Nine Acres Primary School

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Nine Acres Primary School

Geography Curriculum

Geograhy INTENT:

Our inclusive Geography curriculum aims to inspire young geographers to explore the world and become passionate about shaping its future. At Nine Acres, we provide children with a deep understanding of where they live and the wider world around them. We aim to equip our pupils with the knowledge and skills they need to become articulate and persuasive global citizens. They will have a keen curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. Our young geographers can positively influence the world because of their learning at Nine Acres.

Nine Acres Primary School – Curriculum Overview: Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me	Once Upton a Time - How can we represent settings in traditional tales?	Around the World - How are other countries different to where I live?	Superheroes - How can our actions impact the environment?	Growing - How does the environment affect growth? Where does our food come from?	Island Life - Why do people want to come to the Isle of Wight?
Year 1		Where in the world do I live?		Fieldwork - My local park Fieldwork: Our school environment		
Year 2		What are the similarities and differences between my town and Tulum, Mexico?		Fieldwork - How can we record and measure different weather phenomena.		
Year 3		What are the key geographical features of the UK, and my region?		Fieldwork - What facilities are in my local area and how do people travel there?		
Year 4		Fieldwork - How can we record and measure weather phenomena?	What are the similarities and differences between my region and Campania, Italy?			Locality Unit - Erosion on the IOW
Year 5				Fieldwork - What are the features of my local river? Fieldwork - What trees, plants and animals are in our local ecosystems?	What are the similarities and differences between my region and the Western United States?	
Year 6	What is the economic activity of the UK, and how sustainable is it?					Fieldwork - How can our school reduce its plastic waste?

Nine Acres Primary School – Vocabulary Progression EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Map Address Isle of Wight Newport Journey Route Island	Map Setting Journey Route Positional language (over, under, behind, in front of, next to)	Climate Country Desert Rainforest Volcano Migration Mountain Landmark	Environment Recycle Impact Litter Fieldwork	Environment Climate Equator Observation Country Farming	Island Isle of Wight Tourism Tourist Coast Travel

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Medium Term Plan – EYFS Autumn 1



Overview of Learning

In this unit, children will explore where they live and understand that every house has its own address. Children will explore the school using a map to find different locations and describe the environment using positional language such as 'in front of' and 'next to'. Children will understand where Nine Acres is in relation to where they live and will draw their journey to school.

Previous Learning

- Children already know important places in their everyday lives, including home and school.
- They can talk about familiar locations and begin to recognise simple features in their local environment.

Knowledge and Understanding Objectives

- Explore and talk about different places in the world using simple maps, pictures and stories.
- Notice and describe how places are similar and different.
- Talk about and recognise some famous landmarks.
- Explore animals from different countries and think about why they are best suited to their habitat.
- Use simple geographical vocabulary to talk about where we live and the journey to school.

How Parents Can Help

- Talk about your home address.
- Discuss the route to school.
- Look at maps together.
- Use words such as next to, behind and in front of.
- Find the Isle of Wight on a map.
- Encourage children to talk about journeys they make.

Key Vocabulary

- Map
- Journey
- Route
- Address
- Isle of Wight
- Island
- Newport
- Positional language (over, under, behind, in front of, next to)

By the End of the Unit...

- [ ] I know that my home has an address.
- [ ] I can use a simple map.
- [ ] I can describe where things are.
- [ ] I can talk about famous landmarks.
- [ ] I can say how life in other places is similar to and different from my own.
- [ ] I know that people and animals live in different places around the world.

Possible Misconceptions

- Children may think that all places are the same size or shape.
- Children may think that everyone lives in the same type of home.
- Children may think that all animals can live in any environment.

Medium Term Plan – EYFS Autumn 2



Once Upon A Time



Overview of Learning

Children will –

- Represent settings from traditional tales through drawings and 3D objects / natural resources.
- Explore positional language using characters from the story.
- Show children where Bethlehem is on map.
- What is a map? What is a journey? What journeys do the characters take in the story? Where do the characters live?

Previous Learning

Children may already be familiar with traditional tales and stories, and may have explored different settings and characters. They may also have experience of simple maps and talking about places they know.

Knowledge and Understanding Objectives

- Explore and represent settings from traditional tales.
- Use positional language to describe where characters are and where things are.
- Locate Bethlehem on a map.
- Understand what a map is and what a journey means.
- Identify the journeys the characters take and where they live.

How Parents Can Help

- Talk about the traditional tale and look at different settings together.
- Look at maps and talk about places and journeys.
- Use positional language in everyday situations (e.g. "the teddy is under the table").
- Explore where Bethlehem is on a map or globe.
- Encourage children to retell the story and discuss where the characters live.

Key Vocabulary

- Map
- Route
- Setting
- Positional language (over, under, behind, in front of, next to)
- Journey

By the End of the Unit...

- ☐ I can represent a setting from a traditional tale.
- ☐ I can use positional language.
- ☐ I can find Bethlehem on a map.
- ☐ I can say what a map is and what a journey is.
- ☐ I can talk about the journeys the characters take and where they live.



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Medium Term Plan – EYFS Spring 1



Overview of Learning

- Explore the concept of different places in the world.
- Not all countries are the same.
- Famous landmarks.
- VR Head set – Great wall of China.

Previous Learning

Children will explore the natural world and begin to understand that different places have different environments, animals and landmarks.

Knowledge and Understanding Objectives

- Children will discuss the similarities and differences between life in England (Isle of Wight) and other countries drawing on information from a simple map.
- Discuss animals from different countries. Why are they best suited to that habitat? Fur coat, camouflage etc.
- Are all countries the same? What is a landmark? What are the similarities and differences between the Isle of Wight and other places around the world? How are some animals best suited to where they live?

How Parents Can Help

- Look at a world map or globe together.
- Talk about different landmarks (e.g. the Eiffel Tower, Great Wall of China, Pyramids).
- Explore different animals and their habitats (e.g. polar bears, camels, tigers, penguins).
- Encourage children to compare life in different places and notice similarities and differences.
- Use simple questions to spark curiosity, e.g. "What do you think it would be like to live there?"

Key Vocabulary

- Climate
- Country (and country names)
- Desert
- Rainforest
- Volcano
- Migration
- Mountain
- Landmark

By the End of the Unit...

- [ ] I can name some countries around the world.
- [ ] I can identify features of different climates.
- [ ] I can talk about famous landmarks.
- [ ] I can say how life in the Isle of Wight is similar to and different from other countries.
- [ ] I can explain how some animals are best suited to where they live.



Medium Term Plan – EYFS Spring 2



Overview of Learning



- Michael Recycle – explore the importance of recycling and impact on the environment.
- Welly Walk: Litter picking in the local environment.
- Pictogram of plastic found around school.
- Challenge from the superheroes to read and draw a map of a treasure hunt.

Previous Learning



- What does recycle mean?
- Why is recycling important?
- How can litter impact the environment?
- How can we improve our school environment?

Knowledge and Understanding Objectives



- Talk about what recycling means and why it is important.
- Notice and talk about how litter can affect the environment.
- Think about simple ways we can help our school and local environment.

How Parents Can Help



- Talk about recycling at home and in your local area.
- Encourage your child to look for litter when you are out and about.
- Try recycling at home together.
- Discuss simple ways to keep your school and local environment clean and green.

Key Vocabulary



- Environment
- Recycle
- Impact
- Litter
- Fieldwork

By the End of the Unit...



- ☐ I know what recycling means.
- ☐ I can explain why recycling is important.
- ☐ I can spot litter and talk about how it can harm the environment.
- ☐ I can suggest ways to keep our school and local area clean.
- ☐ I can help to make a positive difference!

Possible Misconceptions



- Children may think recycling is just about putting things in the bin.
- Children may think litter only affects the environment in oceans.
- Children may not realise how their actions can make a difference.

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Medium Term Plan – EYFS Summer 1



Overview of Learning



- Plant seeds and observe the changes that happen.
- Explore how different environments affect growth.
- Where does our food come from? Exploring foods from around the world. Why does that grow there? Is it a hot or a cold country? Why can't we grow that on the Isle of Wight?
- What food is grown on the Isle of Wight?
- Make observations and draw pictures of chicks and plants.

Previous Learning



- Children already know that plants need water, light and warmth to grow.
- They can talk about the changes they see in nature (e.g. leaves, flowers, weather).
- They have some experience of food and where it comes from.

Knowledge and Understanding Objectives



- Talk about how plants and animals grow and what they need to live.
- Notice changes over time, such as seeds growing and chicks hatching.
- Explore different places and environments and how these can affect living things.
- Talk about where food comes from and how it is grown.

How Parents Can Help



- Talk about where different foods come from and look at food labels and maps together.
- Explore different environments (e.g. farms, tropical countries, the Isle of Wight) and how they affect growth.
- Encourage your child to observe plants and chicks and talk about what they notice.
- Grow something together at home or on a school trip.

Key Vocabulary



- Environment
- Climate
- Observation
- Country (and country names)
- Farming

By the End of the Unit...



- ☐ I know that plants and animals need certain things to grow.
- ☐ I can explain how different environments help things grow.
- ☐ I can talk about where food comes from and why it grows in different places.
- ☐ I can name some foods that are grown on the Isle of Wight.
- ☐ I can make observations and draw pictures of chicks and plants.

Possible Misconceptions



- Children may think all plants and foods grow in the same way.
- Children may think food only grows in one type of place.
- Children may think that all countries have the same weather and can grow the same foods.

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Medium Term Plan – EYFS Summer 2



Island Life



Overview of Learning



- Local geography, highlighting differences between forests, beaches, towns.
- Fieldwork: sketch map of school on welly walk.

Previous Learning



- What places on the Isle of Wight have you visited? What did you see?
- Link to tourism: people want to come to the Isle of Wight because it is sunny, beaches, etc.
- Educational visit: beach. Map of journey to beach.

Knowledge and Understanding Objectives



- Talk about the different places on the Isle of Wight and how they are similar and different.
- Notice and describe how places such as forests, beaches and towns look and feel.
- Explore why people visit the Isle of Wight and what makes it special.
- Use simple maps and pictures to talk about places and journeys.

How Parents Can Help



- Talk about places you have visited on the Isle of Wight.
- Look at maps together and talk about the journey to the beach.
- Share what makes the Isle of Wight a special place to visit.
- Encourage your child to notice the different places when you are out and about.

Key Vocabulary



- Island
- Isle of Wight
- Tourism
- Tourist
- Coast
- Travel

By the End of the Unit...



- [ ] I know some places on the Isle of Wight and what they are like.
- [ ] I can say what I like about the Isle of Wight.
- [ ] I can explain why people visit the Isle of Wight.
- [ ] I can talk about the differences between forests, beaches and towns.
- [ ] I can use a simple map to show a journey to the beach.
- [ ] I can spot and name some key places and features on the Isle of Wight.

Possible Misconceptions



- Children may think the Isle of Wight is a country.
- Children may think all islands are the same.
- Children may not realise that different places have different features and attractions.

Nine Acres Primary School – Vocabulary Progression Year 1						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1		Atlas, aerial view, map, address, local area, physical feature, human feature. town, street, city, village, continents, globe, ocean, climate, seasons, temperature, weather, equator, North Pole, South Pole	Compass, directions, fieldwork, local area, map, route, aerial view, data, human feature, observe, physical feature, record, facility, present, map key, map symbol, plant life			

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Medium Term Plan – Year 1 Autumn 2

Where in the world do I live?

Overview of learning

In this unit, children will begin learning about space and scale by looking at their classroom location using a planned perspective of the school. Children will then look at the location of their school on its street, including some of the other key human and physical features of the area. Children will explore the location of their town within the United Kingdom and learn about the UK's four countries. They will learn about the seasons in the United Kingdom and how they change. Children will then look at where the United Kingdom is in the world, learn the names of the continents and look at weather and climate across the globe.

Knowledge and understanding objectives

NC KS1:
Children will:

- name and locate the four countries of the United Kingdom.
- name and locate the world's seven continents.
- identify the seasonal 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 basic geographical vocabulary to refer to key physical features and key human features

Key vocabulary

Tier 2: address, autumn, cold, city, find, globe, hot, land, map, seasons, spring, street, summer, town, village, weather, winter

Tier 3: above, aerial view, bird's eye view, climate, continent, design, equator, harvest, hibernate, landscape, mild, North pole, South pole, temperature, temperate

Possible misconceptions

Understand that countries and continents are different. Understand that the United Kingdom has four countries. Understand that different weather happens in different seasons, but sometimes summer can have cold/rainy days. Misunderstanding that Oceania is a continent, but it is a geographic region that includes the continent of Australia along with New Zealand and the Pacific Islands. Note: Throughout this unit, both "Australia" and "Oceania" are used in resources, as children may encounter either term in different atlases and maps.

Videos

https://www.youtube.com/watch?v=edNweHVcUHc&t=7s

Previous learning

This unit builds on **EYFS** , children's early understanding of their immediate environment and the natural world by introducing a wider sense of place, scale, and geography.

It extends their knowledge of seasons and local features by helping them explore their classroom, school, and settlement before locating the United Kingdom within the world.

Pupils begin to develop spatial awareness, name continents and oceans, and describe human and physical features using basic geographical vocabulary, building on their **EYFS** experiences of exploring the natural world and talking about different environments.

Future learning

Year 2 - Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico.

Year 3 - Children will learn about the key geographical characteristics of the United Kingdom, including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how land use has changed over time. Children will use maps and atlases and learn the features of maps.

Year 4 - Children will learn about the world and how it is represented on maps. Children will discover Europe's different countries and capital cities and then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.

Year 5 - Children will discover North America's different countries and capital cities and then complete a comparison study of their region and the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.

Year 6 - Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Using a range of case studies, children will find out how sustainable different economic activities are in the UK and their ramifications on the environment.

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge	Geographical concepts
Locating a street on a map and understanding place position	Explore the classroom as a meaningful place
Identify countries of the UK and locating settlements	Recognising features that give the local area its identity
Identify the UK on maps and globes, recognise it as part of Europe, and locate continents	Recognising what makes different types of settlements
Identifying and relating to the local area and street	Identify meaningful places — home, the UK, Europe, and continents
Explore the classroom as a meaningful place	Represent spatial relationships using a bird's eye view
Recognise characteristics and features of settlements	Understanding spatial layout within their local area
Recognise the UK's seasonal patterns and how they change throughout the year.	Developing an understanding of spatial relationships between countries in the UK
Recognising human and physical features in the local area	Concepts of spatial awareness are developed through maps, globes, atlases
Understanding people group themselves into different types of communities/settlements	Identifying national scale and the idea that the UK is made up of smaller parts
Explore key physical geography concepts such as weather, climate, and the seasonal cycle	Explore different scales by locating their home, the UK, and continents—moving from local to global
Observe, map, use aerial/bird's eye view, and develop spatial awareness	Understanding the natural process of changing seasons
Using maps to find locations and answer questions	Understanding how the Earth's position relative to the Sun (e.g. proximity to the equator or poles) affects climate and temperature in different parts of the world
	Explore the link between location and climate

Medium Term Plan – Year 1 Spring 1

Fieldwork – My local park

Overview of learning

In this fieldwork unit, children will explore their local park, naming and describing what they observe and how different areas are used. Children will identify the park on a map and use compass directions and simple directional language to describe routes. They will investigate human and physical features of the park through first-hand observation and fieldwork, collecting and recording data about its facilities. They will follow each stage of the fieldwork cycle allowing them to reflect on how people use and enjoy the park, present their findings and suggest possible improvements.

Knowledge and understanding objectives

NC KS1:
Children will:

- devise a simple map
- 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 basic geographical vocabulary to refer to key physical features and key human features
- 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

Key vocabulary

Tier 2: analyse, collect, data, direction, evaluate, facility, improve, map, observe, pictogram, present, record, tally chart

Tier 3: aerial photograph, bird's-eye view, messy map

Possible misconceptions

Children may misunderstand the differences between human and physical features. They may think that a map will include every detail of an area or place or believe that all maps look the same and contain the same information. Children might assume that the most direct route on a map is the best one, without considering safety or accessibility. They may struggle to use a compass and believe north is always straight ahead of them. Children may also think that fieldwork means simply looking around, rather than collecting information carefully or believe that their own experiences and observations do not need to be recorded as data. Finally, they may assume that a park's facilities exist for just one purpose (e.g. a field only for play) rather than recognising multiple uses.

Previous learning

This unit builds on **EYFS**, children's early understanding of their immediate environment and the natural world helping them explore a specific location, their local park.

It extends their **EYFS** experiences of observing the natural world, seasons, and different environments by introducing simple maps, routes, and the idea that places can have different purposes and features.

Pupils begin to develop spatial awareness, use basic geographical vocabulary and identify human and physical features, building on their EYFS observations of animals, plants and natural changes. They also begin to collect and record simple geographical data, moving from informal exploration to purposeful fieldwork.

Future learning

Year 2 - Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico.

Year 3 - Children will learn about the key geographical characteristics of the United Kingdom, including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how land use has changed over time. Children will use maps and atlases and learn the features of maps.

Year 4 - Children will learn about the world and how it is represented on maps. Children will discover Europe's different countries and capital cities and then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.

Year 5 - Children will discover North America's different countries and capital cities and then complete a comparison study of their region and the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.

Year 6 - Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Using a range of case studies, children will find out how sustainable different economic activities are in the UK and their ramifications on the environment.

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge	Geographical concepts
Locating the school on a map	Developing an awareness of key features in their local area
Identifying the local park on a map and creating a route to travel there from school	Developing an understanding that places can be represented at different scales (using aerial photographs and maps)
Developing the use of directional language	Recognising and describing familiar places in their local area, developing their understanding of where things are and how places are linked
Recognising and identifying human and physical features in the local park	Developing awareness of human processes, specifically how people use spaces
Beginning to understand the stages of the fieldwork cycle: ask, collect, present, analyse and evaluate	Understanding real world spaces and developing awareness of scale using messy maps
Observing, mapping and developing spatial awareness	Exploring how spaces and features are arranged in space
Using maps to find locations and answer questions	
Collecting data using various methods and presenting data clearly using pictograms	
Analysing and evaluating fieldwork findings about facilities in their local park	

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Medium Term Plan – Year 1 Spring 1

Fieldwork – Our school environment

Overview of learning

In this unit, children will explore their school grounds, naming and describing what they see (e.g. different areas: buildings, playgrounds, planters, sensory gardens, field, forest school) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry.

They will use first-hand sensory exploration and observations to investigate the key features of their school grounds. Children will devise simple maps, including map symbols to represent their observations. Children will learn about compasses and the simple use of directional language. Children will present their data to answer their enquiry.

Knowledge and understanding objectives

NC KS1:
Children will:

- 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
- use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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

Key vocabulary

Tier 2 – collect, data, direction, encourage, map, observe, photograph, plant, plant life, present, record

Tier 3 – aerial photograph, compass, fieldwork, green space, map key, map symbol, route, sketch map

Possible misconceptions

Children may misunderstand the differences between human and physical features or think that a map will include every detail of an area or place. They may think that all maps look the same and hold the same information. They may not know how to use a compass and how to find north. There may be some confusion between wildlife and plant life and what each of these terms mean.

Previous learning

EYFS - Children develop an early understanding of the natural world around them, making basic observations and drawing pictures of animals and plants through books, pictures and informal exploration in their school environment. Children may have some simple knowledge of the seasons and understand that places can have different features.

Future learning

Year 2 - Children will use simple fieldwork and observational skills to study weather patterns. Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico.

Year 3 - Children will learn about the key geographical characteristics of the United Kingdom, including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how land use has changed over time. Children will use maps and atlases and learn the features of maps.

Year 4 - Children will learn about the world and how it is represented on maps. Children will discover Europe's different countries and capital cities and then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.

Year 5 - Children will discover North America's different countries and capital cities and then complete a comparison study of their region and the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.

Year 6 - Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Using a range of case studies, children will find out how sustainable different economic activities are in the UK and their ramifications on the environment.

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge	Geographical concepts
Understanding that different places have different features	Exploring their immediate environment and developing a sense of belonging to their school environment
Beginning to describe what makes one part of the school different from another	Beginning to understand that places have features
Recognising human and physical features	Exploring their school grounds as a distinct location, noting features that make it unique
Noticing how people change the environment	Beginning to represent a real space on a smaller, simplified scale, learning that maps are models of real places
Understanding that humans can help or affect plant growth	Beginning to understand that different maps serve different purposes, but all require them to interpret distance, size and proportion in a simplified way
Observing features in a real environment	Beginning to give and follow clear directions within a defined space, linking spatial awareness with map-reading skills
Asking simple geographical questions	
Collecting and recording data using appropriate methods	
Using basic mapping conventions, including symbols and keys, introducing the concept of representing real places abstractly	
Using compass directions and directional language to describe the location of features in the school and local environment	

Nine Acres Primary School – Vocabulary Progression Year 2						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 2		Atlas, continents, map, ocean, scale, symbols, equator, North Pole, oceans, season, South Pole, capital city, port, sea, human features, local area, physical features, town, village, landscapes, compare, cenote, coral reef, rainforest, mangroves, marsh		Weather, climate, climate zone, meteorologist, temperature, equator, poles, atmosphere, precipitation, forecast, symbol, fieldwork, observe, investigate, collaborate, monitor, record		

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Medium Term Plan – Year 2 Autumn 2 / Spring 1

What are the similarities and differences between my town and Tulum, Mexico?

Overview of learning

In this unit, children will explore the world using atlases and globes. They will learn to identify the seven continents and five oceans, as well as the countries, capital cities and surrounding seas of the United Kingdom. Children will also discover the location and significance of the equator, the North Pole and the South Pole. Children will develop their fieldwork and map skills by creating simple maps of the school grounds and observing, recording and describing key features in the local area. They will study the human and physical geographical features of Tulum, Mexico and compare them to the features of their local area.

Knowledge and understanding objectives

NC KS1:
Children will:

- use world maps, atlases and globes to learn about the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences by studying their local area's human and physical geography and Tulum, Mexico
- identify the hot and cold areas of the world, such as the equator and the North and South Poles
- use geographical vocabulary to refer to key physical and human features
- use simple compass directions and directional language
- use aerial photographs to recognise landmarks, devise simple maps and construct basic symbols using a key
- use simple fieldwork and observational skills to study the school's geography and grounds

Key vocabulary

Tier 1: sea
Tier 2: atlas, capital city, city, coast, compare, country, different, environment, feature, globe, island, landmark, local area, locate, location, map, observe, ocean, record, ruins, season, settlement, similar, town, village
Tier 3: aerial view, bird's-eye view, climate, compass, continent, equator, fieldwork, government, human feature, landscape, map key, map symbol, North Pole, physical feature, port, rainforest, scale, South Pole, temperature

Possible misconceptions

Children may have some confusion between continents and countries. They may think that Mexico is a poor country, but Mexico is the 15th wealthiest country in the world by GDP. Children may assume that Mexico is in South America because they speak Spanish, but it is in North America. It is sometimes called Central America, but this is not a continent. Children may think that Oceania is a continent, but it is a geographical region that includes the continent of Australia along with New Zealand and the Pacific Islands. They may believe that the North Pole is a piece of land covered in snow, but it is actually in the middle of the Arctic Ocean, covered by floating sea ice; there is no solid ground there. The South Pole, on the other hand, is on a continent (Antarctica) – thick ice sitting on land. Note: Throughout this unit, both 'Australia' and 'Oceania' are used in resources, as children may encounter either term.

Videos

1. How to use google maps – https://www.youtube.com/watch?v=tLzMLa4OmPI
2. Road safety – https://www.bbc.co.uk/bitesize/articles/z62nxyc

Previous learning

In Year 1, children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom. Children will learn about space and scale looking at the location of their classroom and school and their town within the United Kingdom. They will also learn about the seasons in the United Kingdom and explore weather and climate across the globe.

Future learning

Y3 – Children will learn about the key geographical characteristics of the United Kingdom, including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how land use has changed over time. Children will use maps and atlases and learn the features of maps.

Y4 – Children will learn about the world and how it is represented on maps. Children will discover Europe's different countries and capital cities and then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.

Y5 – Children will discover North America's different countries and capital cities and then complete a comparison study of their region and the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.

Y6 – Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Using a range of case studies, children will find out how sustainable different economic activities are in the UK and their ramifications on the environment.

Knowledge and concepts

Geographical knowledge

- Locating the seven continents and five oceans on a world map, atlas and/or globe
- Using the contents and index pages to find locations within an atlas
- Locating the Equator, North Pole and South Pole on a map, atlas and/or globe
- Explore key physical geography concepts such as weather and climate
- Identifying and locating the four countries of the United Kingdom, their capital cities and the surrounding seas on a map or globe
- Recognising human and physical features in the local area and comparing them to features in a different locality
- Explaining the differences between types of settlement (village, town, city)
- Creating a simple map and basic symbols in a key
- Using simple fieldwork and observational skills to study the geography of the school
- Using simple compass directions (North, South, East and West)
- Use aerial photographs to recognise landmarks and basic human and physical features

Geographical concepts

- Understanding that the seven continents are different places on Earth, each with its own location, countries and features
- Describing the relative positions of continents and oceans using simple geographical language
- Explore different scales by locating their home, the UK and continents – moving from local to global
- Recognising that the United Kingdom is a small part of the world and that different maps and globes help us see it in relation to other countries and continents
- Understanding what a place is like by learning about its climate, whether it is hot or cold
- Identify whether places in the world have a hot or cold climate based on their location
- Understanding how the Earth's position relative to the Sun (e.g. proximity to the equator or Poles) affects climate and temperature in different parts of the world
- Understanding what a place is like by learning about its key characteristics and features
- Build a sense of what a place is like by learning about its key geographical features
- Understanding that places in the world can be described by their weather, landscapes and what people do there
- Recognising that people in different places may have different traditions, foods and celebrations
- Understanding that countries have their own locations, features and cultures, and that these can be found using maps and globes
- Comparing what different places are like by looking at their physical features
- Identifying similarities and differences between places at different scales, such as a local area and a faraway place

Medium Term Plan – Year 2 Spring 2

Weather and Climate - Fieldwork - How can we record and measure different weather phenomena?

Overview of learning

In this unit, children will learn about the differences between weather and climate. They will learn about basic climate zones and the conditions in cold, hot and temperate climate zones. Children will learn about weather forecasts and the symbols used to display weather conditions. They will learn about various weather instruments before collecting and recording weather data from the school grounds. Children will analyse the collected data and evaluate the fieldwork they have carried out.

Knowledge and understanding objectives

NC KS1:
Children will:

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods
- 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

Key vocabulary

Tier 2 – analyse, collect, compare, data, evaluate, extreme, measure, pattern, present, rainfall, seasons

Tier 3 – axis, climate, fieldwork, forecast, humid, mild, phenomena, satellite image, temperate, temperature, weather, weather instrument, weather map, weather station

Possible misconceptions

Children may not understand the differences between weather and climate. They may not know how weather instruments function, or their uses. Children may believe that a weathervane points in the direction in which the wind is blowing **to**, but actually it points to where the wind is blowing **from**. There may be general misconceptions about common weather myths.

Previous learning

In **Year 1**, children identified seasonal 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. They used 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, including the local park.

Future learning

In **KS2**, children will describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. They will 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.

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge	Geographical concepts
Describing the climate of the UK	Understanding the difference between weather and climate
Identifying hot, cold and temperate places on a map of the world	Understanding the natural processes that cause weather and climate to create different weather conditions and climates around the world
Beginning to understand how climate and weather affect how people live, what they wear, and how they adapt to different environmental conditions in hot, cold and temperate regions today	Developing an understanding of how people (e.g. meteorologists) work to track and change how we see the weather
Beginning to understand how the weather changes what we wear and what we do	Understanding how weather instruments help humans measure and track weather
Identifying physical weather phenomena, such as rain or sun, and how people record them	Recognising that rainfall and temperature are physical processes that change daily
Using simple instruments to measure weather conditions (rainfall and temperature)	Understanding that weather data (e.g. rainfall and temperature) show physical processes that change over time
Collecting and recording weather data accurately over time	Describing how humans measure, record and present weather data using charts and graphs
Observing and describing daily weather changes using fieldwork	Evaluating the reliability of their data and suggesting improvements to their fieldwork methods
Presenting weather data using a bar chart	Beginning to understand that human actions (such as measurement, recording and interpretation, including possible human error) and physical factors (such as environmental conditions affecting results) influence patterns, comparisons and conclusions in geographical investigations
Analysing and interpreting their results to identify patterns in physical processes such as rainfall and temperature changes	

Nine Acres Primary School – Vocabulary Progression Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		Aerial photograph. atlas, city, compass, map, region, settlement, village, town, city, country, rural, urban, human feature, landmark, office, house, harbour, port, farm, factory, shop, landscape, mountain range, coastline, valley, rock formation, topography, compass, cardinal directions, compass, key, Ordnance Survey, OS map, map symbols, green belt, population, elevation, topography, population, land use, region		Hamlet, land use, raw materials, rural, settlement, suburb, urban, city, county, commuters, population, town, village, fieldwork, analyse, bar chart, evaluate, line graph, tally chart		

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Medium Term Plan – Year 3 Autumn 2 / Spring 1

What are the key geographical features of the UK, and my region?

Overview of learning

In this unit, children will deepen their understanding of the key geographical characteristics of the United Kingdom. They will begin by revisiting the four countries of the UK and their capital cities before exploring other major settlements and learning how England is divided into regions and counties. Children will investigate how different types of settlements vary and will explore both the human and physical features of the UK, as well as those of their local area. Throughout the unit, they will use maps and atlases to study the UK's topographical features while developing their skills in using compasses, four-figure grid references, map keys, and symbols. The unit will conclude with children creating a sketch map of their local area, showing key physical and human features and applying the mapping skills they have developed.

Knowledge and understanding objectives

NC KS2:
Children will:

- 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
- 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
- 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

Key vocabulary

Tier 2: atlas, city, coast, county, country, culture, direction, horizontal, landmark, location, map, mountainous, peak, population, region, represent, rural, settlement, symbol, town, urban, valley, vertical, village, view
Tier 3: aerial photograph, compass, contour line, eastings, human feature, map key, moorland, northings, Ordnance Survey, physical feature, rock formation, topographical map, topography

Possible misconceptions

Possible areas of misconception include the scale of settlements and land areas, such as continents, countries, regions, and counties. Children may be confused as to why the size of settlements can be inconsistent (for example, some towns being larger than cities). They may believe that places are entirely urban or rural. Children may not understand the differences between regions within the UK and how these are influenced by historical, cultural, and topographical features. They may think that north is always at the top of a map.

Previous learning

In **Key Stage 1**, children developed their understanding of the world around them through engaging geographical studies. They learned about the geography of the world, including the seven continents and five oceans, and explored the countries, capital cities, and surrounding seas of the United Kingdom. They also studied their local area, examining its human and physical features, and used this knowledge to carry out a comparison study with Tulum, Mexico, deepening their understanding of similarities and differences between contrasting environments.

Future learning

Year 4 – Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe, then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes. Children will also explore their local area within a fieldwork unit. Children learn about Ordnance Survey maps and use them to learn more about their local area.
Year 5 – Children will discover the different countries and capital cities of North America and then complete a comparison study of their region and the Western region of the USA, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.
Year 6 – Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities in the UK are and the ramifications they have on the environment.

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge	Geographical concepts
Know that the United Kingdom consists of four countries, each with their own key settlements (including capital cities) and that England is further divided into regions and counties	Recognise that culture can shape the character of a place, and that places can be understood differently by people with different cultural perspectives
Use atlases and a range of maps to identify the locations of key settlements (including capital cities), regions, and counties, and begin to recall these locations from memory	Understand that places are unique, with their character influenced by geography, location, and history
Know the location of some key human and physical landmarks within the UK	Build a sense of place of their location within the UK
Understand that different settlements have different human features to meet the needs of the people who live and work there	Understand that places have different characters which can be shaped by a combination of factors, including landmarks, local events and festivals, long-standing traditions, regional foods and delicacies, and other cultural practices that make the area unique
Define and give specific examples of human and physical features	Understand that England is divided into regions, which are further split into counties
Use simple topographical maps to explore and understand the geography of different places	Understand the key characteristics of, and differences between different types of settlement
Follow and give directions using compass points, including both cardinal (N, S, E, W) and ordinal directions (NE, SE, SW, NW)	Understand that the physical features of an area are influenced by its topography, as well as other factors such as climate, geology and natural forces
Use a map key to understand what different map symbols mean	Begin to understand why certain features are found in particular areas. E.g. mountains are found in areas of highland, key settlements are often found along river courses
Read four-figure grid references to find features on a map and begin to write four-figure grid references to show the location of features	Have a basic understanding of the topography of the UK and their region
Describe the key topographical features of the UK	Understand how maps help us to locate places and features, recognise patterns, and make sense of the world around us
Give examples of key human and physical features which can be found in the UK and in their region	Understand that human and physical processes have changed and will continue to change places
Be able to create a sketch map, which includes a key and symbols	

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Medium Term Plan – Year 3 Spring 2

Land use - Fieldwork - What facilities are in my local area and how do people travel there?

Overview of learning

In this unit, children will learn about the places around them and begin looking for land-use patterns. Children will investigate their local area, focusing on its facilities and transport links. Children will also learn different ways of presenting, analysing and evaluating the data collected about their locality.

Knowledge and understanding objectives

NC KS2:
Children will:

- identify land-use patterns and understand how some of these aspects have changed over time
- describe and understand key aspects of human geography, including types of settlement and land use
- 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, graphs and digital technologies

Key vocabulary

Tier 2: analyse, collect, conclude, data, environment, evaluate, investigate, landmark, land use, map, natural space, observe, population, present, record, rural, settlement, suburban, tally chart, trade, urban

Tier 3: agricultural, commercial, fieldwork, habitat, physical features, pollution, raw materials, residential

Possible misconceptions

Children may misunderstand the different types of settlements and settlement patterns, perhaps believing that all settlements grow in the same way or serve similar purposes. They may be unsure how facilities and transport links vary between urban, suburban and rural areas, or assume that land is used for only one purpose. Children might think that land use has always been the same in their local area and may struggle to recognise how it has changed over time. They may also find it difficult to identify different types of land use accurately during fieldwork or to interpret maps and graphs as tools for presenting and analysing information.

Previous learning

In KS1, children learnt to use basic geographical vocabulary to describe key physical features such as hills, rivers, forests and seas, as well as human features like towns, farms and shops. They also used aerial photographs and simple maps to recognise landmarks and features and began to create their own maps using basic symbols and keys. Through simple fieldwork and observation, pupils explored the geography of their school and its surrounding area, developing an understanding of how physical and human features shape their local environment.

Future learning

Y4 – Children will learn about the world and how it is represented on maps. Children will discover Europe's different countries and capital cities and then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes. Children will also explore their local area within a fieldwork unit. Children learn about Ordnance Survey maps and use them to learn more about their local area.

Y5 – Children will discover the different countries and capital cities of North America and then complete a comparison study of their region and the Western region of the USA, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.

Y6 – Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities in the UK are and the ramifications they have on the environment.

Knowledge and concepts

Geographical knowledge	Geographical concepts
Understanding how human activity shapes the region	Understanding how geographical features give places their unique identity and influence how they are used
Identifying different types of land use in their region	Describing the characteristics of different settlements and land uses in a region
Identifying the different types of land use	Understanding how the size and function of settlements vary
Understanding that different settlements have different human features to meet the needs of the people who live and work there	Understanding the key characteristics of, and differences between, different types of land use
Understanding that housing types vary based on the type of residential settlement (rural, suburban, urban)	Understanding the key characteristics of, and differences between, different types of settlement
Presenting data clearly using graphs, sketches and annotated maps	Explaining how places are arranged from smallest to largest
Analysing and interpreting fieldwork findings about facilities in their local area and how people travel to them	Identifying human processes, such as building houses and infrastructure, that create settlements
Understanding that land use can be identified on maps using colours, symbols and place names	Understanding that physical features can influence land use
Using what they know about their local area to understand how and why facilities and transport are used	Understanding that human and physical processes have changed and will continue to change places
	Understanding how land use affects wildlife
	Applying fieldwork methods to understand how land use is influenced by people's requirements
	Identifying real places in their local area during the fieldwork

Nine Acres Primary School – Vocabulary Progression Year 4						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 4		Weather, climate, climate zones, meteorologist, temperature, mild, temperate, equator, poles, anemometer, data, fieldwork, okta, precipitation, rain gauge, temperature, weather vane, observe, investigate, monitor, record, table, reflect, evaluate, analyse	Continent, country, equator, hemisphere, latitude, longitude, Arctic circle, tropic of Capricorn, tropic of Cancer, time zones, human feature, landform, landmark, physical feature, settlement, topography, atlas, region, tectonic plates, earthquake, volcanoes, population, port, tourism, UNESCO world heritage site, land use, tourism			Coasts, erosion, deposition, physical features, human features, sea level, tide, glaciers, tectonic movement, sand dunes, cliff, spit, arch, headland, stack, stump, bay, coastal defences

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Medium Term Plan – Year 4 Autumn 2

Weather and Climate - Fieldwork - How can we record and measure weather phenomena?

Overview Of Learning

In this unit, children will review their knowledge of weather and climate differences. Children will learn about the six main climate zones and the weather conditions in each. For instance, they will understand that the UK falls under the temperate climate zone, while other countries may have different climate zones. To understand weather forecasts, children will learn about the symbols used to display weather conditions. They will also be introduced to various weather instruments such as anemometers, rain gauges, and thermometers, and their uses in measuring wind speed, rainfall, and temperature respectively. Children will be encouraged to make informed choices to decide which weather phenomena they want to observe and measure. They will collect and record weather data from the school grounds using these instruments. Children will make sensible predictions based on weather trends and patterns. They will analyse the collected data and identify weather trends and patterns. Children will evaluate the fieldwork they have carried out.

Previous Learning

KS1: Identify seasonal weather patterns in the United Kingdom and the locations of hot and cold areas of the world, such as the equator and the North and South Poles. 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, including the local park.

Knowledge And Understanding Objectives

By the end of this unit, the children will be able to identify seasonal and daily weather patterns in the United Kingdom and the location of climate zones worldwide in relation to the equator and the North and South Poles. They will have a solid understanding of the key aspects of the main climate zones. The children will also understand the effects of extreme weather and its impact on people and the environment. These are important skills and knowledge that will empower pupils to understand and appreciate the world around them.

Throughout this unit, the children will use fieldwork to observe, measure, record and present weather conditions using various methods on the school grounds. Their active participation and contributions will make their learning experience rich and meaningful.

Future Learning

Year 5/6: Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies.

Key Vocabulary To Explain

atmosphere, climate, climate zone, equator, forecast, meteorologist, mild, precipitation, temperate, temperature, weather, analyse, anemometer, axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line graph, monitor, North Pole, observe, okta, record, reflect, pictogram, poles, present, rain gauge, reflect, South Pole, table, thermometer, vertical, weathervane

Knowledge and concepts

Substantive Knowledge: Locational Knowledge, Physical Geography, Geography Skills and Fieldwork

Concepts: Physical Processes, Space

Misconceptions

Misunderstanding the differences between weather and climate, the functions and uses of weather instruments, the fact that a weathervane points in the direction from which the wind is blowing, and common weather myths. One misconception is that climate change is only about temperature. It's important to clarify that climate change refers to long-term shifts in temperature and weather patterns, not just a single hot day or cold winter. Another misconception is that weather is predictable and forecasts are always accurate. While weather forecasts are based on scientific data and models, they are not always 100% accurate due to the complexity of weather systems.

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Medium Term Plan – Year 4 Spring 1 / Spring 2

What are the similarities and differences between my region and Campania, Italy?

Overview of learning

In this unit, children will learn about the world and how it is represented on maps, leading to a regional comparison between Campania in Italy and their own region in England. They will recap the countries and capital cities of the United Kingdom before exploring the countries and capital cities of Europe. The focus will then move to Italy, where children will study its key human and physical features before learning in greater depth about the Campania region.

Children will learn about earthquakes and volcanoes and how these affect the landscape and people of Campania. They will then complete case studies of the region, comparing its physical features, settlements and land use with their own region in England. Finally, children will establish the similarities and differences between the two regions.

Knowledge and understanding objectives

NC KS2:
Children will:

- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their 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)
- identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country
- describe and understand key aspects of human geography including types of settlement
- describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key vocabulary

Tier 1: place, rock, shake
Tier 2: capital city, climate, compare, country, county, damage, depend, erupt, evidence, globe, landmark, land use, map, parallel, population, pressure, reason, region, settlement, structure, tourism, trade
Tier 3: active volcano, continents, earthquake, equator, hemisphere, human feature, landform, latitude, longitude, Mediterranean, mountain range, peninsula, physical feature, tectonic plates

Previous learning

In Year 1, children explored their immediate surroundings through fieldwork in the school grounds and local park, identifying simple human and physical features. They also developed early locational knowledge by learning about their school's place in the wider world.

In Year 2, children studied their local area in more depth and compared it with contrasting locations around the world, such as Luxor in Egypt, Tulum in Mexico and Tromsø in Norway, developing an understanding of similarities and differences in human and physical geography. They also investigated weather and climate through fieldwork, linking patterns of weather to seasonal change.

In Year 3, children investigated the conservation of bees and different types of land use through fieldwork, deepening their understanding of how humans interact with the environment. They also built secure locational knowledge of the United Kingdom, including countries, regions and key topographical features.

Future learning

Year 5 – Children will broaden their locational knowledge by discovering the different countries and capital cities of North America before focusing in depth on the Western United States. They will study climate zones, biomes, vegetation belts, earthquakes and volcanoes, and physical processes such as rivers and mountains.

Year 6 – Children will carry out an in-depth study of the economic activity of the United Kingdom, exploring the three main economic sectors and their environmental impact.

Possible misconceptions

Children may think that lines such as the equator, tropics or borders between countries are physical features that can be seen on the ground, rather than imaginary lines used to help us describe locations. They may also assume that all countries, regions or settlements are the same size, for example thinking that all cities are larger than towns, when this can vary. When studying earthquakes and volcanoes, children might believe these natural hazards happen randomly, rather than being caused by movements of the Earth's surface, and they may assume that all volcanoes are active or erupt in the same way. When comparing Campania with their own region, children might oversimplify by assuming places with similar features are 'the same,' or that differences mean they cannot share common characteristics. Some children may also think land use is fixed, rather than recognising that it changes over time due to human and environmental factors.

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Medium Term Plan – Year 4 Summer 2

Coastal Erosion - Locality Unit - Erosion on the IOW

Overview Of Learning

In this unit, children will review their knowledge about the seas and oceans that surround the UK, understanding that the UK is made up of a range of islands with an expansive coastline. Children will learn about coasts, how they can vary, and why. They will learn to identify different features of coasts and how they are formed. Children will learn about the physical processes that cause a coastline to change over time. Children will look at case studies of the UK's coastlines. Children will learn about coastal protection strategies.

Previous Learning

- Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Children will 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.

Knowledge And Understanding Objectives

Children will describe and understand key aspects of physical geography in the context of coastal features.

Children will name and locate the physical characteristics and key topographical features of coasts.

Children will understand why some of these aspects have changed over time.

Children will begin to understand erosion, deposition and weathering and their effects on coasts.

Children will begin to discuss how human activity can affect coasts.

Children will relate this knowledge to case studies of UK coasts.

Children will identify ways in which people can protect coasts.

Future Learning

- Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Children will describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Key Vocabulary To Explain

arch, bay, beach, beach nourishment, cliff stabilisation, cave, cliff, coasts, coastline, erosion, deposition, dune nourishment, groynes, headland, island, physical process, revetments, rock armour, sand dunes, sea, seaside, sea walls, sediment, shingle, spit, stack, stump, waterfront

Themes and Concepts

Substantive Knowledge: Locational Knowledge, Physical Geography

Concepts: Place, Scale, Physical Processes

Nine Acres Primary School – Vocabulary Progression Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5				River, tributaries, meander, oxbow lake, mouth, estuary, floodplain, delta, river basin, source, upper course, middle course, lower course, channel, flood plain, fieldwork, data, observe, analyse, evaluate, present Ecosystem, biomes, climate, vegetation belt, temperate, tropic of Cancer, tropic of Capricorn, longitude, latitude, species, native, precipitation, habitat, fieldwork, compass, quantitative, qualitative, grid references, northings, eastings, observe, measure, record, evaluate, present	Human feature, landform, landmark, physical feature, rural, settlement, urban, topography, biomes, continent, climate, climate zone, city, capital city, state, landmark, economy, water cycle, river, erosion, volcano, mountains, tectonic plates, vegetation belt, earthquake, metropolis, conurbation, megacity / megalopolis, population, population density, census, GPD	

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Medium Term Plan – Year 5 Spring 2

Rivers - Fieldwork - What are the features of my local river?

Overview of learning

In this unit, children will learn what rivers are and how they form, beginning with the water cycle. They will use key vocabulary to explain a river's journey from source to mouth and explore how its physical features change. A River Trent case study will support learning before children apply fieldwork skills to study a local river, collecting, presenting and analysing data using maps, sketches and digital tools.

Knowledge and understanding objectives

NC KS2: Children will:

- name and locate geographical regions [in the UK] and their identifying physical characteristics, [and] key topographical features (including rivers)
- describe and understand key aspects of physical geography, including rivers and the water cycle
- use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key vocabulary

Tier 1: flow, plan, river

Tier 2: absorb, analyse, collect, compare, conclude, cycle, data, distributed, evaluate, investigate, measure, observe, present, record, steam

Tier 3: channel, condensation, evaporation, fieldwork, freshwater, lower course, middle course, OS map, precipitation, riverbank, riverbed, saltwater, source, upper course, vapour, water cycle

Possible misconceptions

Children may confuse evaporation with condensation, think rain comes directly from rivers, or believe water changes into a different substance rather than state. They might not realise the cycle is continuous, or that precipitation can be snow, sleet, or hail as well as rain. Children may think all rivers look the same from source to mouth, believe rivers only have one source, or place features like meanders in the wrong course. They might confuse terms like 'mouth' or 'channel' with everyday meanings, or assume rivers always flow in a straight line and at the same speed. During fieldwork, children may think any method of collecting data is ok, overlook the need for accuracy or safety, or believe all data is recorded in the same way. They might see fieldwork as just observation, forgetting it involves planning, measuring, recording, and analysing information systematically.

Videos

1. **https://youtu.be/NKvVTBRtUQ8 - The Water Cycle**
2. **https://youtu.be/PDHvt7pNEc4 - How is a river formed?**

Previous learning

In Key Stage 1, pupils explored the geography of their school grounds and identified human and physical features in the surrounding environment. In Lower Key Stage 2, they developed fieldwork skills by observing, measuring, recording and presenting features in the local area using sketch maps, plans, graphs and digital tools. In Year 4 Science, they learnt about the water cycle, including evaporation, condensation and how temperature affects evaporation.

Future learning

Year 5 – Children will apply their fieldwork skills to study local woodland ecosystems, identifying and classifying trees, plants and animals, and presenting their findings using maps, graphs and digital tools.

Year 6 – Children will investigate ways to reduce plastic waste, conduct fieldwork to collect and evaluate data, and suggest actions for environmental improvement.

KS3 – Pupils use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Understand how physical processes (including the water cycle and erosion) interact to change landscapes, and how human activity affects natural systems. They use fieldwork in contrasting locations to collect, analyse and draw conclusions from complex geographical data.

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge	Geographical concepts
Understand the stages and processes of the water cycle and how these contribute to the continuous flow of rivers	Understand how physical processes, such as the water cycle, influence the landscape and sustain rivers
Identify and describe key features along a river's course	Understand the interdependence between the water cycle and river systems
Describe and understand key aspects of a local river's physical features and human uses through fieldwork	Understand how place is represented through the study of a local river and its geographical features
Plan and carry out fieldwork to observe, measure and record river features	Apply fieldwork methods to explore and understand the characteristics of a specific location
Use appropriate tools and techniques to collect geographical data (e.g. flow, width, depth)	Apply knowledge of physical processes to draw conclusions
Create an annotated field sketch to show the river's physical features and surrounding land use	
Present data clearly using graphs, sketches and annotated maps	
Analyse and interpret fieldwork findings to explain river features and changes	

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Medium Term Plan – Year 5 Spring 2

Biomes and Ecosystems - Fieldwork - What trees, plants and animals are in our local ecosystems?

Overview of learning

In this unit, children will learn about biomes and ecosystems in the UK. They will complete a case study of the New Forest, discovering the diversity of trees, plants and animals found there. Children will then consider the ecosystems in their local area and learn how to use six-figure grid references to find and give locations. They will plan and conduct fieldwork to investigate the variety and frequency of trees, plants and animals in a local ecosystem. As part of this process, children will observe, measure and record their findings. They will then present and analyse their data to draw conclusions about their fieldwork and evaluate the process.

Knowledge and understanding objectives

NC KS2:

Children will:

- 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 meridian, the Greenwich Meridian and time zones (including day and night)
- describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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
- 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

Key vocabulary

Tier 2: analyse, climate, conclude, data, evaluate, horizontal, identify, measure, observe, present, record, vertical

Tier 3: biome, deciduous, eastings, ecosystem, equator, evergreen, fieldwork, grid references, habitat, invertebrate, latitude, longitude, map key, map symbol, northings, temperate, vegetation, vegetation belt

Possible misconceptions

Children may confuse the terms biome, ecosystem and climate zone. They may think that the UK has many different climates because the weather changes, when in fact it is all part of a temperate climate zone. Children may also believe that an ecosystem must be a specific size, rather than understanding that ecosystems can range from very small areas to very large regions.

Pupils may muddle eastings and northings, or confuse four- and six-figure grid references, thinking they can be read in any order rather than across first, then up. They may also believe that fieldwork only involves collecting data, and not understand the importance of presenting, analysing, drawing conclusions and evaluating the process.

Previous learning

In Years 1 and 2, children will use simple fieldwork and observational skills to study the geography of their school and its grounds, and to explore the key human and physical features of their surrounding environment.

In Years 3 and 4, children will use fieldwork to observe, measure, record and present the human and physical features of the local area using various methods, including sketch maps, plans, graphs and digital technologies.

In the autumn term of Year 5, children learnt about rivers using the River Trent as a case study. They then conducted fieldwork to learn about a river in their local area.

Future learning

Y6 - Children will investigate ways to reduce plastic waste, conduct fieldwork to collect and evaluate data, and suggest actions for environmental improvement.

NC KS3 - Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge	Geographical concepts
Build on their knowledge of latitude and longitude, the equator, the northern and southern hemispheres, the tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles, and explain the location of the UK in relation to these.	Understand how plants and animals in an ecosystem depend on each other and their environment to survive.
Describe and understand key aspects of biomes and vegetation belts, and be able to explain how the UK is located within the temperate forest biome and what this means for its climate, plants and animals.	Understand the New Forest as a place by recognising its location, characteristics and natural environment (including ecosystems).
Develop an understanding of what an ecosystem is and identify examples found within temperate forest biomes, the UK, and their local area.	Understand that different ecosystems exist in different spaces/areas.
Explore and describe the New Forest as a place by identifying its ecosystems and the living things within them.	Recognise that a biome covers a large area, while an ecosystem is a smaller, more specific place.
Recognise and explain how physical features in our environment create different ecosystems.	Understand that our local area has different ecosystems, such as woodlands, rivers and ponds which help define what the place is like.
Use four-figure and six-figure grid references to locate places on a map and begin to understand how six-figure grid references give more precise locations.	Understand that map scale affects how we locate ecosystems using grid references and symbols.
Understand that map symbols and keys show physical features like rivers and woodland helping us locate and describe ecosystems.	Recognise what makes the ecosystems in their local area distinctive based on evidence gathered.
Develop observation, measuring and recording skills when collecting data as part of the fieldwork process.	Deepen their knowledge of place as something that can be investigated, measured and interpreted.
Understand that fieldwork data can be qualitative or quantitative and that it can presented in different ways.	Begin to understand that places are not random; they have identifiable features and patterns that can be explained.
Use their analysis skills to draw conclusions from their fieldwork	
Evaluate their fieldwork enquiry by asking what went well and what could be improved next time.	

