

## Geography medium term planning

### **The Geography Curriculum at The Pines:**

The geography curriculum aims to develop children's curiosity and fascination about the world and its people. It aims to allow children to experience and develop knowledge about human and physical geography in their locality, the United Kingdom and within a range of diverse places around the world.

It aims to help to develop children's transferable geographical skills of being able to collect, analyse and communicate a range of data as well as enhancing their locational awareness to enable them to safely access and understand the world around them.

Skills and Knowledge to be found within the Geography Skills Ladder.



**Intent** - At The Pines we enable all pupils to access a fun and exciting geography curriculum. The curriculum is progressive and relevant to children's interests and needs and carefully builds on the children's knowledge, skills and understanding. At The Pines School we are passionate that all children develop their 'geographical capability' to the full, through sensory experiences and first-hand experiences in real life settings.

**Implementation** - At The Pines, we recognise planning, teaching and assessing a rich, coherent and inclusive curriculum is essential for quality geography learning. The curriculum has been carefully drawn up to ensure all aspects of the National Curriculum are covered at each key stage. Key knowledge and skills are identified for each unit of work to ensure progression across topics and year groups. Prior knowledge is considered to ensure lessons are relevant and take account of the children's different starting points. Plans identify the key knowledge which will be covered during the topic which will be differentiated for the varying ability levels, for children following the E pathway, outcomes will be assessed against the engagement model. Total communication enables all children to deepen geographical understanding and a topic related progressive vocabulary list is used within planning to maximise cross curricular learning. This is further supported by symbols reflecting key words on all geography plans. Cross curricular work is an integral part of geography. Geography is transferable to all curriculum areas and promotes spiritual, moral, social and cultural development. The local area is fully utilized to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Teaching staff use ongoing monitoring through tracking progress against Geography Skills Ladders or through the engagement model.

The key aim of the Early Years curriculum is to provide high quality play with planning based on themes allowing pupils a holistic approach to learning. Planning for the specific area of understanding of the world aims to guide the pupils to make sense of their physical world and community. Within the continuous provision (activities provided throughout the day indoors and out) children have the opportunity to increase their knowledge and sense of the world around them, listen to stories, non-fiction books and poems and rhymes as well as visit local parks, allotment and forest school. Pupils will have the opportunity to foster an understanding of our diverse world by, engaging with play that is child led, play which is sensitively supported and extended by adults and play that is guided towards specific educational outcomes.

**Use skills ladders for assessment**

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**Impact** - Children enjoy learning about the world around them and are enthusiastic about geography. There is clear progression in the acquisition of knowledge and skills. Knowledge and skills and curriculum coverage are thoughtfully identified on all geography plans. Evidence of progress in geography can be seen in planning, children's work, and through tracking Skills Ladders over time. Additional to this, observations (following the Engagement Model) and work scrutiny gives the adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. SLT and governors are kept up to date with developments through Action Plans, curriculum meetings and Deep Dive reports. As the children progress through the school they become better equipped to negotiate the complex and changing world in which they live and make sense of their place within it with increasing independence. We encourage creativity and critical thinking to understand the relationships between the human and physical worlds and the effects of humans at both local and global scales. As the children progress, they are encouraged to make informed choices and consider responsible actions that will give them an essential grounding for a fulfilled and happy future.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>All about me</b>	<b>Colours everywhere</b>	<b>Out and about</b>	<b>Growing up</b>	<b>On the farm</b>	<b>At the seaside</b>
<b>Cycle 1</b>	<b>Me and my Senses</b> My environment (school)		<b>Weather and Seasons</b> Weather		<b>Stories and rhymes</b> Features of the local environment	
<b>Cycle 2</b>	<b>My School and Me</b> Simple maps			<b>Young Gardeners</b> The allotment		<b>On Safari</b> Africa
<b>Cycle 3</b>	<b>All things magical</b> The UK			<b>On the Farm</b> The countryside		<b>Rainforests</b> Amazon rainforest
<b>Cycle 4</b>		<b>The Great outdoors</b> Poland	<b>To the rescue</b> Oceans, simple maps			<b>Creepy Crawlies</b> Australia
<b>Cycle 5</b>	<b>Dinosaurs</b> The coast – North America			<b>Reach for the stars</b> Arctic / hemispheres		<b>Celebrations</b> Towns and cities - Japan
<b>Cycle 6</b>	<b>Around the world in 8 days</b> Continents		<b>Birmingham</b> Rivers, canals and the water cycle			<b>Eco Warriors</b> Climate and recycling

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<b>Cycle 7</b>	<b>Wild at Heart</b> My City – towns across the West midlands, maps	<b>Reduce, reuse, recycle</b> India, key aspects	<b>Diversity</b> The Caribbean, studies, and physical attributes	<b>Let it grow</b> Europe – glaciation, volcanoes etc.	<b>Enterprise</b> The Americas - Tropics	<b>Lights, camera, action</b> Forest school field study
<b>Cycle 8</b>	<b>Life Cycles</b> Water, cycles, attributes	<b>Material Monsters</b> Map Skills	<b>Free Falling</b> Big Cities	<b>Staying alive</b> Field studies – the allotment	<b>The Blue planet</b> Earthquakes	<b>Out of this world</b> Volcanoes
<b>Cycle 9</b>	<b>What am I?</b> Tourism	<b>All change</b> China	<b>Crash, bang, wallop</b> Kenya	<b>Evolution</b> World economy	<b>My changing world</b> Weather and climate	<b>Poles apart</b> Field studies – Sutton Park

#### Cycle 1 Autumn Term - Me and my Senses

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Name and locate places in the school environment – <b>Classroom / Playground / Key Adults / Toilet / Library / Forest School / P.E Hall</b>	Name and locate places in the school environment <b>Classroom / Playground / Key Adults / Toilet /</b>	Explore using their senses and begin to identify key places in the school environment <b>Classroom / Playground / Key Adults / Toilet</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Children to match pictures of specific items within the classroom.</li> <li>- Match pictures of objects in different rooms to the object</li> <li>- Follow arrows around the classroom to get to a specific area.</li> <li>- Find hidden items in the school</li> <li>- Scavenger hunt around school</li> <li>- Take photos of parts of the school and children make a jigsaw to create the whole.</li> <li>- Label parts of the room such as door, table, window, whiteboard and go to given place.</li> <li>- Use construction kits to make a classroom.</li> <li>- Give simple directions from main door to classroom, work with partners – blindfolded.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to match pictures of specific items within the classroom.</li> <li>- Follow arrows around the classroom to get to a specific area.</li> <li>- Find hidden items in the classroom and on the playground.</li> <li>- Set up different areas of the classroom for the children to use together... sensory/chill out area, book corner.</li> <li>- Create a visual map of classroom together</li> <li>- Matching symbols to photographs of places in school.</li> <li>- Label parts of the room such as door, table, window, whiteboard and go to given place.</li> <li>- Sensory scavenger hunt around the classroom/playground.</li> </ul>	<ul style="list-style-type: none"> <li>- Sensory carousel, children can use arrows to move around the room to experience sensory activities.</li> <li>- Matching symbols to doors</li> <li>- Accessing different parts of the school for lessons</li> <li>- Sensory trail around school</li> <li>- Sensory food trays - adults to use language linked to senses</li> <li>- Sensory play trays – adults to use language linked to senses</li> <li>- Photos of class staff under simple inset puzzles</li> <li>- Matching symbols to pictures,</li> <li>- Photograph puzzles of key places</li> <li>- Pictures of key adults/places hidden in sensory materials, then match to the picture of a board.</li> </ul>

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<ul style="list-style-type: none"> <li>- Draw sketches of different places in school from memory and then take the picture to the room to spot the similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Give simple directions from main door to classroom, work with partners – blindfolded.</li> </ul>	
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
School, classroom, playground, adults, library, toilet, forest school, PE hall, dining room, find, where	School, classroom, playground, adults, library, forest school, PE hall, dining room, toilet, find, where	School, classroom, playground, toilet, find, where, go

### Cycle 1 Spring Term - Weather and Seasons

M - Pathway	ME - Pathway	E - Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Identify seasonal and daily weather patterns – <b>Spring, Summer, Autumn and Winter.</b> (Daily weather – rain, sun, wind)	Identify daily weather patterns – <b>rain, sun, wind, hot, cold.</b>	Explore using their senses different types of weather – <b>rain, sun, wind, hot, cold.</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Daily weather chart, collecting data over a period of time</li> <li>- Observe the weather outside on different days and compare. What was it like yesterday? What do you think to will be like tomorrow?</li> <li>- Dress self/dolls for weather.</li> <li>- Make weather sticks to predict changes in the weather.</li> <li>- Make diagrams of different types of weather</li> <li>- Make rain gauges to measure rainfall in different places – school and the allotment and compare.</li> <li>- Make sensory bottles for different seasons, e.g. white glitter and snowflake sequins for winter, orange liquid with brown twigs etc... for Autumn</li> <li>- Make a wind sock or weather vane</li> </ul> <p><b>Educational visits</b> - Snow dome</p>	<ul style="list-style-type: none"> <li>- Water related sensory activities e.g. spray bottle, to simulate rain.'</li> <li>- Make a 'puddle' by pouring water and children take turns to remove shoes and socks and splash through it.</li> <li>- Make windmills and wind-chimes for forest school area or allotment.</li> <li>- Make sensory bottles for different seasons, e.g. white glitter and snowflake sequins for winter, orange liquid with brown twigs etc... for Autumn.</li> <li>- Match clothing to weather</li> <li>- Contribute to a daily weather chart</li> </ul> <p><b>Educational visits</b> - Snow dome</p>	<ul style="list-style-type: none"> <li>- Water play activities</li> <li>- Key vocab supporting explore and learn</li> <li>- Weather songs and sensory stories</li> <li>- Sensory bottles</li> <li>- Dressing skills – dressing for the weather</li> <li>- Create different creative pieces based on different weather or temperatures.</li> <li>- Creating collages of different weather using different textured materials</li> <li>- Spring flowers using forks to create.</li> <li>- Creating sensory bottles with different temperatures of water.</li> <li>- Cooking and tasting different hot and cold foods</li> <li>- Ice tray exploration</li> <li>- cold and hot water bottles for children to feel using key language</li> <li>- gloop made with warm water and cold water</li> <li>- warm and cold metal objects tray use key language of hot and cold to describe</li> </ul>

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		<b>Educational visits</b> - Snow dome
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Hot, cold, sun, wind, rain, data, seasons, autumn, spring, summer, winter, snow, storm, weather, record, predict	Hot, cold, sun, wind, rain, weather, seasons, autumn, spring, summer, chart	Hot, cold, sun, wind, rain, weather

Cycle 1 Summer Term - Stories and rhymes		
M - Pathway	M/E - Pathway	E- Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Use simple fieldwork and observational skills to study the geography of their local area– <b>Recognise allotment / shops / Road / Path</b>	Use simple observational skills to explore the geography of their local area – <b>Recognise allotment / shops / Road / Path</b>	Use simple observational skills to experience and show curiosity within the geography of their local area – <b>allotment / shops / Road / Path</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Identify key areas in the environment when walking to the allotment / shop</li> <li>- Identify and name key geographical features</li> <li>- Identifying natural and man-made objects within stories e.g. Jack and Jill.</li> <li>- Use construction materials to make own features of a town, including roads and paths and buildings.</li> <li>- Create own 3D village of local area</li> <li>- Draw a simple map of the local area and give opportunities to use it.</li> <li>- Use a visual tick list to find features in the environment</li> <li>- Follow a simple map to get to somewhere in the local area identifying key features.</li> </ul> <p><b>Educational visits</b> – local shops, allotment, local park, local field, local church</p>	<ul style="list-style-type: none"> <li>- Explore and engage with environmental rhymes and poems</li> <li>- Build towers using pictures as stimuli</li> <li>- Hop scotch on pavement</li> <li>- Visit to the allotment for a sensory walk</li> <li>- Visit to the local shops – match pictures to the shop</li> <li>- Simple road safety</li> <li>- Role play shop</li> <li>- I see symbol sentences about experiences</li> <li>- Use a tick list to observe things in the local area.</li> </ul> <p><b>Educational visits</b> – local shops, allotment, local park, local field, local church</p>	<ul style="list-style-type: none"> <li>- Sensory walks around the school environment – we’re going a bear hunt style.</li> <li>- Visit to the local shop</li> <li>- Water and paintbrushes on pavement</li> <li>- Chalk on pavement using key language</li> <li>- Role play shops</li> <li>- Visit to the allotment</li> <li>- Sensory walk around the allotment</li> <li>- Picture hunt of local area photos around school</li> <li>- Make different environments in tuff trays</li> <li>- Tuff tray roads with vehicles</li> <li>- Pictures of local area in sensory materials</li> <li>- Items from the allotment in a tray to explore</li> <li>- Food items bought from the shop to taste.</li> </ul> <p><b>Educational visits</b> – local shops, allotment, local park, local field, local church</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Allotment, shop, building, road, path, man made, house	Allotment, shop, building, road, path, house	Shop, house, building road, path allotment

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Cycle 2 Autumn Term - My School and me!		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Use simple maps to follow routes and use some directional language [ <b>forwards, backwards, left and right</b> ]	To follow routes with support and use some directional language [ <b>Turn, forwards and backwards</b> ]	To explore their environment safely with support and begin to follow simple instructions [ <b>stop, walk, sit, wait</b> ]
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Show pupils a variety of different maps, plans and globes. These could include floor plans, hug-a-globes, bus and train maps, street maps, atlases, plans of the school, Google Earth, Satnavs and any others available. Let them look and touch them all. Ask them what do they think people use maps for? Are maps they flat or round?</li> <li>- Place a large outline of the classroom on the carpet using rope and define key places in the classroom such as the windows and entrance. With the pupils sitting around the edge, ask them to arrange the photos so they are in the right place. Make a simple map of the classroom thinking about how 3D objects are 2D on the map.</li> <li>- Make simple maps of the school (add photographs)</li> <li>- Hunt the staff member</li> <li>- School dinner tasting session</li> <li>- Mini model making of school</li> <li>- Work with partner give directions to places in school</li> <li>- Orienteering in playground, outdoor area and forest school</li> <li>- Espresso – KS1 – Geography – around our school</li> <li>- Comparing how different parts of the school are</li> <li>- Make a story about a day in school using photo's</li> </ul>	<ul style="list-style-type: none"> <li>- Play hot and cold game (focus on geographical knowledge)</li> <li>- Contrast school to home (symbols/ pictures)</li> <li>- Make own signs and signposts for school areas</li> <li>- Create a basic map of areas of the school in a tray with sensory items</li> <li>- Obstacle course in the classroom</li> <li>- Blindfolded obstacle course in the classroom – listen to instructions.</li> <li>- Follow bee bot maps</li> <li>- Create a bee bot dance using key language</li> <li>- Attach a pen to a bee bot and ask the children to programme it to make a shape or follow a path.</li> </ul> <p><b>Educational visits</b> – soft play, playgrounds, walk in the local area</p>	<ul style="list-style-type: none"> <li>- Find certain parts of the school (match symbols/labels)</li> <li>- Match object / symbol / pic / name to place</li> <li>- Follow the bee bot</li> <li>- Sensory path activity (different trays with sensory items in to walk across) use key language when waiting for turn and using the walk.</li> <li>- Sprinkling different items – focus on language stop.</li> <li>- Making footprints in different shoes – focus on language walk.</li> <li>- popping balloons by sitting on them– focus on language sit.</li> <li>- Obstacle course in the classroom</li> <li>- Sensory trays – focus on accessing them safely (adults to model)</li> </ul> <p><b>Educational visits</b> – soft play, playgrounds, walk in the local area</p>

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<b>Educational visits</b> – soft play, playgrounds, walk in the local area		
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Forwards, backwards, left, right, map, follow, route, directions	Forwards, backwards, map, follow, route, directions	Stop, sit, wait, walk

Cycle 2 Spring Term - Young gardeners		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Use basic geographical vocabulary to name key physical features – <b>Soil / Water / Plant / Tree</b>	To begin to identify key physical features – <b>Soil / Water / Plant / Tree</b>	To explore key physical features, sustaining attention – <b>Soil / Water / Plant / Tree</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Design how outdoor classroom space could be improved (natural plants, etc.)</li> <li>- Introduce geographical vocab through visual stimuli using key questions</li> <li>- Design an imaginary place and use key vocab to describe physical features.</li> <li>- Planting flowers, plants, vegetables</li> <li>- Labelling man made/ physical places</li> <li>- Espresso KS1 geography harvest and food – section on a farmer’s day</li> <li>- Tree rubbings</li> <li>- Collect natural materials and make a tree collage</li> <li>- Take photographs of different key features and make a photo book.</li> </ul> <p><b>Educational visits</b> – Garden Centre, allotment, forest school, Sutton park paths and wooded area, Sandwell valley, botanical gardens</p>	<ul style="list-style-type: none"> <li>- Garden centre role play</li> <li>- Collect samples of natural materials and make a collage</li> <li>- Artwork based on plants, leaves, flowers</li> <li>- Flower/leaf hunt</li> <li>- Leaf printing</li> <li>- Tree hunt</li> <li>- Painting with twigs</li> <li>- Making a tree from items collected outside</li> <li>- Painting flowers with natural items</li> <li>- Painting with petals</li> <li>- Take photographs of key features on visits and create a collage</li> </ul> <p><b>Educational visits</b> – Garden Centre, allotment, forest school, Sutton park paths and wooded area, Sandwell valley</p>	<ul style="list-style-type: none"> <li>- Planting seeds</li> <li>- Leaf printing</li> <li>- Tree hunt</li> <li>- Painting with twigs</li> <li>- Making a tree from items collected outside</li> <li>- Painting flowers with natural items</li> <li>- Painting with petals</li> <li>- Messy play in soil or water</li> <li>- potting plants</li> <li>- flower exploring tray</li> <li>- edible plants tray</li> <li>- herb exploring</li> <li>- petal play</li> </ul> <p><b>Educational visits</b> – Garden Centre, allotment, forest school, Sutton park paths and wooded area, Sandwell valley</p>

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Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Garden, soil, plant, tree, forest, man-made, natural, countryside, allotment	Garden, soil, plant, tree, forest, natural, countryside, allotment	Garden, soil, plant, tree, water

Cycle 2 Summer Term - On Safari (Africa)		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Understand geographical similarities and differences – Africa - <b>Country /Climate / Continent</b>	To begin to identify key similarities and differences – Africa - <b>Country / same/different/ Desert/Jungle</b>	To show curiosity about the world around them, and begin to explore artefacts related to Africa. <b>Desert/Jungle/same/different</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Look at the continents of the world, introduce Africa as a continent.                             <ul style="list-style-type: none"> <li>o Identify in photographs</li> <li>o Identify in aerial photographs</li> <li>o Identify on a map</li> <li>o Locate on a map of the world</li> <li>o Describe its location in relation to other places or features studied</li> <li>o Locate in an atlas/on a globe</li> </ul> </li> <li>- Plan a visit to Africa – how will you get there? What will you take?</li> <li>- Use a large space to show how far away Africa is from the UK.</li> <li>- Use google Earth to look at different parts of Africa and compare</li> <li>- Use google Earth to look at the different continents</li> <li>- Create sensory experience linked to continents climates</li> <li>- Look at pictures from different places and sort according to criteria</li> <li>- Look at animals from different parts of Africa and compare</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce Africa through Visual stimuli – a box with artefacts in.</li> <li>- Look at Africa on a map in relation to the UK.</li> <li>- Use google Earth to look at different parts of Africa and compare</li> <li>- Desert tray – blended rice crispies for edible sand and African animals</li> <li>- Jungle sensory tray – hide African animals inside</li> <li>- Create the African flags with different materials</li> <li>- African flag puzzles</li> <li>- Use maps and globes to locate Africa with support</li> <li>- Dress up in traditional African clothing</li> <li>- African artefact tray with magnifying glasses and mirrors.</li> <li>- Look at images of the River Nile. Think about its uses for the population of Africa.</li> </ul> <p><b>Educational visits – Akamba</b></p>	<ul style="list-style-type: none"> <li>- Create sensory pictures of the desert and jungle by making choices.</li> <li>- Dress up in traditional African clothing</li> <li>- Create a sensory climate experience</li> <li>- Compare animals in both climates by their footprints</li> <li>- African wild life sensory tray</li> <li>- Desert tray – blended rice crispies for edible sand and African animals</li> <li>- Jungle sensory tray – hide African animals inside</li> <li>- Hot sensory tray – items that are warm to touch</li> <li>- Sensory tray with African artefacts</li> <li>- Listen to African music and move to the beat</li> <li>- Create African music</li> </ul> <p><b>Educational visits – Akamba</b></p>

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- Create African art work		
<b>Educational visits – Akamba</b>		
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Country, Climate, Continent, planes, Africa, safari, animals	Country, weather, hot, sunny, dry, Africa, safari, desert, Nile river,	Africa, hot, country, desert, sand, animals Zebra, giraffe, camel, elephant Drum, bells, rattle, flute, xylophone

Cycle 3 Autumn Term - All things magical		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<b>The UK</b> Use world maps, atlases and globes to identify the <b>United Kingdom – Map / Flag / UK / Birmingham / map, atlas, globe.</b>	<b>The UK</b> Explore maps, atlases and globes to identify the key features <b>atlas, and globe.</b>	<b>The UK</b> Explore a range of geographical resources such as <b>maps, atlases and globes.</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Use a large space to map out the UK. Ask the children to run to different parts when you say the name.</li> <li>- Use google earth to look at different places in the UK and locate on a map of UK</li> <li>- Play a game with the children where they have to recall one fact they know about one of the UK countries. They then have to whisper it to a friend who passes it on. Check for accuracy</li> <li>- Identify land and water on a UK map.</li> <li>- Locate Birmingham on a map, atlas and globe.</li> <li>- Create a UK flag by showing how it is formed by other flags.</li> <li>- Find the flags located in the atlas.</li> <li>- Fastest to find competition</li> <li>- Create own maps</li> <li>- Tracing over maps</li> </ul> <a href="https://world-geography-games.com/europe_uk.html">https://world-geography-games.com/europe_uk.html</a>	<ul style="list-style-type: none"> <li>- Trace over the outline of the UK</li> <li>- Create the a big UK flag out of textured materials</li> <li>- Create a class map using sensory materials with different colours to represent different parts</li> <li>- Attach paint cups with a hole in to a globe and spin.</li> <li>- Grow cress in the shape of the UK</li> <li>- Make a UK jigsaw</li> <li>- Use google earth to look at different places in the UK and locate on a map of UK</li> <li>- Find the flags located in the atlas.</li> <li>- Try food from each of the nations</li> </ul> <a href="https://world-geography-games.com/europe_uk.html">https://world-geography-games.com/europe_uk.html</a>	<ul style="list-style-type: none"> <li>- Create a UK flag using sensory materials</li> <li>- Attach paint cups with a hole onto a globe and spin.</li> <li>- Grow cress in the shape of the UK</li> <li>- Make a UK jigsaw</li> <li>- Mark making on maps</li> <li>- Stick characters onto a globe and spin</li> <li>- Try food from each of the nations.</li> <li>- Sensory map of the UK</li> <li>- maps hidden in dry sensory materials</li> <li>- driving toy cars on a drawn map</li> <li>- sensory tray with globes to spin</li> <li>- land and sea trays,</li> </ul>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>

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## Geography medium term planning

United Kingdom, Birmingham, map, atlas, globe, flag, find	United Kingdom, map, globe, find, point	Explore, map, globe, look
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Cycle 3 Spring Term - On the Farm		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p>The Countryside Understand geographical similarities and differences – Farms – <b>City / Town/ Village / Landscape / Field / Urban / Rural</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, <b>including sketch maps, plans, and digital technologies.</b></p>	<p>The Countryside To begin to identify basic similarities and differences - Farms – <b>Same / Different / City / Farm</b> Use fieldwork to experience and record the human and physical features of a farm / city using methods, including maps, and digital technologies (photographs).</p>	<p>The Countryside To show an interest and curiosity of the main features of a farm of city - <b>City / Farm</b> To respond to new experiences within a farm and city environment - <b>City / Farm.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Show picture of the city and the countryside – children to hold up pictures to say whether it is city or countryside.</li> <li>- Introduce different views of city and countryside – aerial, maps etc – can they sort them using a venn diagram</li> <li>- Introduce vocab rural and urban and link to photographs</li> <li>- Can the children discuss some pro and cons to urban and rural.</li> <li>- Use items in the classroom and demonstrate how to compare them – e.g. two different pencils then ask the children to compare photographs of rural and urban</li> <li>- Orienteering in local area</li> <li>- Use google earth to compare urban and rural</li> <li>- Compare photographs of different places</li> <li>- Identify features urban and rural</li> </ul>	<ul style="list-style-type: none"> <li>- Access local areas and take photographs of the area.</li> <li>- Begin to notice difference between a farm and town.</li> <li>- Use small world play to represent the difference between a farm and the city</li> <li>- Farm checklist</li> <li>- Town checklist</li> <li>- Create house and barns from Recycling materials</li> <li>- Look at aerial views of farms and city and notice the difference in colours. E.g. more green in urban. Can the children create their own pictures?</li> </ul> <p><b>Educational visits</b> – Farm visit, local areas rural and urban,</p>	<ul style="list-style-type: none"> <li>- Drive around the city and look at the tall buildings</li> <li>- Label pictures of the farm and city</li> <li>- Drive around a rural area and look at the green space</li> <li>- Create sensory farm animal pictures</li> <li>- Hide animal pictures in sensory materials and sort into city and farm</li> <li>- Farm tray with edible mud.</li> <li>- Building blocks to build tall towers in the city using picture as stimulus.</li> <li>- Take pictures on visits and create farm and city collages.</li> <li>- create urban and rural tuff trays</li> </ul> <p><b>Educational visits</b> – Farm visit, places within the city</p>

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## Geography medium term planning

<ul style="list-style-type: none"> <li>- Create art work of urban and rural areas.</li> <li>- Identify where they live urban or rural.</li> </ul> <p><b>Educational visits</b> – Farm visit, park visit to sketch maps, city centre visit</p>		
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
City, town, countryside, farm, urban, rural, barns, buildings, crops, fields, draw, record	Same, different, farm, animal, barn, building, road, field, map	City, farm, same, different, grass, animal, plant, building, road, mudpath, listen, look, feel, smell, taste (if applicable)

Cycle 3 Summer Term - Rainforests (The Amazon)		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Identify geographical similarities and differences of the physical geography of a region of the <b>Amazon rainforest and England</b> . Use basic geographical vocabulary to refer to key physical features of the Amazonian rainforest – <b>Amazon Rainforest / Vegetation / Climate / Canopy / Species / Tropical /</b>	To begin to identify key geographical similarities and differences between the <b>Amazon rainforest and England</b> . Use basic geographical vocabulary to describe key physical features of the Amazonian rainforest - <b>Amazon Rainforest / Plants / weather</b>	To engage with sensory stimulus related to the Amazon. To engage with sensory stimulus related to the Amazon – <b>rain, dry, wet</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- <a href="#">Flying over the rainforest</a> watch link what can hear, see? find out where in the world they are, what their climate, topography and flora and fauna are like</li> <li>- Design and create a 3d rainforest using a range of tools and materials including key features</li> <li>- Investigate animals living in the upper/lower layers of the rainforest and describe ways in which they are adapted for life in this environment.</li> <li>- Create a rainforest in a jar</li> <li>- Make 'I spy' book of animals who live in the rainforest/ England</li> </ul>	<ul style="list-style-type: none"> <li>- Create a rainforest sensory experience and compare to England</li> <li>- Use google Earth to compare Amazon rainforest and England.</li> <li>- Create rainforest shakers</li> <li>- Rainforest cooking</li> <li>- Taste a selection of supermarket food items that come from plants that are native to the rainforest, such as bananas, chocolate, coffee, vanilla ice cream container, black pepper</li> <li>- Create fact files on the rainforest</li> <li>- Create a rainforest in a jar</li> </ul>	<ul style="list-style-type: none"> <li>- Create a rainforest sensory experience</li> <li>- Create rainforest shakers</li> <li>- Creating different trees from the rainforest</li> <li>- Rainforest cooking</li> <li>- Creating rainforest animals with different media</li> <li>- Rainforest animal sculptures</li> <li>- Rainforest sensory trail</li> <li>- Who does the animal print belong too</li> <li>- Playdough rainforest models</li> <li>- Taste a selection of supermarket food items that come from plants that are native to the rainforest, such as bananas, chocolate, coffee, vanilla ice cream container, black pepper</li> </ul>

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## Geography medium term planning

<ul style="list-style-type: none"> <li>- Create a menu containing foods that are native to the rainforest such as bananas, chocolate, coffee, vanilla ice cream container, black pepper</li> <li>- Create an information PowerPoint about the rainforest</li> </ul> <p><b>Educational visits</b> – Safari park access the rainforest animals in the walk in part.</p>	<p><b>Educational visits</b> – Safari park access the rainforest animals in the walk in part.</p>	<p><b>Explore and learn</b> – Sensory tuff tray linked to the rainforest, animals making footprints in green gloop, Water play</p> <p><b>Educational visits</b> – Safari park access the rainforest animals in the walk in part.</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Amazon Rainforest, Vegetation, Climate, Canopy, Species, Tropical, ecosystem, forest, nutrient, soil, rain, weather, temperature, England, population, society, buildings	Amazon rainforest, plants, wet, dry, rain, tree, leaves, animals, England, human, buildings	Rain, dry, wet, rainforest, tree Look, listen, feel, smell, taste (if appropriate)
<b>Cycle 4 Autumn Term - The Great outdoors - Poland</b>		
<b>M - Pathway</b>	<b>M/E - Pathway</b>	<b>E Pathway</b>
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Compare and Contrast UK/European Country</b> Understand geographical similarities and differences through the study of human and Physical geography of Poland and the UK – <b>Forest/capital/ town / city / village / river / mountain.</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate Poland.</p>	<p><b>Compare and Contrast UK/European Country</b> To begin to identify geographical similarities and differences through the study of human geography of Poland and the UK. – <b>Forest / village / city</b></p> <p>With support, use maps, atlases, globes and digital/computer mapping to locate Poland</p>	<p><b>Compare and Contrast UK/European Country</b> To engage with stimulus related to <b>Poland.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Identify UK/Poland, London/Warsaw on globe/atlas, google maps. Compare forest habitats and animals between UK and Poland (Poland has large forested areas and the Bialowieza National Park is one of the last primeval forests in Europe)</li> <li>- Look at exports, Poland biggest producers of potatoes.</li> <li>- Investigate the population of Poland and compare to the UK.</li> <li>- Compare Polish and UK landscapes</li> </ul>	<p><b>Memory box</b>, put an object of reference in the box at the end of each lesson- You can then pull this out at the start of each lesson to see what the children can remember. Before, building on knowledge in the next lesson.</p> <ul style="list-style-type: none"> <li>- Use google earth to look at Poland and different areas comparing to UK.</li> <li>- Make the United Kingdom flag an Polish flag and compare</li> <li>- Listen to Polish music</li> </ul>	<ul style="list-style-type: none"> <li>- Create the Polish flag using textured materials</li> <li>- Listen to Polish music</li> <li>- Dance to Polish music</li> <li>- Look at the different lakes in Poland and create a sensory experience</li> <li>- Role play mountain climbing Carpathian Mountains</li> <li>- Explore Marie Curie’s work in simple terms</li> <li>- Listen to the Polish National Anthem</li> <li>- Cook traditional Polish food</li> <li>- Polish food tasting</li> </ul>

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## Geography medium term planning

<ul style="list-style-type: none"> <li>- Cook traditional Polish food and compare to UK</li> </ul> <p><b>Educational visit</b> - Polish Supermarket</p>	<ul style="list-style-type: none"> <li>- Hide Polish and UK resources around the classroom and get the children to sort</li> <li>- Compare Polish and UK landscapes</li> <li>- Listen to the Polish and UK National Anthem and compare</li> <li>- Cook traditional Polish food and compare to UK</li> <li>- Polish food tasting compare with food from UK</li> </ul> <p><b>Educational visit</b> - Polish Supermarket</p>	<ul style="list-style-type: none"> <li>- Polish and English resources hidden in sensory materials then sort</li> </ul> <p><b>Educational visits</b> – Polish Supermarket</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Europe, Poland, Warsaw, UK, Forest, Europe, exports, city, village, population, industry, homes, infrastructure, climate, Map, atlas, globe, google maps.	Poland, UK, Warsaw, globe, google maps. Village, city, climate, industry, farm.	Poland, flag, Marie Curie, Pope John Paull II, music, dance, snack, drink Look, listen, feel, smell, taste.

Cycle 4 Spring Term - To the Rescue		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><b>Geographical Skills (Oceans)</b> Name and locate the <b>five oceans</b> in the world. Identifying physical features of the coastline. Use simple compass directions - <b>North, South, East and West.</b></p>	<p><b>Geographical Skills (Oceans)</b> Locate <b>the five oceans</b> in the world. Identifying features of the coastline. To engage with directional symbols to navigate environments. <b>Forwards, backwards, Left and right.</b></p>	<p><b>Geographical Skills (Oceans)</b> To engage with sensory experiences related to seaside. To navigate familiar environments with support and direction.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> <li>- Identify UK, oceans on maps, atlases, google earth, globe etc labelling with post it notes.</li> <li>- Compare different oceans eg temperature, animals that live in them.</li> <li>- Model a journey around the world using a character on the globe stating which oceans and continents you pass. Ask the children to do the same.</li> <li>- Make paper mâché coastline and label key features.</li> <li>- Explore compasses and language</li> <li>- Make mnemonics to remember compass language</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Memory box</b>, put an object of reference in the box at the end of each lesson- You can then pull this out at the start of each lesson to see what the children can remember. Before, building on knowledge in the next lesson.</li> <li>- Use google earth to look at the five oceans</li> <li>- Use globes to look at the five oceans</li> <li>- Guide a beebot on a world map to the five oceans</li> <li>- Guide a friend to places in school</li> <li>- Look at the coastline and compare to a city/village</li> <li>- Follow directional symbols placed around the school to lead them to treasure</li> </ul>	<ul style="list-style-type: none"> <li>- Create a sensory beach experience</li> <li>- Create a sensory beach art piece</li> <li>- Create a collage of Ocean animals</li> <li>- Create a sensory trail – dry and wet sand, water, pebbles, shells for the children to walk over</li> <li>- Increase independence in familiar environments by setting activities to be completed – collecting something independently</li> <li>- Sandcastle building and splat them down</li> <li>- Sand play</li> <li>- Shells in water</li> <li>- Water tray with Ocean animals</li> </ul>

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## Geography medium term planning

<ul style="list-style-type: none"> <li>- Follow compass directions to lead them to treasure</li> <li>- Play games using compass language</li> </ul>		<ul style="list-style-type: none"> <li>- Items hidden in sand to dig out.</li> </ul>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Pacific, Atlantic, Indian, Arctic and Southern (Antarctic) Ocean. North, south, east and west, marine, coast, sea	Ocean, water, sand, Atlantic, Pacific, Indian, Arctic, Southern, sea, beach, coast, animals, plants, coral, Forwards, backwards, left, right,	Beach, sea, sand, boat, light house, Shark, whale, octopus, fish Bucket, spade, ice cream, Slip slap slop Look, listen, feel, smell, taste (if appropriate eg fish & chips)

### Cycle 4 Summer Term - Creepy Crawlies (Australia)

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<b>Location Study Outside of Europe</b> Use basic geographical vocabulary to refer to key physical features (Australia) – <b>Seasons / Land use / Climate/ Natural Resources.</b>	<b>Location Study Outside of Europe</b> Use basic geographical vocabulary to describe physical features (Australia) – <b>Seasons / Land use / Climate</b>	<b>Location Study Outside of Europe</b> To show greater curiosity about the world around them, and begin to explore artefacts related to <b>Australia.</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Use a map to locate UK and Australia.</li> <li>- Help children to understand how large Australia is compared to the UK by using objects of reference.</li> <li>- Show that the weather is different around the country. Show weather data for Darwin and Hobart to see the different climates and weather patterns found in Australia</li> <li>- Find significant places to Australia, including capital city using simple compass co-ordinates to locate</li> <li>- Explore the different landscapes Australia has and look at some famous physical features in Australia and describe their appearance and location.</li> <li>- Research the Great Barrier Reef and record interesting facts.</li> <li>- Use google earth to look at land use and make an information booklet</li> </ul>	<b>Memory box,</b> (see previous) <ul style="list-style-type: none"> <li>- Create the Australian flag onto material using printing</li> <li>- Explore significant places in Australia</li> <li>- Compare the size of Australia to UK using objects of reference</li> <li>- Explore and taste Australian food</li> <li>- Create a sensory weather experience – link to climate and seasons</li> <li>- Explore Australian instruments and music</li> <li>- Use google earth to look at land use</li> <li>- Explore bush fires and the effect on climate in simple terms</li> </ul>	<ul style="list-style-type: none"> <li>- Create the Australian flag</li> <li>- Explore animals found in Australia through videos and photographs</li> <li>- Create an Australian sensory weather experience</li> <li>- Taste and explore Traditional Australian food</li> <li>- Explore Australian instruments and music</li> <li>- Create an underwater experience using a large tray filled with shells, sand, seaweed, replica crabs and turtles for your learners to explore with their hands and feet.(Great Barrier Reef)</li> <li>- Australian artefacts hidden in sensory tray</li> <li>- Australian settings tray – linked to climate</li> <li>- Australian animal’s tray</li> </ul>

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## Geography medium term planning

<ul style="list-style-type: none"> <li>- Explore bush fires and the effect on climate in simple terms</li> <li>- Create a powerpoint presentation on Australia</li> </ul>		
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Continent, Oceania, Australia, Seasons, land use, Climate, Canberra, Great Barrier Reef, coral, fish, nature, climate, weather, desert, outback, mountain, Australian Alps, cold, hot, humid, plants, birds, land animals, aboriginal. Creepy crawlies- spider, huntsman, redback, snake, lizard	Australia, Seasons , Land use, climate, Canberra, sea, beach, coral reef, desert, outback, aboriginal, birds, land animals, plants, hot, cold, humid. Creepy crawlies- Spider, huntsman, redback, snake, lizard.	Australia, flag, coral life, beach, hot, surf, fish, shell, boat slip, slap, slop, land animals- kangaroo, dingbats, wallabies, koalas. Spider, snake, lizard. Look, listen, feel, smell, taste.

Cycle 5 Autumn Term - Dinosaurs		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>The Coast</b> Describe and understand key aspects of physical geography, including: <b>beach, cliff, coast, mountain, sea, ocean, river, valley.</b> Describe and understand formation of beaches and cliffs.</p>	<p><b>The Coast</b> Describe key aspects of physical geography, including: <b>beach, cliff, coast, river</b> Describe human geography, including: types of settlement and land use at the coast.</p>	<p><b>The Coast</b> To explore properties of the coast through a range of multisensory experiences.</p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Locate coastal areas on a map and investigate different coastal areas around the country creating a class display.</li> <li>- Look at images/make practical representations of the coast and label.</li> <li>- look at photos of different types of beaches and discuss their similarities and differences using geographical vocabulary. Consider both the human and physical features of Britain's beaches.</li> <li>- Match description to key word.</li> </ul>	<p><b>Memory box (see previous)</b></p> <ul style="list-style-type: none"> <li>- Use google earth to look at features of the coast</li> <li>- Chalk pictures – talk about where chalk comes from</li> <li>- Explore houses and living by the coast</li> <li>- Paper mache cliffs and caves</li> <li>- Using a tent – role play being in a cave.</li> <li>- Create light houses</li> <li>- Making fossils - salt dough/ press animals in</li> <li>- Make plasticene boats</li> </ul>	<ul style="list-style-type: none"> <li>- Paper mache cliffs and caves</li> <li>- Using a tent – role play being in a cave.</li> <li>- Create light houses</li> <li>- Making fossils - salt dough/ press animals in</li> <li>- Make plasticene boats</li> <li>- Make boats out of different craft materials</li> <li>- Paint different rocks</li> <li>- Build a rock tower</li> <li>- Make sandcastles exploring dry and wet sand</li> </ul>

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## Geography medium term planning

<ul style="list-style-type: none"> <li>- Beach reports - Use voice recorders / microphones to record an audio report about the beach recreate the beach). These could also be used to record sounds that can be heard at the seaside.</li> <li>- Discuss how the waves cause erosion on the shoreline or look at what sea defences may be used to protect the shore and why. Make some sea defences and see if they work</li> <li>- Look at features that are formed by erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability – create art work based around caves and coves.</li> </ul> <p><b>Educational visits</b> – west midlands safari park – dinosaur land, Think tank, Herbert museum</p>	<ul style="list-style-type: none"> <li>- Make boats out of different craft materials</li> <li>- Paint different rocks</li> <li>- Build a rock tower</li> <li>- Make sandcastles exploring dry and wet sand</li> </ul> <p><b>Educational visits</b> – west midlands safari park – dinosaur land, Think tank, play land Stourport</p>	<p><b>Explore and Learn</b> - Coast sensory tray – sand, cliffs, water, boats and water</p> <p><b>Educational visits</b> – west midlands safari park – dinosaur land, play land Stourport</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Land, water, coast, seashore, waves, tides, current, shells, seaweed, debris, change, erode, rock, cliff, cave, beach, weather, mountain, valley, ocean, sea, river, stream	beach, cliff, coast, river, water, sand, coast, seashore, change, mountain, sea, river.	Coast, water, sand, beach, wave, sea, boat, light house, weather, cave, look, listen, feel, smell.

