How are people's actions changing the planet?	How does our food get from farms to our plates? Does is matter if food is wasted?	Which Fantastic Place should UNESCO put top of the list?
	Key vocabulary	Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth's crust, biome, vegetation, soil.	Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, import, producer	Longitude, Latitude Meridian Tropics characteristics Time zone Biome vegetation climate

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Year 6	***Unit title and key NC content***	**Fantastic Forests –why are they so important?** **Geographical knowledge of location, places, features and processes:** Knowledge of environmental regions and key features of these areas, vegetation belts - Types of forest, functions, locations. Distribution of natural resources, economic activity **Understanding of similarities and differences, interactions:** Different types of forests, impact of human activity on vegetation, role of forests as a resource **Working like a geographer**: Use of geographical information including satellite photographs, charts and information texts **Working like a geographer**: Fieldwork and geographical skills to include data collection techniques and methods of presentation.		**Destination São Paulo–what do places have in common?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. **Understanding of similarities and differences, interaction of people, processes and places:** Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America. **Working like a geographer: use of geographical information from maps, atlases, globes:** Use of different types of maps, graphs and information. Use of GIS for mapping and weather information. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record:** Possible link to local fieldwork –weather surveys, photographs and field sketching.
	Key learning by the end of the unit	Can you find the connection and find the location? Where are the world's great forests? What forests and woodland do we have in the UK? What can we find in our local forest/ woodland? What do forests do? Why is the Amazon Rainforest so important? Why are forests in danger? How can we protect our forests in the UK?		Where in the world is a place like this? What are the main human and physical characteristics of Brazil? What do geographers use to find out about places? Durham (and your nearest city) and São Paulo. How are the regions similar and different?
	Key vocabulary	Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent,		Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude,

Adapted from Durham County Council LA planning

		hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation.		sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy.