



Year 3 Geography Medium Term Overview

Topic	Autumn 2 Home and Away	Summer 2 Raiders and Invaders
Unit and Outcome	Children learn the countries that make up the United Kingdom, locate Totton and Mousehole on a map of the UK and compare the physical and human characteristics of these areas. Big Geographical Question: <i>To what degree are all of the towns in the United Kingdom the same?</i>	Children learn about the land use and economic activity in Celtic Britain and how the Roman invasion changed this. They compare the land use in Ancient Italy and Celtic Britain and compare Celtic and Roman settlements in order to consider how the Romans changed Britain. Big Geographical Question: <i>How did the land use in Britain change after the Roman invasion?</i>
Topic Specific Vocabulary	harbour	settlement
Subject Specific Vocabulary	physical characteristics	land use
General Vocabulary	key	community
Prior Learning	<p>In KS1 pupils were taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - 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 <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>In KS1 pupils were taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> - 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 <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

<p>Later Learning</p>	<p>In Year 4 pupils will be taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Scandinavia, concentrating on their environmental regions, key physical and human characteristics - name and locate 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 <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - to describe and understand key aspects of physical geography (climate zones, rivers and water cycle) and human geography (settlements, land use and economic activity). 	<p>In Year 4 pupils will be taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - name and locate 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 <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - to describe and understand key aspects of human geography (settlements, land use and economic activity).
<p>Year 3 National Curriculum Objectives</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - 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 <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - human geography including types of settlement and land use, economic activity including trade 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - 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; <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - human geography including types of settlement and land use, economic activity
<p>More detailed knowledge required</p>	<ul style="list-style-type: none"> • The United Kingdom is made up of 4 countries (England, Northern Ireland, Scotland and Wales) and is part of the continent of Europe. • A continent is a large solid area of land. • A country is a large area of a continent separated from other areas by borders. • A county is a small area of a country with villages, towns and cities. • A city is a large town. • Southampton is in the county of Hampshire in the South of England. • Mousehole is in the county of Cornwall in the South West of England. • A grid reference tells you where something is on a map. • Physical features (like seas, mountains and rivers) are natural. • Human features (like houses, roads and bridges) have been built by people. • There are more people, roads, buildings, etc. in and around Southampton than in Mousehole. 	<ul style="list-style-type: none"> • Land use is when an area of land is used for a specific purpose. • Different types of land use: residential, agricultural (farming), recreation, transportation, retail and community. • Residential land is used for housing. • Retail land is used for shops. • Agricultural land is used for farming. • Community includes churches, schools, hospitals, leisure centres, parks, swimming pools. • A map key explains what the different lines and symbols on the map mean. • Settlements are places where people live and sometimes work.
<p>Year 3 Skills</p>	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom - raise questions about own locality and show awareness beyond their own locality - use secondary sources - describe simple physical and human features - make observations about the features that give a place their character 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use maps, atlases, globes and digital/computer mapping to generate an awareness of the wider world - show human and physical features using sketch maps - use secondary sources - awareness of places beyond their own locality
<p>Practical Fieldwork Opportunity</p>	<ul style="list-style-type: none"> • Land survey of the local area (Totton) 	<ul style="list-style-type: none"> •

<p>Linked Texts</p> <p>Purple – Fiction</p> <p>Blue – Non-Fiction</p>	<p>Catkin – Antonia Barber The Sand Horse – Ann Turnbull The Amazing Story of Adolphus Tips – Michael Morpurgo The Sandman and the Turtles – Michael Morpurgo Maps of the United Kingdom – Rachel Dixon</p>	<p>Ruthless Romans (Horrible Histories) – Terry Deary Across the Roman Wall – Theresa Breslin What the Romans did for us – Alison Hawes</p>
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Year 4 Geography Medium Term Overview

Topic	Autumn 2 Villagers and Pillages	Summer 1 Mission: Survival
Unit and Outcome	Children explore the geographical reasons why the Vikings came to Britain by comparing maps of Britain and Viking homelands of Scandinavia (Denmark, Norway and Sweden). Big Geographical Question: <i>How did geographical characteristics influence why the Vikings chose to come to Britain?</i>	Children compare South American rainforests to those in the UK and will use their knowledge to reply to emails sent by Beck Granger (the rich read's main character) Big Geographical Question: <i>How does The New Forest compare to The Amazon Rainforest?</i>
Topic Specific Vocabulary	Scandinavia	tropics
Subject Specific Vocabulary	fertile	equator
General Vocabulary	dense & sparse	explore
Prior Learning	In Year 3 pupils were taught: <u>Locational knowledge</u> - 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; <u>Human and physical geography</u> - describe and understand key aspects of types of settlement and land use	In Year 3 pupils were taught: <u>Place knowledge</u> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
Later Learning	In Year 5 pupils will be taught: <u>Human and physical geography</u> - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources. <u>Locational knowledge</u> - ___locate the world's countries, using maps, (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Place Knowledge</u> - ___understand geographical similarities and differences through the study of human and physical geography of a region	In Year 5 pupils will be taught: <u>Human and physical geography</u> - describe and understand key aspects of: -physical geography, including: mountains, volcanoes and earthquakes, -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Locational Knowledge:</u> - ___Identify the significance of the Prime/Greenwich Meridian and time zones (including day and night) <u>Place Knowledge</u> - understand geographical similarities and differences through the study of human and physical geography of a region
Year 4 National Curriculum Objectives	<u>Locational knowledge</u> - locate the world's countries, using maps to focus on Scandinavia, concentrating on their environmental regions, key physical and human characteristics - name and locate 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 <u>Human and physical geography</u> - ___describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade link - describe and understand key aspects of physical geography, including: climate zones	<u>Locational Knowledge</u> - locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Place knowledge</u> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America <u>Human and physical geography</u> - describe and understand key aspects of physical geography, including: climate zones, rivers, and the water cycle (taught in conjunction with Science)
More detailed knowledge required	<ul style="list-style-type: none"> • Understand that Scandinavia is geographically made up of Norway, Sweden and Denmark. • Understand what physical features are • Physical features of Norway, Sweden, Denmark • Know that Vikings left these countries and travelled to England • Understand the key physical features of Britain including that it had fertile land 	<ul style="list-style-type: none"> • Know that South America is a continent made up of countries • Understand what physical features are and identify these in South America (river, mountains) • Understand what human features are and identify these in South America (capital cities) • South America is a continent with many countries in it. • Understand what a forest and rainforest are by comparing New Forest and Amazon • Know that a grid reference tells you where something is on a map. Know that there are two parts to a grid reference: The 1st letter or number tells you how far across the map something is. The 2nd letter or number tells you how far up the map something is. • Understand that grid references can be about human and physical features

Year 4 Skills	<u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and/or regions and describe features studied - recording selected geographical information on a map or large-scale plan, using colour or symbols and a key - offer reasons for their judgements about environments - communicate findings through different ways (writing, charts and pictures) - raise and consider comparative questions - use primary and secondary sources 	<u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied of United Kingdom and South America - Use maps to make comparisons - Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build geographical knowledge - Use key vocabulary to demonstrate knowledge and understanding
Practical Fieldwork Opportunity	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Stubbington residential • Grid references
Linked Texts Purple – Fiction Blue – Non-Fiction	Viking Voyagers: Discover the Story of the Vikings by Jack Tite (information book on Viking culture and traditions) History Atlas by Thiago de Moraes	Once Upon a Raindrop by James Carter – explains the water cycle in a rhyming poem Shackleton's Journey by William Grill – to aid discussion about explorers and different climates



Year 5 Geography Medium Term Overview

Topic	Autumn 1 A Land Faraway	Spring 2 The Golden Age	Summer 1 A Twist in the Tail
Unit and Outcome	Children learn how volcanoes are formed and what causes an earthquake. The children locate volcanoes and create their own volcano. Big Geographical Question: <i>Could the UK ever have a volcano or earthquake?</i>	Children learn about mountains, time zones, and key Human and Physical Features of Pakistan (focussing on Mingora and Islamabad). They look at how the land use has changed (trade, resources etc.). Big Geographical Question: <i>How have humans affected the geography of Pakistan?</i>	Children use maps to locate Africa and the different countries in Africa. Children explore the different hemispheres and the equator. They compare the different geographical features between the landscapes of African countries and the United Kingdom. Big Geographical Question: <i>How does the geographical position of countries affect their landscape?</i>
Topic Specific Vocabulary	tectonic plates	meridian	Africa
Subject Specific Vocabulary	region	longitude	continent
General Vocabulary	disaster	impact	capital
Prior Learning	<p>In Year 3 pupils were taught: <u>Human and physical geography</u></p> <ul style="list-style-type: none"> - identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) <p>In Year 4 pupils were taught: <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p>In Year 3 pupils were taught: <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of types of settlement and land use, economic activity <p>In Year 4 pupils were taught: <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> - name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) 	<p>In Year 3 pupils were taught to: <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> - 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 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - describe and understand key aspects of types of settlement and land use, economic activity <p><u>Geographical fieldwork and skills</u></p> <ul style="list-style-type: none"> - use fieldwork to present the human and physical features in the local area using sketch maps <p>In Year 4 pupils were taught: <u>Human and physical geography</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: climate zones, rivers, and the water cycle <p><u>Geographical fieldwork and skills</u></p> <ul style="list-style-type: none"> - use four 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
Later Learning	<p>In Year 6 pupils will be taught: <u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts 	<p>In Year 6 pupils will be taught: <u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography in a European country. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Describe and understand human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water 	<p>In Year 6 pupils will be taught: <u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Identify the significance of the Prime/Greenwich Meridian and time zones (including day and night) - Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region looking at a comparison between different parts of Greece. <p><u>Human and physical geography</u></p>

			<ul style="list-style-type: none"> - Describe and understand geographical similarities and differences through the study of human and physical geography in a European country. - Describe and understand physical geography, including climate zones, biomes and vegetation belts, mountain - Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical fieldwork and skills</u></p> <ul style="list-style-type: none"> - 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
Year 5 National Curriculum Objectives	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: volcanoes and earthquakes 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Identify the significance of the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region <p><u>Human and physical geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: mountains - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - to locate the world's countries, using maps, (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts
More detailed knowledge required	<p>Volcanoes:</p> <ul style="list-style-type: none"> • Magma rises through cracks or weaknesses in the Earth's crust. • When this pressure is released, e.g. as a result of plate movement, magma explodes to the surface causing a volcanic eruption. • Volcanoes are most common around the Pacific Ocean. <p>Earthquakes:</p> <ul style="list-style-type: none"> • An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates (plate tectonics). Earthquakes can happen along any type of plate boundary. • When this happens pressure builds up. When this pressure is eventually released, an earthquake tends to occur. • The 'Ring of Fire' areas are where earthquakes happen most 	<p>Time zones</p> <ul style="list-style-type: none"> - time zones are affected by the latitude they are between - The Greenwich Meridian line is an imaginary line that splits the earth into two equal halves (East & West hemisphere) - Greenwich meantime is calculated using the sun. When the sun is at its highest point exactly above the Greenwich meridian this means it is 12 noon at Greenwich. <p>Mountains</p> <ul style="list-style-type: none"> • A mountain is a landform that rises above its surroundings. It usually has steep, sloping faces and sharp or rounded ridges. • Know the high point is called a summit • Know the ground between the mountains is called a plateau • Know the bottom of the mountain is a foot • Mountains are made when plates in the Earth's crust smash against each other. <p>Human geography</p> <ul style="list-style-type: none"> - know that tourism brings positive and negatives to a mountain range e.g. trade, money, noise and pollution etc. 	<ul style="list-style-type: none"> • The Equator is an imaginary line around the middle of Earth. • The Equator divides the planet into a Northern Hemisphere and a Southern Hemisphere. • The changing tilt of the Earth means that the Equator faces the sun all year round. This keeps the Equator's temperature high all year round. • There are different climate zones in different parts of the Earth. • Tundra regions (located at the poles) are cold for the majority of the year. Large tundras are part of a vegetation belt as are deserts (ice near the poles). • Deserts located around the Equator are hot all year round - vegetation belt made from desert tundra..
Year 5 Skills	<p><u>Geographical fieldwork and skills</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - understand grid references and symbols and keys on maps - use the eight points of a compass, grid references, symbols and key (including the use 	<p><u>Geographical fieldwork and skills</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world - use fieldwork to observe, record and present human features using a range of methods 	<p><u>Geographical fieldwork and skills</u></p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use maps, atlases, globes and digital/computer mapping to identify and position and significance of latitude, longitude and identify the equator. - use maps, atlases, globes and digital/computer mapping to identify the different hemispheres.

	<p>of Ordnance Survey maps) to build their knowledge of the wider world</p> <ul style="list-style-type: none"> - use fieldwork to present the human and physical features - present geographical understanding through models - recognise and describe physical and human processes 	<ul style="list-style-type: none"> - recognise and describe physical and human processes. Begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. - understand how people can both improve and damage the environment. 	<ul style="list-style-type: none"> - Use a range of scales and find distances on a map - use the eight points of a compass, 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 human features using a range of methods, including sketch maps and digital technologies
Practical Fieldwork Opportunity	<ul style="list-style-type: none"> • Digimaps - tectonic plates, ring of fire, volcanoes • Earthquakes activity (Primary Geography News) 	<ul style="list-style-type: none"> • Time zone map 	
Linked Texts Purple – Fiction Blue – Non-Fiction	<p>Earth Shattering Events: Volcanoes, Earthquakes, Cyclones, Tsunamis and Other Natural Disasters - Robin Jacobs</p> <p>The Earth Book - Jonathan Litton</p> <p>The Ordnance Survey Kids' Adventure Book by Ordnance Survey Leisure Limited</p> <p>Pliny the Younger recording of what he saw - see extract in old SATs paper.</p>	<p>Mountains of the World by Dieter Braun</p> <p>Mountains (World Feature Focus) by Rebecca Kahn</p> <p>Mountains (Geographics) by Izzi Howell</p> <p>At the Same Moment, Around the World by Clotilde Perrin</p> <p>Malala Yousafzai by Maria Isabel Sanchez Vegara</p>	<p>Hidden Wonders by Lonely Planet Kids</p> <p>Africa, Amazing Africa by Atinuke</p> <p>If You Were Me and Lived in ...Kenya: A Child's Introduction to Cultures around the World by Carole P Roman</p> <p>Why The Sky Is Far Away: A Nigerian Folktale by Mary-Joan Gerson</p>

Year 6 Geography Medium Term Overview

Topic	Autumn 2 Born to Survive	Summer 2 Location, Location, Location
Unit and Outcome	<p>Children learn about the human and physical geographical features of Canada using maps and atlases.</p> <p>Big Geographical Question: <i>How does the human and physical characteristics of North America compare to the same characteristics of England (London)?</i></p>	<p>Children explore three contrasting land areas (two in Europe and one in the wider world). They consider the physical and human characteristics and then choose one to design their castle in that location.</p> <p>Big Geographical Question: <i>Where is the best place to locate your castle?</i></p>