### Cycle 5 Spring Term - Reach for the stars

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Geographical Skills and Field work (Arctic)</b>            To identify the position of the <b>northern and southern hemispheres and the Antarctic and Arctic Circles.</b>            Use simple <b>grid references to locate places</b> in maps</p>	<p><b>Geographical Skills and Field work (Arctic)</b>            To identify the position <b>of the Equator, Antarctic and Arctic circle.</b>            Use <b>simple grid references</b> within real life situations.</p>	<p><b>Geographical Skills and Field work (Arctic)</b>            To investigate a range of resources and their properties related to cold and warm weather.</p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Introduce the globe as where we live. What are all the different colours. Use a piece of string to</li> </ul>	<b>Memory box(see previous)</b>	<ul style="list-style-type: none"> <li>- Painting with coloured ice</li> <li>- Arctic animal craft</li> <li>- Cold/hot exploration</li> </ul>

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## Geography medium term planning

<p>represent the equator and explain that places closer to the string/equator are hotter.</p> <ul style="list-style-type: none"> <li>- Look at different countries and their distance from the equator – play hot or cold using red and blue paper for children to hold up.</li> <li>- <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-world/zkk6t39">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-world/zkk6t39</a></li> <li>- Locate Poles, Polar Regions, Equator. Use a globe to locate hot and cold places.</li> <li>- Pupils could try match photographs of different places on Earth to their locations on a continent.</li> <li>- Create the arctic environment/use IWB to show environment describe through recording.</li> <li>- Create a weather report for the different areas.</li> <li>- Twinkl have great resources for grid references.</li> </ul> <p><b>Educational Visits – Space Centre</b></p>	<ul style="list-style-type: none"> <li>- Use hot and cold sensory materials on a globe to represent hot by the equator and cold far from the equator. - cold packs and heat packs</li> <li>- Use felt pens to draw on the globe</li> <li>- Picture of a globe – sprinkle materials onto the equator and reveal</li> <li>- Torch and globe to show why it is dark and cold</li> <li>- Use cars dip in paint to drive across the world to show the equator</li> <li>- White tape on floor in classroom in grids – play a game – put the teddy in B2</li> <li>- Chalk grid on playground – play a game who is in C4</li> <li>- Create a weather report for different areas.</li> </ul> <p><b>Educational Visits – Space Centre</b></p>	<ul style="list-style-type: none"> <li>- Rescue the animals trapped inside blocks of ice</li> <li>- Dressing up in cold/warm clothes</li> <li>- Snow play</li> <li>- Design mittens or a scarf</li> <li>- Igloo building with sugar cubes</li> <li>- Shaving foam and baking powder to create cold snow.</li> <li>- Ice-cream tuff tray</li> </ul> <p>- <b>Explore and learn</b> – settings trays, arctic animal exploration</p>
<p><b>Key Vocab / symbols/ Sign</b></p>	<p><b>Key Vocab / symbols/ Sign</b></p>	<p><b>Key Vocab / symbols/ Sign</b></p>
<p>Norther/southern hemisphere, equator, grid, Artic, Antartica</p>	<p>Equator, Antarctic, Arctic, grid, cold, ice, snow, polar</p>	<p>Arctic, cold, snow, ice, wind, Clothes- coat, hat, snowsuit, boots Polar bear, walrus, seal, whale, snowy owl. Hot, warm, clothes, t-shirt, shorts, flip flops</p>

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## Geography medium term planning

Cycle 5 Summer Term - Celebrations - Japan

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Towns and Cities around the World</b> To describe and understand key geographical features of Japan. Physical geography, including: <b>biomes.</b></p>	<p><b>Towns and Cities around the World</b> To identify and describe key geographical features of Japan Physical geography, including: <b>climate zones, biomes.</b></p>	<p><b>Towns and Cities around the World</b> With support, to explore and make artefacts related to <b>Japan.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Look at maps, google earth locate UK and Japan. Look at and identify key features of Japan – islands, mountains, biomes, continent</li> <li>- Introduce hemispheres and where Japan is situated.</li> <li>- Research Mount Fuji and what a volcano is. Make a Volcano using paper mâché.</li> <li>- Introduce earthquakes and how they happen. <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-earthquakes/zbr2mfr">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-earthquakes/zbr2mfr</a></li> <li>- Look at population of major cities in Japan against London, Birmingham (Japan most densely populated in the World)</li> <li>- Create a fact file about the world biomes linked to previously studied countries including Japan</li> <li>- Study the climate especially winters in Japan.</li> <li>- Look at the snow sculptures made during cold winters and use ice create own.</li> <li>- Look at how different places are connected and how you can travel around Japan.</li> </ul> <p><b>Educational visit</b> – Japanese restaurant</p>	<p><b>Memory box (see Previous)</b></p> <ul style="list-style-type: none"> <li>- Research Mount Fuji and what a volcano is. Make a Volcano using paper mâché.</li> <li>- Google maps – compare to places previously studied</li> <li>- Google maps – look at landmarks</li> <li>- Create structures of Japanese landmarks</li> <li>- Explore the different species that live in Japan and compare to previously studied places</li> <li>- Explore what the seasons look like in Japan.</li> <li>- Look at the ice sculptures created in cold winters and create own.</li> </ul> <p><b>Educational visit</b> – Japanese restaurant</p>	<ul style="list-style-type: none"> <li>- Trace over or copy the Outline/flag of Japan</li> <li>- Dropping noodles dipped in paint onto paper</li> <li>- Lotus flower art</li> <li>- Make Japanese fans</li> <li>- Create Japanese hats</li> <li>- Explore artefacts in coloured noodles</li> <li>- chop stick fine motor</li> <li>- find the flags in sensory materials</li> <li>- Explore and try Japanese food</li> <li>- Create exploding volcanoes</li> </ul> <p><b>Educational visit</b> – Japanese restaurant</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Asia, Japan, islands, volcano, earthquakes, population, biome	Japan, mountain, island, volcano, earthquake, industry, hot, cold	Japan, island, sushi, sumo wrestling, judo, origami, chopstick, rice, noodle, flag, red, white, circle. Look, listen, touch, smell, taste.

**Use skills ladders for assessment**

## Geography medium term planning

Cycle 6 Autumn Term - Around the world in 80 days		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Geographical Knowledge</b> Locate the world's continents and the identify similarities and differences between following countries; America, France, Pakistan Peru, South Africa, New Zealand. <b>Land use, food and water.</b></p>	<p><b>Geographical Knowledge</b> Locate the world's continents and the following countries and identify features; America, France, Pakistan Peru, South Africa, New Zealand. <b>Land use and geographical features.</b></p>	<p><b>Geographical Knowledge</b> To show an increasing curiosity towards artefacts related to different countries pick from; America, France, Pakistan Peru, South Africa, New Zealand.</p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Over the course of the half term build up a fact file for each country</li> <li>- Choose a country and create a presentation to give to the class to teach them about that country</li> <li>- Where am I? Find countries using globe, atlases and name capital city and continent it belongs to.</li> <li>- Guess my country? Range of different foods from each country.</li> <li>- Name my top facts?</li> <li>- Cook traditional foods from each country</li> <li>- Use google maps to locate the countries and explore their land use – make a fact file to compare.</li> </ul> <p><b>Educational Visits</b> – visit different restaurants offering traditional food</p>	<p><b>- Memory box(see previous)</b></p> <ul style="list-style-type: none"> <li>- Create a simple sensory fact file for each county studied</li> <li>- Use a globe to locate different places</li> <li>- Look at places on google maps and famous landmarks</li> <li>- Recreate flags and copy the outline of countries</li> <li>- Recreate famous landmarks in 3D</li> <li>- Cook foods from different countries</li> <li>- Explore and taste food from the different countries</li> <li>- Explore artefacts from each country</li> <li>- Use google maps to compare to countries land use</li> </ul> <p><b>Educational Visits</b> – visit different restaurants offering traditional food</p>	<ul style="list-style-type: none"> <li>- Recreate flags for the different countries</li> <li>- Recreate famous landmarks in 2D and 3D</li> <li>- Recreate famous items from each country – e.g. headwear</li> <li>- Cook traditional food from different countries</li> <li>- Dress up in traditional clothing</li> <li>- Create art work based around each country</li> </ul> <p><b>Educational Visits</b> – visit different restaurants offering traditional food</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Continent, Asia, Antartica, Oceania, Africa, South America, North America, Europe, America, France, Pakistan Peru, South Africa, New Zealand.	Continent, America, France, Pakistan Peru, South Africa, New Zealand Map, atlas, landmark, country.	Globe, country, look, listen, feel, smell, taste. Dance, music, eat, wear, flag

**Use skills ladders for assessment**

## Geography medium term planning

Cycle 6 Spring Term - Birmingham		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Rivers and the Water Cycle</b> To explore and understand key facts related to Physical geography, including: <b>river labelling, mountains.</b> Use fieldwork to observe, record and measure physical geography related to the waterways.</p>	<p><b>Rivers and the Water Cycle</b> To explore and identify key features related to Physical geography, including: <b>rivers, labelling mountains.</b>  Use fieldwork to observe, and measure physical geography related to the waterways.</p>	<p><b>Rivers and the Water Cycle</b> To explore and make artefacts related to <b>rivers and the water cycle</b> with increasing independence.</p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-the-water-cycle/zbcmxyc">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-the-water-cycle/zbcmxyc</a></li> <li>- re-create a mini water cycle in the classroom to show the key points of the process</li> <li>- Identify local river and visit to observe and record key features through observation</li> <li>- Create a river using Label the key feature of a river</li> <li>- Heat up water to observe evaporation</li> <li>- Make a diary of water cooling and freezing – make observations of what happens at each point.</li> </ul> <p><b>Educational visits</b> - Birmingham canals, Severn Trent, The Roundhouse</p>	<p><b>Memory box (see previous)</b></p> <ul style="list-style-type: none"> <li>- Investigate how water can change from one form to another – ice, steam.</li> <li>- Observe water being heated and being evaporated</li> <li>- Re-create a mini water cycle in the classroom to show the key points of the process</li> <li>- Create a visual water cycle</li> <li>- Heating and cooling water</li> <li>- Take pictures of water as it begins to freeze</li> <li>- Cloud in a jar</li> <li>- Making mountains</li> <li>- Water races in pipes</li> <li>- Water cycle tuff tray</li> <li>- pouring water down slopes</li> <li>- mountain craft</li> </ul> <p>- <b>Educational visits</b> - Birmingham canals, Severn Trent, The Roundhouse</p>	<ul style="list-style-type: none"> <li>- Explore rain falling on objects, umbrellas, pouring down mountains.</li> <li>- Pour water onto drums to create music</li> <li>- Paint dripping and mixing to create the sea</li> <li>- Pour water down drain pipes</li> <li>- Shaving foam cloud splat</li> <li>- Observe water being evaporated when heated</li> <li>- water play</li> <li>- corn flour glop (drip like rain),</li> <li>- connecting pipes</li> <li>- melting ice</li> <li>- painting outside with water and paintbrushes</li> </ul> <p><b>Educational visits</b> - Birmingham canals</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
<p>River, bank, meander, source, erosion, downstream, upstream, waterfall. Mountain, base, ridge, summit, face, slope, cold, ice. Water cycle, precipitation, rain, cloud, evaporation, condensation.</p>	<p>River, bank, waterfall, stream. Mountain, base, summit, cold. Water cycle, precipitation, rain, cloud.</p>	<p>River, water, cold, slow, fast. Cloud, rain, umbrella, dry, wellies. Look, listen, touch, safe.</p>

**Use skills ladders for assessment**

## Geography medium term planning

Cycle 6 Summer Term - Eco warriors		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<b>Climate</b> To understand the impact of human geography, including <b>the distribution of natural resources including energy.</b>	<b>Climate</b> To explore and begin to understand the impact of human geography, including <b>the distribution of natural resources – Pollution / overcrowding.</b>	<b>Climate</b> To explore objects and show curiosity related to <b>recycling.</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Identify major landmarks using a key.</li> <li>- Draw a simple sketch map to show buildings in the local area.</li> <li>- Watch video about recycling and identify reasons why recycling is important</li> <li>- Investigate where different resources come from</li> <li>- Investigate the effects of global warming and create a presentation on how to help</li> <li>- Create posters and leaflets on how to be eco-friendly</li> <li>- Investigate what contributes to global warming</li> </ul> <b>Educational visits</b> - litter picking in local area, nature reserves	<ul style="list-style-type: none"> <li>- To observe the buildings and landmarks around them as they travel around by ticking off the places they see while on a journey.</li> <li>- Make Junk models of towns and rural villages to show the difference in over crowding</li> <li>- Recycling sort</li> <li>- Fitting in a small space games</li> <li>- Deforestation – build a tree then knock it down</li> <li>- Make things out of recycling materials</li> <li>- Explore how to filter water</li> <li>- Investigate where resources come from</li> <li>- Explore the impact on global warming on a basic level</li> </ul> <b>Educational visits</b> - litter picking in local area, nature reserves	<ul style="list-style-type: none"> <li>- Use recycled materials to represent the world around me.</li> <li>- Create art from newspapers</li> <li>- Create a recycling area in the classroom</li> <li>- Help others to dispose of recycling correctly</li> <li>- Design a recycling bin</li> <li>- Material sort</li> <li>- shredding news paper and making a collage</li> <li>- Filling and emptying bottles,</li> <li>- digging in soil to find plastic</li> <li>- seed tray,</li> <li>- filtering water</li> <li>- water tray – fish out the litter</li> </ul> <b>Educational visits</b> - litter picking in local area, nature reserves
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Renewable, raw materials, energy, mineral, sustainable, landform, nature, man-made, water, fossil, air, water, industry. Settlement, land use, homes, electric, gas, coal. Recycle, reduce, reuse, earth, eco-system, environment, global warming, planet, earth, disposable, landfill, pollution, overcrowding.	Recycle, reduce, reuse, earth, eco-system, environment, global warming, planet, earth, disposable, landfill, pollution, overcrowding.	Recycle, clothes, compost, waste, paper, cardboard, can, plastic, can, glass, bin, sort, food, soil.

**Use skills ladders for assessment**

## Geography medium term planning

Cycle 7 Autumn Term 1 - Wild at Heart		
M - Pathway	M/E - Pathway	E Pathway
<p><b>Key Knowledge.</b></p> <p><b>My city</b> Name and locate cities and towns across the West Midlands and surrounding counties. Identify key physical and human characteristics – <b>River systems, Land use, economic activity, urban, rural.</b> Understand geographical similarities and differences through the study of human and physical geography of The West Midlands and Gwynedd in North Wales. <b>Identifying topographical features (valley, estuary, floodplain) and land-use</b> Use maps (including OS maps) and digital/computer mapping to locate towns, cities and the topographical features studied. <b>Birmingham, Coventry, Dudley, West Bromwich, Solihull, Walsall, Wolverhampton. Staffordshire, Warwickshire, Worcestershire. Introduce 4-point grid references.</b></p>	<p><b>Key Knowledge.</b></p> <p><b>My City</b> Name and locate cities and towns across the West Midlands. Identify key physical and human characteristics –<b>economic activity, urban, rural.</b> Use maps and digital/computer mapping to locate towns, cities and the topographical features studied. <b>Birmingham, Coventry, Dudley, West Bromwich. Staffordshire, Warwickshire.</b> <b>Use simple grid to locate places on a map</b></p>	<p><b>Key Knowledge.</b></p> <p><b>My City</b> To experience and explore rural and urban environments. <b>Road safety</b></p>
<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Use maps of the West Midlands to colour key physical and geographical features (urban areas, parkland, rivers, streams, pools/lakes).</li> <li>- Use a number of A3 maps and connect together on a wall or the floor to create a large map of the West Midlands with the key features highlighted.</li> <li>- Trace the paths of the rivers Rea and Tame through Birmingham on a map. Use photographs to identify key points thorough the river’s journey.</li> <li>- Use OS maps to use contour lines to contrast physical features of West Midlands and Snowdonia.</li> <li>- Use OS maps, Google Maps and photographs to identify valleys, estuaries and flood plains in Snowdonia.</li> </ul>	<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Look at where you live using google maps. Listing the different parts of the city and surrounding towns the children live in.</li> <li>- Look at maps of Birmingham and colour code the different parts using a key.</li> <li>- Use google maps to locate different towns and cities.</li> <li>- Identifying what are physical and human are.</li> <li>- Listing different physical and human characteristics in the West midlands.</li> <li>- Look at topographical features studies of the west midlands.</li> <li>- Introduce grid referencing to locate towns on a simple map.</li> </ul>	<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Explore local area concentrating on road safety.</li> <li>- Role play crossing roads (Stop, look, listen)</li> <li>-Educational visits around the local area to explore different types of environments (rural and urban).</li> <li>-Build their own city-junk modelling</li> <li>-Listen to different sounds. Can they guess where they would hear them (Rural or Urban sounds)</li> </ul> <p><b>Independent Exploration activities-</b> Small world City, Lego building houses ect, Small world countryside</p> <p><b>Educational Visit –</b> Visit contrasting environments – urban and rural</p>

**Use skills ladders for assessment**

### Geography medium term planning

<ul style="list-style-type: none"> <li>- Explore Fairbourne and the dangers of building on floodplains. Use news reports to explore the future of Fairbourne.</li> <li>- Create a gridded maps of Gwynedd and use 4-point grid references to locate towns and features on a map.</li> </ul>	<p><b>Memory box-</b> put an object of reference in the box at the end of each lesson- You can then pull this out at the start of each lesson to see what the children can remember. Before, building on knowledge in the next lesson.</p>	
<p><b>Key Vocab / symbols/ Sign</b></p>	<p><b>Key Vocab / symbols/ Sign</b></p>	<p><b>Key Vocab / symbols/ Sign</b></p>
<p>Contour lines, slope, elevation, flood plain, estuary, and valleys. Ordinate Survey Map. Grid reference.</p>	<p>Urban, rural, town, city, grid reference, map, Birmingham, Solihull, Walsall, Staffordshire, Coventry, Warwickshire. Jobs, industry, transport. Farm, animals, machinery.</p>	<p>Rural /Urban/ City / Town / Countryside Vehicle, traffic lights, zebra crossing, stop, look, listen, walk, safe. Buildings, field, office, farm.</p>

**Use skills ladders for assessment**

## Geography medium term planning

### Cycle 7 Autumn Term 2 - Reduce, reuse, recycle

M - Pathway	M/E - Pathway	E Pathway
<p><b>Key Knowledge.</b></p> <p><b>India</b> Locate India and the key cities on a map, focusing on comparing key physical and human characteristics, of Mumbai and Delhi. <b>Population distribution, Economy.</b> Understand geographical similarities and differences through the study of the physical geography between India and the UK. <b>Climate zones and economic activity.</b> <b>Introduce time zones.</b> Describe and understand key aspects of: physical geography of India, including: <b>climate zones, and vegetation belts</b> and the human geography, including <b>food, minerals and water.</b></p>	<p><b>Key Knowledge.</b></p> <p><b>India</b> Locate India and on a map and surrounding countries, focusing on the key physical and human characteristics of Mumbai. <b>Key topographical features.</b>  Understand geographical similarities and differences through the study of physical geography between India and the UK. Describe key aspects of: physical geography of India, including: <b>rivers, mountains</b> and the human geography, including: <b>types of settlement.</b></p>	<p><b>Key Knowledge.</b></p> <p><b>India</b> To engage with sensory experiences related to India. <b>Exploring taste and smell.</b></p>
<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Locate Mumbai and Delhi on a map. Explore the cities using Google Maps. Explore the culture of both cities.</li> <li>- Use maps and images to compare and contrast physical features of both locations. Create Venn diagram picture sort of key features of the cities.</li> <li>- Explore the climate across India and focus both cities. Mumbai: tropical, wet and dry climate. Delhi: subtropical, extreme climate. Create weather reports of the two cities over a typical year. Create a booklet to advice on clothing for each season.</li> <li>- Compare time zones between UK and India.</li> <li>- Explore the recent expansion of Mumbai linked to recent economic growth. Sort pictures and maps of the expansion into chronological order.</li> <li>- - Explore life in a big city and explore the air pollution of Delhi and the impact on the health of its residents.</li> </ul>	<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Colour code Asia identifying where India and what the surrounding countries are. Use Atlases to do this</li> <li>- Sort different features of Mumbai into physical and human characteristics</li> <li>- Research the different geographical features of India</li> <li>- Compare the geographical features of India to the UK</li> <li>- Kahoot quiz on India to see what information children have remembered and go over any misconceptions.</li> </ul> <p><b>Memory box-</b> (see previous)</p>	<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Children then experience different sensory aspects linked to India (smells, music, pictures on the interactive white board or video, people speaking Indian ect).</li> <li>- Create the Indian flag form mixed resources</li> <li>- Create Rangoli art</li> <li>- Explore Indian food (See Learning activity 3- Indian delights from Magic carpet rides SoW) <a href="https://ccea.org.uk/learning-resources/pml-d-sensory-thematic-units/magic-carpet-rides">https://ccea.org.uk/learning-resources/pml-d-sensory-thematic-units/magic-carpet-rides</a> .</li> <li>- Create Henna patterns</li> <li>- Create Taj Mahal structures</li> <li>- Indian clothing- dressing up</li> <li>- Indian music /instruments <a href="https://ccea.org.uk/learning-resources/pml-d-sensory-thematic-units/magic-carpet-rides">https://ccea.org.uk/learning-resources/pml-d-sensory-thematic-units/magic-carpet-rides</a></li> <li>See Learning activity 3- Indian delights.</li> </ul>

**Use skills ladders for assessment**



## Geography medium term planning

		<p><b>Independent exploration activities-</b> Sensory tray with globes to spin, stick characters onto a globe and spin.          - Sensory trays with coloured rice / chip peas (Orange, Green, White) Map of India underneath- move rice to find different parts of India, Sensory tray with gloop-streaks of orange, and green paint in, Paint with Indian spices, Decorate a rangoli tuff spot with different coloured objects like gems ect.</p> <p><b>Educational visit</b> – Visit an Indian restaurant.</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Economy, population distribution, tourism, climate, pollution, economic expansion.	Physical, man-made. Population. City. Mumbai, urban, India, rivers, mountains, buildings, jobs, home, slum	India, country, mehndi, pattern, rangoli, banghra, Bollywood, dance, music, Temple, Taj Mahal, flag, orange, white, green, Himalayas. Touch, look, listen, taste, smell.

Use skills ladders for assessment

## Geography medium term planning

### Cycle 7 Spring Term 1 - Diversity – the Caribbean

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b> <b>The Caribbean</b> Identify the position and significance of the <b>equator and latitude and longitude</b> . Understand geographical similarities and differences through the study of human and physical geography of the Caribbean islands. <b>Vegetation belts.</b> Use maps, atlases and globes to locate countries and across the Caribbean and describe features studied. <b>Introduce the use of the 8-point compass.</b>	<b>Key Knowledge.</b> <b>The Caribbean</b> Identify the position and significance of the equator. Identify geographical similarities and differences through the study of human and physical geography of Saint Martin and Cuba. <b>Topography.</b>	<b>Key Knowledge.</b> <b>The Caribbean</b> To engage with sensory experiences related to The Caribbean. <b>Exploring sights and sounds.</b> Use maps, atlases and globes to locate the two countries studied. Use simple compass directions - <b>North, South, East and West</b>
<b>Lesson Ideas</b> - Create paper Mache globes to colour key positions; equator and latitude and longitude. - Use balloons to draw positions with felt pen. - Create a list of average temperatures of key cities at different latitudes (20/40/60 degrees). - Use data to create simple graphs to identify the influence of latitude on temperature. - Locate the Caribbean on a globe and predict climate using knowledge of the influence of latitude. - Create a compass (needle, cork, water bowl) and explore the importance of the compass (particularly when traveling at sea – link to the era of piracy). Introduce 8-pointed compass and how they can help provide more information on locations (link to treasure maps and piracy). - Use compasses to navigate around the school / local community. Create islands on the playground / hall to locate treasure. - Use compass references to describe the location of the islands within the Caribbean. - Use a battleships activity to identify the Caribbean islands.	<b>Lesson Ideas</b> - Colour code the different Caribbean countries identifying where they are. Draw on the Equator. Use Atlases to do this. - Research and discuss the significance of the equator. - Sort human and physical geography of Saint Martin and Cuba. - Compare Saint Martin and Cuba - Kahoot quiz on The Caribbean to see what information children have remembered and go over any misconceptions. <b>Memory box-</b> (see previous)	<b>Lesson Ideas</b> - Play games using North, east, south, west language. - <b>Jamaica-</b> Start around sitting on a magic carpet and flying off and landing in Jamaica (video and photos on the interactive white board). You could then offer the children different sensory experiences linked to Jamaica. (Smells, music, hear language been spoken ect) - Explore music from the Caribbean - Explore traditional dancing - Explore food, -Coloured rice /Chip peas-black, yellow, green. Map of Jamaica underneath- move rice to find different parts of Jamaica, Tuff tray to represent Jamaican beach, Gloop- using Jamaican colours  <b>-Barbados</b> – sensory flag (Start the lesson off sitting on a magic carpet and flying off and landing on a beach in Barbados and then offer the children different sensory experiences linked to Barbados).  Coloured rice/ chip peas-blue, yellow- Map of Barbados underneath- move rice to find different parts