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Medium Term Plan – Year 5 Summer 1

What are the similarities and differences between my region and the Western United States?

Overview Of Learning

In this unit, children will recap the key human and physical features of their region in England. Children will discover the different countries and capital cities of North America and then focus on specifically the Western United States. Children will learn the human and physical features of the Western United States including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the Western United States.

Knowledge And Understanding Objectives

Pupils will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. Pupils will understand geographical similarities and differences through the study of human and physical geography of their region of England and a region within North America. Pupils will study the physical geography of a region within North America, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Pupils will study the human geography of a region within North America, including types of settlement and land use. Children will use maps, atlases and globes to locate places and describe features studied.

Key Vocabulary To Explain

accumulation, aerial photograph, arctic circle, atlas, biome, capital, characteristic, city, climate, climate zone, condensation, continent, conurbation, country, county, desert, earthquake, economic activity, economy, environment, equator, fieldwork, global, gross domestic product (GDP), hemisphere, industry, infiltrate, land use, landmark, latitude, locality, location, longitude, manufacturing, map, megacity, metropolis, mineral, mining, mountain range, pattern, peak, physical processes, plate tectonics, plateau, population, population density, precipitation, quarrying, raw materials, real estate, region, river, run off, scale, significance, summit, symbol, tectonic plates, temperate, time zone, topographical, trade, transpiration, tropic of Cancer, tropic of Capricorn, valley, variation, vegetation, vegetation belt, village, volcano, water cycle, weather

Previous Learning

Year 1 – Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom.

Year 2 – Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico.

Year 3 – Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.

Year 4 – Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.

Future Learning

Year 6 – Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities are in the UK, and the ramifications they have on the environment.

Themes and Concepts

Substantive knowledge:
Locational Knowledge, Place Knowledge, Physical Geography, Human Geography and Geography Skills
Concepts: Place, Space, Scale, Human Processes, Physical Processes, Cultural Awareness,Cultural Diversity

Nine Acres Primary School – Vocabulary Progression Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Synthetic, raw materials, extracted, refinery, durability, biodegradable, microplastics, database, fossil fuel, carbon emissions, audit, survey, implement, formulate					Agriculture, population, rural, urban, topography, tax, economy, economic activity, sector, industry, consumption, efficient, greenhouse gases, sustainable, energy, fossil fuels, export, rare earth elements, renewable energy, shortfall, disposal, refuse, reduce, reuse, recycle, sewage, waste

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Medium Term Plan – Year 6 Autumn 1

What is the economic activity of the UK, and how sustainable is it?

Overview Of Learning

In this unit, children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Children will learn about different economic activities in the United Kingdom and their sustainability.

Knowledge And Understanding Objectives

Pupils will recap learning from previous units and name and locate the counties and cities of the UK and the key human and physical characteristics and topographical features. Pupils will look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity, trade links and the distribution of natural resources, including energy, food, minerals and water.

Key Vocabulary To Explain

agriculture, artificial intelligence, automation, capture, chart, consumption, contaminate, controversial, desalination, disposal, drought, economy, economic activity, efficient, element, energy, environmental, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hierarchy, hydrologist, import, industry, industrial land, interview, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfal, sustainable, source, tax, topography, urban, virtual water, waste

Previous Learning

Year 1 – Children will learn about the world's geography, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom.

Year 2 – Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with Tulum, Mexico.

Year 3 – Children will learn about the key geographical characteristics of the United Kingdom, including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how land use has changed over time. Children will use maps and atlases and learn the features of maps.

Year 4 – Children will learn about the world and how it is represented on maps. Children will discover Europe's different countries and capital cities and then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.

Year 5 – Children will discover North America's different countries and capital cities and then complete a comparison study of their region and the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle

Future Learning

KS3 (national curriculum) – Children will learn human geography relating to economic activity in the primary, secondary, tertiary and quaternary sectors and the use of natural resources.

Knowledge and concepts

Substantive knowledge:
Locational Knowledge, Place Knowledge, Human Geography

Concepts: Place, Space, Scale, Human Processes, Environmental Impact, Sustainable Development, Interdependence

Practical Materials

Misunderstanding of how industries fit into different sectors of the UK economy. Understanding that all industries are linked and have an impact on each other. Understanding that for countries to make money and have a strong economy, it can negatively impact the environment.

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Medium Term Plan – Year 6 Summer 2

Fieldwork - How can our school reduce its plastic waste?

Overview of learning

In this unit, children will learn what plastic is and how it has become part of our everyday lives. They will also explore the environmental impact of plastic waste. Children will plan a fieldwork investigation to examine the plastic waste produced at school. During this process, they will collect, record, analyse, present and evaluate data from their investigation. They will then use what they have learnt about plastic waste to think critically about how their choices as consumers of plastic can help care for the planet and make plastic use more sustainable. The unit concludes with children suggesting practical ways to reduce plastic waste at school.

Knowledge and understanding objectives

NC KS2:
Children will:

- describe and understand key aspects of human geography
- 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

Key vocabulary

Tier 2: analyse, conclude, consumer, dispose, durable, estimate, evaluate, evidence, export, impact, implement, investigate, manufacturer, predict, present, production, recycle, reduce, sustainable, synthetic, versatile

Tier 3: audit, biodegradable, carbon emissions, decompose, fieldwork, fossil fuel, global warming, incinerate, landfill, microplastics, pelletised, pollution, raw materials, refinery, single-use plastic, toxins, unsustainable

Possible misconceptions

All plastics are the same and can all be recycled. Recycling alone is enough to solve the plastic problem. If plastic is out of sight (e.g. in a landfill or incinerated), it no longer affects the environment. One set of results from fieldwork equals the whole truth. Recording and presenting data is the final step, not part of ongoing learning and action. The amount of plastic waste equals its environmental impact.

Videos

https://www.youtube.com/watch?v=qUnoycPpGKc

Previous learning

This unit builds on children's fieldwork skills from KS1 and LKS2. In previous units, children have used various methods to observe, measure, record and present the human and physical features of their school grounds, their surrounding environment, and local area by exploring land use, weather and climate, rivers, biomes and ecosystems.
It also has close connections with the Y3 fieldwork unit: 'How can we make our school environment more bee friendly?' – where children use their learning to consider actions to improve their school environment.

Future learning

NC KS3 – Understand how human and physical processes interact to influence and change landscapes and environments. Understand, through detailed place-based exemplars at various scales, the key processes in human geography relating to economic activity and the use of natural resources. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

How are geographical knowledge and concepts developed in this unit?

Geographical knowledge	Geographical concepts
Understand how humans use plastic and why its production has increased	Understand how plastic is made and used by humans
Understand the impact of humans on plastic pollution	Understand how lifestyle changes have affected the relationship people have with plastic
Plan an investigation to learn about the plastic waste created at school and predict the results	Identify the properties of plastic and consider the perspectives of different individuals on plastic use
Collect and record data about plastic waste at school	Explore how plastic harms animals and pollutes the environment
Analyse and present findings	Understand how plastic is recycled and reused
Evaluate and reflect on the fieldwork process	Recognise how human actions affect animals and the environment and how this impacts us in return
Understand the importance of fieldwork in helping us learn about the world around us	Understand the global scale of plastic use and plastic pollution
Identify and implement effective solutions to reduce plastic use at school	Identify where in the world plastic waste is the biggest problem and explain possible reasons why
	Suggest ways to reduce plastic waste at home and school
	Explore the future of plastic waste reduction
	Recognise the steps humans can take to prevent plastic pollution and recall the 5 Rs (Rethink, Reduce, Refuse, Reuse, Recycle)


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