Topic Specific Vocabulary	hemisphere	habitable conditions
Subject Specific Vocabulary	terrain	grid reference
General Vocabulary	features	location
Prior Learning	<p>In Year 5 pupils were taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Identify the significance of the Prime/Greenwich Meridian and time zones (including day and night) - To locate the world's countries, using maps, (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region looking at a comparison between the United Kingdom and an African country 	<p>In Year 5 pupils were taught:</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: mountains, volcanoes and earthquakes, - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Later Learning	<p>In KS3 pupils will be taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia <p><u>Human and Physical Geography</u></p> <p>Understand the key processes in:</p> <ul style="list-style-type: none"> - physical geography relating to: weather and climate - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - build on knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field - interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs - Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. 	<p>In KS3 pupils will be taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia <p><u>Human and Physical Geography</u></p> <p>Understand the key processes in:</p> <ul style="list-style-type: none"> - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - build on knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field - interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs - use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Year 6 National Curriculum Objectives	<u>Locational knowledge</u> <ul style="list-style-type: none"> - locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, <u>Human and physical geography</u> <ul style="list-style-type: none"> - describe and understand key aspects of: <ul style="list-style-type: none"> -physical geography, including: climate zones and biomes 	<u>Human and physical geography</u> <ul style="list-style-type: none"> - describe and understand key aspects of: <ul style="list-style-type: none"> -human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water <u>Place knowledge</u> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography in different regions including a region in a European country and a region within North or South America.
More detailed knowledge required	<ul style="list-style-type: none"> • Canada is in North America, located in the Northern and Western hemisphere. • Canada is the largest country in the Western hemisphere. • Know that Canada has a large vegetation belt • Know that a biome is a large, naturally occurring, area of flora and fauna. More than half of all the lakes in the world are located in Canada! The country has more than 3 million lakes. • Know that different climates are affected by their latitude and the hemisphere they are in • Know that different climates are affected by their latitude and the hemisphere they are in. 	<ul style="list-style-type: none"> • Castles were built at the top of hills to help with their defence so the surrounding area could be seen. • Castles were often built near the bend of a river for protection and to be near a fresh water supply. • Castles were also located near rivers and by the coast so they were accessible by boat. Supplies could be transported more effectively by boats than by road. • Castles were built near fertile land that could be used for farming and growing crops. • Physical characteristics of a location refer to land forms, bodies of water, climate, soils, natural vegetation, and animal life. • Human geography is affected by physical geography (where you live determines how you live)
Year 6 Skills	<u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries - Use the 8 points of a compass describe features studied <ul style="list-style-type: none"> - recognise and describe physical and human processes and how these can change the features of a place - recognise how the features of a place affect the activities of people living there - raise and consider comparative questions - use primary and secondary sources 	<u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> - Use the 8 points of a compass, 4- and 6-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 - recognise and describe physical and human processes and how these can change the features of a place - raise and consider comparative questions - use primary and secondary sources
Practical Fieldwork Opportunity	<ul style="list-style-type: none"> • 3rd session of Learning Journey - map work lesson • Long starter activity to explore human/physical characteristics in the local area alongside map orientation skills. • Give children quick talk starter on carpet to sort physical and human features in the locality that they will go on to locate outside e.g. River Test, Morrisons, railway station etc. • Take a map outside (include a compass on it). • Choose a location around the school grounds e.g. field, Year 3 playground, Year 4 playground. • Chn to stand facing the school and try to orientate the map. Can they work out which direction they are facing? Where is this on a compass? • Ask them to point to different physical and human features that are out of sight - can they locate them? • Return to classroom to plot their journey through North America. 	<ul style="list-style-type: none"> • Grid reference activity - orienteering
Linked Texts Purple – Fiction Blue – Non-Fiction	<ul style="list-style-type: none"> • Canada – Sammy Appadural • Night Sky – Storm Dunlop • Fun Facts about Canada - Hanh Bhattacharya 	See Inside Castles - Katie Daynes Castle – Richard Platt Cross-Sections Castle - Stephen Biesty