**Use skills ladders for assessment**

## Geography medium term planning

<p>- Explore the tropical vegetation across the Caribbean. Link islands to key food export / climate.</p>		<p>of Jamaica, Gloop- using colours from Barbados – blue and yellow, Tuff tray of a beach,</p> <p>- Locating Caribbean islands on a map (could base this around sitting on a magic carpet and flying off around the different Caribbean islands offering the children different sensory experiences when you get to different countries.)</p> <p>Sensory tray with globes to spin, stick characters onto a globe and spin,          - Sprinkling coloured sand / glitter to make a picture of a compass.</p> <p>Tuff tray with compasses to explore, Bee bot - explore following directions (North, East, South, West)</p>
<p><b>Key Vocab / symbols/ Sign</b></p>	<p><b>Key Vocab / symbols/ Sign</b></p>	<p><b>Key Vocab / symbols/ Sign</b></p>
<p>Vegetation belt, tropical climate, export, Longitude and latitude.</p>	<p>Caribbean, Atlas, Equator, weather, city, beach, building, sand, home, travel, city, country.</p>	<p>Caribbean, Barbados, Jamaica, North, East, South, West          Country, weather, hot, cold, music, food, culture, religion, travel.          Look, listen, taste, smell, touch.</p>

**Use skills ladders for assessment**

## Geography medium term planning

Cycle 7 Spring Term 2 - Let it grow

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Europe</b> Locate a range of countries within Europe using maps, atlases and globes. Identify and describe Iceland's physical geography, including: <b>glaciation, climate change mountains, volcanoes and earthquakes.</b></p>	<p><b>Europe</b> Locate a range of countries within Europe using maps. Describe Iceland's physical geography, including: <b>glaciation, volcanoes and earthquakes.</b></p>	<p><b>Europe</b> To show greater curiosity about the world around them, and begin to explore artefacts related to a European country. <b>Choosing preferences.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Use atlases to complete a where am I quiz where a student reveals key geographical features / information about a secret European country and the class have to guess the country.</li> <li>- Create a short fact file of a European Country based on research and present to the class (film a travel destination report / record as a podcast)</li> <li>- Identify Iceland on a map. Predict climate based on latitude. Identify topographical features using OS maps and relief images.</li> <li>- Explore the eruption of Eyjafjallajökull in 2010. Explore the impact on transport.</li> <li>- Use blank maps of Iceland to identify key cities and features across Iceland.</li> <li>- Explore the Vatnajökull glacier.</li> <li>- Explore the formation and movement of glaciers and how they impact the shape of the land.</li> <li>- Explore the formation of U shaped glacial valleys.</li> <li>- Explore climate change and the impact of melting glaciers and the rise in sea levels.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour code Europe identifying where and what countries are in the continent. Use Atlases to do this</li> <li>- Focus on researching facts about Iceland's physical geography.</li> <li>- Produce an information booklet on Iceland Geography- including info on glaciation, volcanoes and earthquakes.</li> <li>- Kahoot quiz on Europe to see what information children have remembered and go over any misconceptions.</li> <li>- <b>Memory box-</b> (see previous)</li> </ul>	<ul style="list-style-type: none"> <li>- Focusing on different European countries. (You could base this around sitting on a magic carpet and flying off and landing in the different countries around Europe. Offering the children different sensory experiences linked to the country you are focusing on (smells, music, pictures on the interactive white board or video, people speaking the language spoke in that country etc.).</li> <li>- Classes to focus on one country every lesson. You could start each lesson taking off from the country you visited in the previous lesson and see if the children remember anything from that lesson before, going off and visiting the next country.)</li> <li>- Coloured rice of the country's flag sprinkled over the top of a map of Europe- can they find the country you are learning about, Tuff tray of a small world – objects of reference to that country</li> </ul>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Erode, transportation, glacier, glacial, climate change, and volcano.	Europe, continent, mountain, glacier, climate.	European countries vocab eg:- France, Spain, Germany, Italy, Country, hot, cold, weather, travel, fly, flag, culture, religion, listen, look, smell, taste, touch

**Use skills ladders for assessment**

## Geography medium term planning

Cycle 7 Summer Term 1 - Enterprise – the Americas

M - Pathway	M/E - Pathway	E Pathway
<p><b>Key Knowledge.</b></p> <p><b>The Americas</b>                      Locate the countries within North and South America using atlases and globes.                      Understand the significance of the tropics of Capricorn and Cancer.                      Understand geographical similarities and differences through the study of human and physical geography of the deserts of <b>Mexico and Mountains of Chile</b>                      Understand the physical geography of studied regions including: <b>weathering and soils.</b></p>	<p><b>Key Knowledge.</b></p> <p><b>The Americas</b>                      Locate the countries within North and South America using maps.                      Locate the tropics of Capricorn and Cancer.                      Describe geographical similarities and differences through the study of human and physical geography of the deserts of <b>Mexico and Mountains of Chile.</b>                      Describe the physical geography of studied regions including: <b>weathering.</b></p>	<p><b>Key Knowledge.</b></p> <p><b>The Americas</b>                      To show greater curiosity about the world around them, and begin to explore photographs and sounds related to The Americas.                      Exploring sights and sounds.</p>
<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Create or revisit paper Mache globes to review key positions on a globe; equator and latitude and longitude and introduce the tropics of Cancer and Capricorn.</li> <li>- Use balloons to draw positions.</li> <li>- Identify capital cities within North and South America and describe their location to both tropics.</li> <li>- Locate Chihuahuan desert in Mexico. Explore the wildlife within the desert. Create a wildlife / geographical features sort activity.</li> <li>- Explore how climate can impact wildlife and soil composition. Explore what we would need to survive in the desert.</li> <li>- Use satellite imagery to explore the impact of agriculture on the desert (growing maize in the desert).</li> <li>- Explore overgrazing of cattle can cause desertification.</li> <li>- Identify Ojos del Salado on maps.</li> <li>- Compare and contrast the flora, fauna and altitude of Ojos del Salado and the Chihuahuan desert.</li> </ul>	<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Colour code countries within North and South America using maps and Atlases to do this. To label the surrounds oceans.</li> <li>- To research geographical study of human and physical geography of the deserts of Mexico.</li> <li>- To research geographical study of human and physical geography of the deserts of Mountains of Chile.</li> <li>- To compare the human and physical geography Mexico and Mountains of Chile</li> <li>- To colour code the climate zones of North and south America</li> <li>- Kahoot quiz on Europe to see what information children have remembered and go over any misconceptions.</li> </ul> <p><b>Memory box-</b> (see previous)</p>	<p><b>Lesson Ideas</b></p> <ul style="list-style-type: none"> <li>- Focus on America (You could base this around sitting on a magic carpet and flying off and landing in the different parts of the country. Offering the children different sensory experiences linked to that state in America (smells, music, pictures on the interactive white board or video, people speaking the language etc.).Classes to focus on different contrasting states every lesson. You could start each lesson taking off from the state in America you visited in the previous lesson and see if the children remember anything from that lesson, before going off and visiting the next state.)</li> <li>- Coloured rice – red, blue and white (American flag) - on top of a map of America</li> <li>- can they find the state you are learning about, Dress up clothing linked to the country (e.g., cowboy for Texas), Tuff tray of a small world – objects of reference to that country</li> </ul>

**Use skills ladders for assessment**

### Geography medium term planning

Explore how climate can influence population of humans and other life.		
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Desert, desertification, wildlife, flora, fauna, conservation,	Continent, South America, North America. Mason-Dixon line, Desert. Climate Zone.	America, North, South, States, red, white, blue, Statue of Liberty, Washington DC, Uncle Sam, American Football, I see../hear.....

Use skills ladders for assessment

## Geography medium term planning

### Cycle 7 Summer Term 2 - Lights, camera, action

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<b>Field Study – Forest School</b> Identifying human and physical characteristics, and describe how some of these aspects have changed over time. Use fieldwork to observe, measure and record the human and physical features in Forest School	<b>Field Study – Forest School</b> Identifying human and physical characteristics, and describe how some of these aspects have changed over time. Use fieldwork to observe and record the human and physical features in Forest School	<b>Field Study – Forest School</b> Explore and engage with features of the Forest School. <b>Safely exploring different environments independently.</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Create simple grid referenced maps of the Forest School area.</li> <li>- Identify the flora contained within Forest School area, use ICT support to identify some of the flora.</li> <li>- Measure temperature and rainfall over a period of time (use rain gauges and data loggers).</li> <li>- Take soil samples (use microscopes to make observations).</li> <li>- Use motion cameras to identify any animals that use the area. Create a simple fact file of the animals that use the area.</li> <li>- Observe and sketch any other life.</li> <li>- Complete a bird survey.</li> <li>- Explore the climate of the area over a year (humidity, precipitation, pressure, temperature) using local weather stations.</li> <li>- Present the various data using graphs.</li> <li>- Present findings to others.</li> </ul>	<ul style="list-style-type: none"> <li>- To walk around the forest school area and make a list of the different physical and human characteristics.</li> <li>- Make and set up a rain gauges and put them in the forest school area to record rainfall- this could be checked weekly or daily and recorded in a table- You could then plot a simple graph using this data.</li> <li>- Field work studies- look a wildlife living in the area (bugs, insects, birds). Record what they see and how many</li> <li>- Field work studies- Plan a research project around the forest school area- plan how you will find this info, go and collect the data, and present your findings and the finally think about what does this mean.</li> </ul> <p><b>Memory box-</b> (see previous)</p>	<ul style="list-style-type: none"> <li>- To explore and engage the different parts of the forest school safely.</li> <li>- To complete a bug hunt- looking at what different bugs are living in the forest school environment.</li> <li>- To collect a variety of leaves to make a leaf name collage.</li> <li>- To make nature wands- collecting different things from around the forest school area.</li> <li>- Nature walk- can you find 1 thing from a selection of 5 different colours.</li> <li>- Play a game of hide and seek- hiding something in the forest school area that the children have to find and bring back to you.</li> </ul>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Field work, Pressure, rainfall, gauge, humidity, sample, measure, temperature, average, pattern, key.	Gauge, rainfall, temperature, record, wildlife, data, measure, soil, climate, fence. Nature vocab- tree, flower, mud, leaves, bud, branch, stick, bark, stone, pebble, acorn, cone. Wildlife vocab- bird, squirrel, worm, bug, earwig, beetle, ant.	Weather - sunny, windy, cloudy, rain, hot, cold. Nature vocab- tree, flower, mud, leaves, bud, branch, stick, bark, stone, pebble, acorn, cone. Wildlife vocab- bird, squirrel, worm, bug, earwig, beetle, ant. Map, Nature, environment, forest.

**Use skills ladders for assessment**

## Geography medium term planning

Cycle 8 Autumn Term 1 - Life cycles		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Water</b> Describe and understand key aspects of physical geography, including: mountains, rivers and the water cycle. <b>Recap rivers and cover The water cycle.</b></p>	<p><b>Water</b> Describe the key aspects of physical geography, including: mountains, rivers and the water cycle. <b>Rivers labelling, mountains. Identifying from maps.</b></p>	<p><b>Water</b> To explore and engage with sensory activities related to water play. <b>Safety around water in the home and in the community.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Introduce the Water Cycle.</li> <li>- Cover transpiration, evaporation, condensation, precipitation.</li> <li>- Create a 3D model of the water cycle or create a model to show the process (Water cycle in a bag experiment)</li> <li>- Reintroduce the work previously covered on rivers. Introduce erosion, transportation and deposition.</li> <li>- Explore images of deltas.</li> <li>- Explore how rivers create V shaped valleys.</li> <li>- Explore examples of V shaped valleys across the UK.</li> <li>- Use sand trays to show how water can move material and create valleys.</li> <li>- Create models of the valley formation.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Lesson on the water cycle</b> -Carousel of activities               <ol style="list-style-type: none"> <li>1. Make a class sensory picture using different resources (This could be put up on a display board).</li> <li>2. Water cycle in a bag (twinkl).</li> <li>3. Water cycle jigsaws.</li> </ol> </li> <li>- <b>Lesson on mountains</b> – making mountains from clay using topographical maps. <a href="https://www.pinterest.co.uk/pin/955818720892117698/">https://www.pinterest.co.uk/pin/955818720892117698/</a></li> <li>-<b>Lesson on rivers</b>- Carousel of activities.               <ol style="list-style-type: none"> <li>1.Paper Mountain activity- <a href="https://www.pinterest.co.uk/pin/235946467969628428/">https://www.pinterest.co.uk/pin/235946467969628428/</a></li> <li>2.Label the different parts of a river.</li> <li>3. River words search (twinkl)</li> </ol> </li> <li>- <b>Identifying mountains and rivers on a map</b> of the UK- Using maps can they find and name the different mountains in the UK. <b>Kahoot quiz</b> on this terms work. <b>Memory box</b>- (see previous)</li> </ul>	<ul style="list-style-type: none"> <li>- Swimming baths rules and safety- sensory picture of a swimming pool- place symbols of different rules the around the pool.</li> <li>- Walk around the local area to identify rivers and lakes- thinking about how to keep safe</li> <li>- Making a hot drink- focusing on being safe with hot water in a kettle.</li> <li>- Water play activities</li> <li>- <b>Educational visit</b> - swimming baths</li> </ul>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Transpiration, evaporation, condensation, precipitation. Valley, Introduce erosion, transportation and deposition. Delta	Evaporation, precipitation, rain, collection, condensation, rainfall, river, cloud, flow, mountain	Water, river, lake, sea, reservoir, tap, hot, cold, splash, rain, snow, cloud, pour, deep, shallow, swim, safe, bath, shower, boil, freeze, ice.

**Use skills ladders for assessment**



## Geography medium term planning

Cycle 8 Autumn Term 2 - Material Monsters		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Map Skills</b> Use the eight points of a compass, and grid references, with symbols and keys (including OS maps) to build their knowledge of countries across the world.</p>	<p><b>Map Skills</b> <b>Use a 4-point compass to describe locations on maps</b> to build their knowledge of countries across the world.</p>	<p><b>Map Skills</b> To follow instructions and symbols to navigate familiar environments with support. <b>Safely exploring different environments with increasing independence.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Introduce map symbols on OS maps.</li> <li>- Create simple maps of the school and local area with symbols using satellite imagery (shop, church, road etc.).</li> <li>- Use symbols to create simple maps of imaginary villages.</li> <li>- Students use 6-point grid references to play 'Battleships' to identify key features within the village.</li> <li>- Use symbols in the hall or playground to create mini villages direct children to locations using 8-point compass directions.</li> <li>- Use maps to describe the location of countries or locations on a map using compass references.</li> </ul>	<ul style="list-style-type: none"> <li>- Intro- introducing points on a compass- Talk about rhymes to remember the different points (Never Eat Shredded Wheat) can they come up with their own funny ones. Play game labelling the classroom North, east, south and West. Move onto a carousel of activities-</li> <li>- DIY compass using magnet, pin, cork and a bowl of water.</li> <li>- Children to make their own craft compass- using North, east, south, west</li> <li>- Making up different rhymes to remember the compass points.</li> <li>- Barrier games- Children have identical maps with a barrier blocking being able to see each other's map. Have to place objects on the map giving each other instructions using compass points. Remove barrier</li> <li>- see if each other's map is the same. If not work out who went wrong.</li> <li>- Answer simple questions using compass points about world map- e.g. which country in north of America?</li> </ul> <p><b>Memory box-</b> (see previous)</p>	<ul style="list-style-type: none"> <li>- Treasure hunt around the school (follow clues to lead them to different parts of the school- Children could collect pieces of a jigsaw to put together back in class)- This could be broken down to different parts of the school- week 1 in the classroom- week 2 your floor- week 3 the whole of secondary</li> <li>- Forest school- Hide and seek game – children have to find things hidden around the forest school area. - this could be a jigsaw they complete as a class.</li> <li>- School Allotment – Explore safely</li> <li>- Bee bots – inputting given instructions and see where it lands on the map.</li> </ul>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Grid reference, 8 point compass, key, symbol, navigate, locate.	North, East, South, West, Compass, country, world.	Map, instructions, up, down, forwards, backwards, top, bottom, middle, walk, look, inside, outside, where? What?

**Use skills ladders for assessment**

## Geography medium term planning

Cycle 8 Spring Term 1 - Free Falling		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Big Cities</b> Locate the world’s big cities, concentrating on identifying the impact of humans on the physical geography of each region. <b>GMT and Time zones.</b> Understand the human geography of studied regions including: <b>international development, urbanisation, Economic activity.</b></p>	<p><b>Big Cities</b> Locate the world’s big cities, concentrating on describing the impact of humans on the physical geography of each region. <b>Time zones / pollution.</b> Understand the human geography of studied regions including: <b>Urbanisation, Economic activity.</b></p>	<p><b>Big Cities</b> To explore big cities through model making. <b>Road Safety/Stanger Danger</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Introduce GMT, use globes and maps to identify time zones and link to longitude.</li> <li>- Focus on big cities located across each time zone to compare the times in relation to GMT; London, Cairo, Karachi, Shanghai, Sydney, San Paulo, New York, Mexico City, Los Angeles.</li> <li>- Explore the time zones within large countries (USA and China).</li> <li>- Focus on the cities within each location, focus on exploring; population, economy, climate, economy, key geographical information, urban sprawl, pollution, demographics.</li> <li>- Develop comparisons and contrasts between the cities as a table or a fact file.</li> <li>- Use similar scale maps to trace the urban expansion of each cities. Use sketches to try to identify the cities.</li> <li>- Create big cities Top Trumps cards.</li> </ul>	<ul style="list-style-type: none"> <li>- Ocean Pollution- Read the story “The Under the sea cleaning spree”. Talk about what Pollution they saw in this book. Work through twink PowerPoint “what Can I See”.</li> <li>- Air Pollution</li> <li>- Noise Pollution</li> <li>- To research what the different capital cities are for each country.</li> <li>- Look at Time Zone maps- workout the times around the world.</li> <li>- Urbanisation-</li> <li>- Economic activity</li> <li>-</li> </ul> <p><b>Memory box-</b> (see previous)</p> <p><b>Educational Visits</b> -_Walk around the local area and record the different types of pollution- noise, car fumes, rubbish etc.</p>	<ul style="list-style-type: none"> <li>- Focus on different buildings you could find in a city each week e.g. police station, hospital. Places of worship, houses, cinema, ect</li> <li>- Road safety.</li> <li>- Model make different building that you could find in a city- e.g. police station, hospital. Put this together in final week.</li> <li>- Stranger Danger</li> <li>- Different ways to travel in the city</li> <li>-</li> <li>- Fine motor activities – cutting out pictures of buildings, role play, transport vehicles</li> </ul> <p><b>Educational Visits</b> - Walk around the local area- Focusing on Road safety and stranger danger.</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Urbanisation, urban sprawl, demographics, economy, immigration, diversity, culture.	Pollution, rubbish, Urban, rural, city, capital, urbanisation, Homes, buildings, offices, transport, jobs, money, traffic, factories, work.	Cities, buildings, school, shops, church, mosque, station, airport, house, flat, semi, detached Road safety vocab- road, path, walk, stop, hold hands (if appropriate), look, listen, red, green, amber.

**Use skills ladders for assessment**



## Geography medium term planning

### Cycle 8 Summer Term 1 - The Blue Planet (earthquakes)

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Earthquakes</b> Describe and understand key aspects of: physical geography, including: earthquakes. <b>Plate Tectonics and geological timescales.</b></p>	<p><b>Earthquakes</b> Describe and understand key aspects of: physical geography, including: earthquakes. <b>Location of earthquakes and impact.</b></p>	<p><b>Earthquakes/Extreme weather</b> To show curiosity about the world around them, and begin to explore artefacts related to the weather. <b>Appropriate clothing.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Recap prior learning on earthquakes.</li> <li>- Introduce the structure of the Earth (Inner core, outer core, crust, and mantle).</li> <li>- Create a model of the structure of the Earth (modelling clay, pudding cups, scotch eggs)</li> <li>- Use oranges to create and model plate tectonics.</li> <li>- Use maps to create plate tectonic jigsaws.</li> <li>- Use maps to locate and colour the fault lines and sites of major earthquakes in the last 100 years.</li> <li>- Explore the movement of plates leading to earthquakes and their impact. (2004 Indian Ocean quake, 2011 Tohoku quake.)</li> <li>- Explore the movement of the tectonic plates over millennia, including the formation of land masses and mountains.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps to colour the sites of some of the major earthquakes in the last 100 years.</li> <li>- Explore how the UK does not experience large earthquakes.</li> <li>- Explore the 2011 Tohoku quake and damage it caused.</li> <li>- Explore how people keep safe from earthquakes.</li> </ul> <p><b>Memory box-</b> (see previous)</p>	<p><b>-Summer-</b> focusing on clothing- Set class room up as a summer's day- paddling pool, sand in a tuff tray to build sandcastles ect, summer clothing available – sunglasses, hats ect, sun cream for the children to put on, children can request ice cream- different flavours could be available for them, summer music playing, water play available to access.</p> <p><b>-Winter-</b> focusing on clothing- Set up classroom as a winters day- winter clothing for the children to wear e.g. winter hats, coats, gloves – tuff tray with fake snow in, fake snow balls to throw at targets.</p> <p><b>-Rain-</b> focusing on clothing – different waterproof clothing for the children to wear, sit on a chair with an umbrella and pour water on top. (If it is raining go outside to the playground) - make a rain gage to see the rainfall for the week.</p> <p><b>Look at extreme weather conditions-</b></p> <p><b>-Deserts-</b> shaving foam cactus adding glitter - (extreme heat)- look at animals and plants I (cactus) that live in the desert. Sensory trays- small world deserts (with animals and cactus in), sand writing trays, cactus and succulent tray for children to explore.</p> <p><b>-Arctic-</b> What could you wear to stay safe- look at animals and life in these conditions- ice trays (different coloured ice), small word with animals from that habitat,</p>

**Use skills ladders for assessment**

### Geography medium term planning

Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Tectonic plate, Inner core, outer core, crust, and mantle. Impact. Tsunami.	Earthquake, natural disaster, protection, destruction, impact.	Summer, hot, cold, winter, raining, waterproof

Use skills ladders for assessment

## Geography medium term planning

### Cycle 8 Summer Term 2- Out of this world (volcanoes)

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Volcanoes</b> Describe and understand key aspects of physical geography, including: volcanos. <b>Plate Tectonics, rocks and geological timescales.</b></p>	<p><b>Volcanoes</b> Describe the key aspects of physical geography, including: volcanos. <b>Location of volcanoes. Labelling volcanoes.</b></p>	<p><b>Volcanoes</b> To explore volcanoes through model making. <b>Dangers of fire/heat in the home.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Use models of plate tectonics to identify the location of volcanoes across the world.</li> <li>- Begin to label some of the plates and explore how they interact.</li> <li>- Use maps to identify and label volcanoes across the world.</li> <li>- Explore the movement of the tectonic plates over millennia, including the formation of volcanic mountains.</li> <li>- Create models of volcanoes, labelling magma / larva / chamber/ main vent / debris / lava / crater.</li> <li>- Explore the volcanoes; Grímsvötn, Iceland, Sakurajima, Japan, Mount Vesuvius, Italy (size, activity).</li> <li>- Explore the impact of the eruption of Vesuvius on AD79.</li> </ul>	<ul style="list-style-type: none"> <li>- Volcano vocab- Mount Vesuvius and the lost city of Pompeii – talk about the different parts of the eruption- Active /dormant /extinct / ash clous /magma / larva / chamber/ main vent / debris / lava / crater</li> <li>- Parts of Volcanoes- Carousel of activities- Label the different parts of a volcano (twinkl), make a paper Mache volcano, Volcano word search, research 5 facts about volcanoes using computers or ipads</li> <li>- Locating Volcanoes- using maps and atlases locate the most famous volcanoes around the world(twinkl). Paint class volcano.</li> <li>- Eruptions- To sort the different stages of a volcano's eruption. End of the lesson make the class volcano erupt using bicarbonate soda and vinegar and food colouring. Can they name the liquid coming out the volcano.</li> <li>- Quiz- Kahoot quiz on volcanoes</li> </ul> <p><b>Memory box-</b> (see previous)</p>	<ul style="list-style-type: none"> <li>-Fire safety</li> <li>-Fire service</li> <li>- Volcano- blow volcano (stencil of volcano – blowing read paint up to look like an eruption) / Party popper eruption- stencil of volcano, fill party poppers with red paint and pop on card to show eruption)</li> <li>-Lemonade/mento volcanoes</li> <li>- Paper Mache and make it erupt using bicarbonate soda and vinegar and food colouring.</li> </ul> <p><b>- Educational visit</b> -Safe side, Fire engine exploration, fire station</p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Active, dormant, debris, extinct, ash cloud, magma, larva, chamber, main vent, debris, lava, crater.	Ash cloud, magma, larva, chamber, main vent, debris, lava, crater.	Hot, heat, fire, volcano, lava, red, pour, look, safe

**Use skills ladders for assessment**

## Geography medium term planning

### Cycle 9 Autumn term 1 - What am I? (tourism)

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Understand geographical similarities and differences through the study of human and physical geography of tourist destinations around the world. <b>Explore economic activity. Seasonal populations.</b>	Describe geographical similarities and differences through the study of human and physical geography of tourist destinations around the world. <b>Seasonal populations.</b>	To engage with sensory experiences related to holidays. <b>Making choices.</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Compare and contrast the economy of Sheffield and Padstow.</li> <li>- Explore the history of Padstow and how the economy has changed over time.</li> <li>- Define tourism.</li> <li>- Use maps and images to identify the use of the land around the harbour in Padstow. Compare and contrast to the use of the land using historical images (movement from fishing economy to tourism and retail).</li> <li>- Explore employment within Padstow and seasonal work.</li> <li>- Introduce the idea of domestic and international tourism. Introduce the growth of tourism from the 50's from increasing disposable incomes and increasing air travel.</li> <li>- Explore some of the top tourist attractions across the world; The Eiffel tower, The Coliseum, Statue and Liberty, Grand Canyon, Bora Bora.</li> <li>- Explore total tourist numbers for Paris, Rome and New York. Identify patterns in travel.</li> <li>- Introduce GDP. Explore the % of GDP for each city which is derived from tourism.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at different tourist locations around the world-children to research them and find out what country they are in.</li> <li>- Children to look at when the most popular / least popular time to visit different tourist locations around the world are.</li> <li>- Compare the different tourist locations around the world.</li> <li>- Make a leaflet/poster/PowerPoint presentation to show information about their top 3 tourist locations-present this to the class.</li> </ul> <p><b>Memory box-</b> (see previous)</p>	<ul style="list-style-type: none"> <li>- Plan a visit to a travel agent and look at brochures</li> <li>- Role play travel agency</li> <li>- Plan a holiday to the beach-what would you take with you? (set classroom up as a beach- sand in tuff tray, buckets spades ect. Water play. Ice cream- deck chairs- music)</li> </ul> <p><b>-Educational visits – airport</b></p>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Gross Domestic Product (GDP), seasonal, economic, tourism, trade, tourist, tourism. Disposable income.	Tourism, tourist, seasons, seasonal, location, attraction, same, different, country	I want.., airport, planes, beach, holiday, fly, drive, aeroplane, boat, train, car, bus, book, travel agent, suitcase, clothes, hot, cold, money, happy

**Use skills ladders for assessment**

## Geography medium term planning

### Cycle 9 Autumn term 2 - All change (China)

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Describe and understand key aspects of physical geography of China, including: <b>climate zones, biomes and vegetation belts.</b> Human geography, including: <b>types of settlement and economic activity.</b>	Describe key aspects of physical geography of China, including: <b>climate zones.</b> Human geography, including: <b>types of settlement.</b>	<b>China.</b> To engage with sensory experiences related to The China. <b>Exploring tastes and smells.</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
Introduce key facts about China; demographics, major cities, languages, bordering countries. - Introduce physical characteristics; biomes, vegetation belts, land area, coast lines, time zones, variety of climates. - Explore the human characteristics of China; population and population distribution. Explore the attempt to reduce the population (One child policy, 1980 and 2015) - Explore manufacturing in China and their GDP and economy. - Study of the Yangtze River from its source, through upper, middle and lower courses (identify cities and towns along the path and the reliance on the river – fishing, transport). - Explore flood management (Levees in Badong city, 3 Gorges Dam, Washlands in the Jingjang basin. Explore the impact of flooding (1931 china flooding). - Explore the Great Wall of China and tourism.	- Climate zones- Label the different climate zones - (twinkl)- Class do a large one together for a class display - Settlements- Produce a fact file on the different types of settlements- Villages / towns / cities / hamlets. - China physical geography- where it is- using world map colour in China and its surrounding countries. - Compare the climate zone of Beijing to another part of China - Compare the different types of settlements around China <b>Memory box-</b> (see previous)	- You could start the session off on the magic carpet and flying to China- Children then experience different sensory aspects linked to China (smells, music, pictures on the interactive white board or video, people speaking Chinese ect). - Chinese flag -Great wall of China (make their own wall as a class from boxes) - Chinese new year - (See Learning activity5- from Magic carpet rides SoW) - Traditional Chinese clothing- dressing up. - Chinese food / drinks (famous for tea- fortune cookies) -Chinese music /instruments - Sensory tray with globes to spin, stick characters onto a globe and spin. Sensory trays with coloured rice / chic peas (red and white) with map of China underneath- move rice to find different parts of China or world map can they find China, Traditional Chinese clothing, explore different Chinese instruments / listen to music, - Tuff tray of objects of reference to that country.  <b>Educational visit – Chinese quarter</b>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Human and Physical Geography, flood defence, demographics, vegetation belts, biomes.	Climate, settlement, population, distribution, village, town	China, Asia, I smell .., I like.., I don't like.., Chinese, wall, map, look, find, point, taste, smell, listen, touch

**Use skills ladders for assessment**



## Geography medium term planning

Cycle 9 Spring term 1 - Crash, bang, wallop (Kenya)		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
Describe and understand key aspects of physical geography of Kenya, including: <b>climate zones, weather and climate and international development.</b> Human geography, including: <b>types of settlement and economic activity.</b> Use the eight points of a compass, and grid references, with symbols and keys (including OS maps) to build their knowledge of countries across the world	Describe key aspects of physical geography of Kenya, including: <b>topography.</b> Human geography, including: <b>types of settlement.</b> Use the four points of a compass, and grid references, with symbols and keys (including OS maps) to build their knowledge of countries across the world	<b>Kenya.</b> To engage with sensory experiences related to The Kenya. <b>Making choices.</b>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Introduce key facts about Kenya; demographics, major cities, languages, bordering countries.</li> <li>- Introduce physical characteristics; biomes, vegetation belts, land area, relief, climate.</li> <li>- Economy of Kenya. Explore farming, fishing and mining. Explore why Kenya has struggled to economically develop (poor infrastructure, political instability, corruption, terrorism).</li> <li>- Compare Kenya's GDP to other European countries.</li> <li>- Explore the climate of Kenya and its impact on Kenya's economic development; rainfall, temperature, Impact of the 2019 droughts.</li> <li>- How Kenya are improving their economy (Increasing tourism. Developing infrastructure with the Nairobi – Mombasa High Speed Rail through Chinese investment).</li> <li>- Tourism in Kenya; ecotourism, wildlife, National Parks.</li> <li>- Use compass and grid references to create and describe a map of Kenya, highlighting key tourist attractions across the country.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Compass work-</b> Using a map of the world use a compass to identify countries that are north, south, east and west of Kenya.</li> <li>-<b>Topography of Kenya-</b></li> <li>-<b>Types of settlements in Kenya</b></li> <li>- <b>Grid reference-</b></li> <li><b>Memory box-</b> See previous</li> </ul>	<ul style="list-style-type: none"> <li>- Flying to Kenya- Children then experience different sensory aspects linked to Kenya (smells, music, pictures on the interactive white board or video, people speaking the language ect).</li> <li>-Kenyan flag</li> <li>- Explore food in Kenya</li> <li>- Look at painted African homes- <a href="https://www.pinterest.co.uk/pin/248612841916702423/">https://www.pinterest.co.uk/pin/248612841916702423/</a></li> <li>- African clothing- dressing up – make an African necklace- <a href="https://www.pinterest.co.uk/pin/79516749663510937/">https://www.pinterest.co.uk/pin/79516749663510937/</a></li> <li>-African music /instruments</li> <li>- Zebra sticky wall- stick the stripes on the zebra, Feely board- different animal patterns (guess the animal), Tuff tray with objects of reference to Kenya</li> <li><b>Educational visits</b> - Wildlife preserves- looking at the different animals in Kenya</li> </ul>

**Use skills ladders for assessment**

### Geography medium term planning

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<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>
Tourism, ecotourism, terrorism, political corruption, infrastructure.	Africa, Kenya, continent, country, settlement, tourism, compass, north, south, east, west	Kenya, Africa, country, wildlife, I want ..., flag, hot, dry, house,

Use skills ladders for assessment

## Geography medium term planning

Cycle 9 Spring term 2 - Evolution (world economy)		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>World Economy</b> Describe and understand key aspects of: Human geography, including: <b>types of settlement and land use, economic activity.</b> Explore economic activity and introduce <b>primary, secondary, tertiary and quaternary sectors.</b></p>	<p><b>World Economy</b> Describe and understand key aspects of: Human geography, including: types of settlement and land use. <b>Explore different economies, spending and infrastructure.</b></p>	<p><b>World Economy</b> Explore money and how we use it.</p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Introduce the types of industry (primary, secondary, tertiary and quaternary).</li> <li>- Explore examples of each industry within the UK; forestry, manufacturing furniture, selling furniture.</li> <li>- Create a project where students are grouped into three types of industry to create raw materials, use these to create a product, then sell this product. (e.g. creating and selling Smile Stones)</li> <li>- Explore off-shoring of textiles manufacturing to countries like China and Bangladesh and the conditions for the workers</li> <li>- Explore the environmental impact of primary and secondary industries; pollution of the river Ganges due to leather manufacturing. Damage to the environment with open-pit mining.</li> <li>- Explore how low income countries rely on the export of raw materials (cocoa beans) to more developed countries for the conversion to manufactured goods which can lead to exploitation of the workforce and poor working conditions.</li> <li>- Explore the impact of industry on the environment – overfishing, ocean pollution, impact of mining and air pollution.</li> </ul>	<ul style="list-style-type: none"> <li>-Money around the world- Look at different types of currency around the world- See if children can work out which countries the coins / notes belong too.</li> <li>-Money- Look at currency converters</li> <li>-Design your own settlement- look at the different types of settlements- design their own and say why it is a city / town / village /hamlet</li> <li>-Land use – Look at maps of England and identify the areas with the largest populations and the smallest- Children to think about why this might be.</li> </ul> <p><b>Memory box- (see previous)</b></p>	<ul style="list-style-type: none"> <li>- Sort coins and notes out</li> <li>- Role play using money</li> <li>- Plan a trip and look at costs and how to pay for transport, lunch.</li> <li>- Coin rubbings</li> <li>- Jigsaw making coins / notes</li> </ul> <p><b>Educational Visit</b> - shops and pay for goods.</p>

**Use skills ladders for assessment**

## Geography medium term planning

Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Income, industry, pollution, primary, secondary, tertiary and quaternary. Exploitation, workers' rights, Low Income Countries (LIC).	Money, settlement, currency, economy, pound, pence, count, how much?, £ sign	Money, Pounds, Pence, change, buy, shop, till, purse, wallet, count, how much?, £ sign

Use skills ladders for assessment

## Geography medium term planning

Cycle 9 Summer term 1 - My changing world		
M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<p><b>Weather and Climate</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <b>Change in climate from the ice age to present.</b> Understand geographical similarities and differences through the study of human and physical geography of contrasting climates around the world. <b>Analysing and interpreting a range of data.</b></p>	<p><b>Weather and Climate</b> Identify the position and significance of Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle in relation to weather and climate. <b>Changes in climate related to location on the Earth.</b> Describe geographical similarities and differences through the study of human and physical geography of contrasting climates around the world. <b>Comparing data</b></p>	<p><b>Weather and Climate</b> Explore climate and suitable clothing for each different climate. <b>Making choices.</b></p>
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Use models to recap and label latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> <li>- Introduce the Arctic and Antarctic Circle.</li> <li>- Atlas skills - use degrees in longitude and latitude to identify locations across the globe.</li> <li>- Define weather and climate. Explore weather forecasts across locations across the world, including temperature, pressure, wind speed, sunrise, sunset.</li> <li>- Explore extremes of weather across the world (hottest and coldest on record. Wind speed. Rainfall.)</li> <li>- Explore the climate at the poles and relate this to latitude and exposure to sunlight.</li> <li>- Explore climate types; Polar, temperate, Mediterranean, arid, tropical and mountain. Link to locations across the world. Link to latitude, tropics.</li> </ul>	<ul style="list-style-type: none"> <li>- Use models to Northern Hemisphere, Southern Hemisphere, and the Arctic and Antarctic Circle.</li> <li>- Explore weather forecasts across locations across the world, including temperature, rainfall.</li> <li>- Explore and compare extremes of weather across the world (hottest and coldest on record. Wind speed. Rainfall.)</li> <li>- Explore climate types; Polar and tropical.</li> </ul>	<ul style="list-style-type: none"> <li>- Design clothing for different climates</li> <li>- Dressing up in different clothes for different weather</li> <li>- Dressing characters for different weather</li> <li>- Role play a weather report</li> <li>- Role play a snowball fight in suitable clothing</li> </ul>
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>

Use skills ladders for assessment

## Geography medium term planning

Polar, temperate, Mediterranean, arid, tropical and mountain climates. Polar, arctic.	Polar, tropical, climate, temperature, polar, artic, longitude, latitude, same, different.	Summer, winter, raining, waterproof, I want .., hot, cold, wet, dry, coat, hat, gloves, wellingtons, te-shirt, shorts, sunglasses
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### Cycle 9 Summer term 2 Poles apart

M - Pathway	M/E - Pathway	E Pathway
<b>Key Knowledge.</b>	<b>Key Knowledge.</b>	<b>Key Knowledge.</b>
<b>Field Study Sutton Park</b> Use fieldwork to observe, measure, record and present the human and physical features in Sutton Park using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<b>Field Study Sutton Park</b> Use fieldwork to observe, measure, record and present the human and physical features in Sutton Park using a range of methods, including graphs, and digital technologies.	<b>Field Study</b> To navigate unfamiliar environments increasing independence.
<b>Lesson Ideas</b>	<b>Lesson Ideas</b>	<b>Lesson Ideas</b>
<ul style="list-style-type: none"> <li>- Create detailed grid referenced maps of a pool within Sutton Park.</li> <li>- Identify the use of the land, take measurements (width, water depth, water clarity).</li> <li>- Complete field sketches of location.</li> <li>- Measure temperatures of the water in different locations.</li> <li>- Take a range of water samples (use microscopes to make observations, measure pH, and measure water quality (measuring the amount of dissolved particulates).</li> <li>- Complete pond dipping to identify organisms within the water.</li> <li>- Create a simple fact file of the organisms within the area.</li> <li>- Complete a bird survey and present findings.</li> <li>- Identify the flora and fauna within the area.</li> <li>- Present the various data using graphs.</li> <li>- Formally present findings to others.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a simple maps of a pool within Sutton Park.</li> <li>- Take measurements (water temperature and air temperature).</li> <li>- Complete field sketches of the location.</li> <li>- Take a water sample and compare with tap water.</li> <li>- Complete pond dipping to identify organisms within the water.</li> <li>- Complete a bird survey and present findings in a table or tally chart.</li> <li>- Identify the flora and fauna within the area with the help of simple keys.</li> <li>- Present the data in simple ways.</li> </ul>	Children to use simple maps to explore and find different objects hidden around unfamiliar parts of the school to them (Primary area / other playground area to the one they use / allotment)  Children to go an explore the allotment area. Carry out different jobs in this environment. – can they direct to the allotment?  Children to go to the forest school area and carry out different jobs in this environment.  <b>Educational visits</b> - Children to access different parts of the community- parks, shops, city with increasing independence. – can they help to make plans?
<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>	<b>Key Vocab / symbols/ Sign</b>

**Use skills ladders for assessment**

### Geography medium term planning

Sample, particulate, gauge, measure, observe, temperature, average, pattern, key, weather, climate. Flora and fauna.	Record, measure, temperature, sample, sketch, map, key, survey.	Environment, city, park, shop, allotment, school
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Use skills ladders for assessment