



BERKELEY PRIMARY SCHOOL

Geography Medium Term Plan



	AUTUMN		SPRING		SUMMER	
	This is me	Monsters and A Time to Wonder	Winter	Spring	Creepy Crawlies	Travelling Around
Nur	-comments and asks questions about the place where they live and places they have visited <i>Key vocab: live, place, visit, Scunthorpe</i>		Enquiry: How do trees change? -comments and asks questions about the natural world -know that there are different countries in the world and discuss other countries the children have visited or have heard of -know that there are different occupations related to geography (e.g. a farmer, travel agent, crossing patrol, shopkeeper) -uses new vocabulary related to the occupation and use it in their speech and play Fieldwork: seasons walks - collect seasonal objects and photos and discuss <i>Key vocab: occupation, job, country</i>		-interested in and enjoy playing with small world models/toys such as a farm, garage or train track -know that animals live in different places (e.g. cows live in fields in farms, dogs and cats live with people) -know that there are different countries in the world and talk about the similarities and differences they have experienced or seen in photos -know why someone might visit a different country <i>Key vocab: farm, similar, different</i>	
Development Matters 3&4 year olds will be learning to: (Understanding the World) -knows that there are different countries in the world and talk about the differences they have experienced or seen in photos						



Rec	All About Me and My Feelings	It's Scary and Exciting	It's Cold Outside	Let It Grow	All Creatures Great and Small	Around The World and Beyond
	- identifies and names features of the school environment (field, playground, trees, path, fences, buildings, sheds) - identifies and names features of own house (roof, wall, doors, window, garden) - makes simple comments regarding similarities and differences between their own house and the house of another child (e.g. shape of window, colour of door, what is in the garden) - talks about and names features of the local environment seen on the way to school (e.g. park, trees, roads, signpost, post boxes, traffic lights, shops, road names) -develop an understanding that roads and places have names (i.e. Marsden Drive and Scunthorpe) Fieldwork: features of the school walk - tick list and photos Key vocab: school, field, playground, building, house, garden, park, signpost, road, street		Enquiry: Is England really that cold? - can identify areas of the school from an aerial photo (e.g. playground, field, Reception building, car park) - draw a simple map of the local area and from stories they have read - considers, in relation to wildlife (birds) what are good features and what is lacking - suggests improvements that could be made to improve the environment for wildlife (birds) - know that there are different countries in the world and that they have different features to our home (e.g. the Arctic is cold and snowy) - can identify the Arctic and England / UK on a map - can identify similarities and differences between life in the Arctic and life in England (e.g. clothing or transport) using specific vocabulary to describe these (both natural and made by people) - can talk about why life in the Arctic is different to life in England (e.g. weather conditions, clothing or transport) Fieldwork: seasons walks - observational drawing of trees in different seasons Key vocab: map, season, weather, arctic, clothes, transport, wildlife, photograph, hot, cold, winter, snow, ice, England, country		- identifies and names features of a farm / countryside (fields, open, country, trees, hedge, farm, barn, track...) - identifies and names features of a town (roads, bus, train, supermarket, houses, flats, gardens, tarmac...) - understands that some places are close and other places far - understands that we can use various different methods of transports to travel to different locations - know that there are different countries in the world and that they have different features to our home (e.g. the African savannah is hot and dry) - can identify Africa and England / UK on a map - can identify similarities and differences between life in the African savannah and life in England (e.g. clothing or transport) using specific vocabulary to describe these (both natural and made by people) - can talk about why life in the African Savannah is different to life in England (e.g. weather conditions, clothing or transport) Key vocab: countryside, barn, track, town, flats, busy, supermarket, shop, transport, train, aeroplane, bus, car, van, lorry, Africa, savannah, dry, wet, rain	
	Early Learning Goal 2021 (Understanding the World – People, Culture and Communities)					
	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
Development Matters - Reception will be learning to: (Understanding the World)						
- Recognise some similarities and differences between life in this country and life in other countries. - Draw information from a simple map - Recognise some environments that are different from the one in which they live.						



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Y1	Blue Planet Enquiry: What is the biggest danger to ocean creatures? - know how humans impact negatively and positively on the five oceans (i.e. plastic in oceans, fishing, sewage in ocean) - name and locate the 4 countries in the UK - name and locate the five oceans (using maps, atlases and globes) - know key physical features, including: beach, cliff, coast, sea, ocean, river, season and weather - know key human features, including: port, harbour - use the 4 compass directions <i>Key vocab: atlas, globe, world, ocean, sea, United Kingdom, Scotland, Wales, Northern Ireland, beach, cliff, cave, coast, river, port, harbour, east, west, south, north, compass, direction, Pacific, Atlantic, Indian, Arctic, Southern, human geography, physical geography</i>		Explorers Enquiry: Why do people explore? - know that humans have a curiosity about the world and its people - understand the term 'explorer' - name and locate the world's seven continents (using maps, atlases and globes) - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - devise a simple map (i.e. journey of Fiennes, Earhart) - use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - know key physical features, including: hill, mountain, valley - know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - know their address - find where they live (their town) on a map of the UK <i>Key vocab: continent, aerial photo, address, hill, mountain, valley, explorer, Europe, South America, North America, Africa, Antarctica, Australasia, Asia, route, avenue, cul-d-sac, court, drive</i>
	Seasons Enquiry: How does the weather change in the different season? - identify seasonal and daily weather patterns in the United Kingdom - know which is the hottest and coldest season in the UK and the effect this has on human lives (i.e. clothes we wear) - recognise what is found in hot and cold places - know how to collect and present weather information (temperature and rainfall) <i>Fieldwork: seasons walks termly - create a map of their walks noting changes, weather data collection (rainfall, temperature)</i> <i>Key vocab: season, weather, cloudy, storm, windy, sleet, hailstone, temperature, rainfall, year, chart, Equator, North Pole, South Pole, spring, summer, autumn</i>		



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Y2	Trains Enquiry: Why are trains important? - know how trains and transport are used for leisure, work and trade (Cleethorpes for leisure, Doncaster/Manchester city for work and other transport links (plane), steelworks for trade) - know key human features, including: town, village, city, factory, house, office - know the main differences between city, town and village and name some key features associated - name and locate the 4 capital cities of the UK - identify characteristics of the four countries in the UK - know how to find the longest and shortest route using a map Fieldwork: features of their local environment including the local shops - map on a messy map with their own key Key vocab: leisure, trade, factory, office, village, city, capital city, local, North Lincolnshire, London, Belfast, Edinburgh, Cardiff, congested, longest, shortest, plot, location Christmas in Scunthorpe How is Christmas celebrated in Berkeley? - know how to find their street on a map - know how to use their observational skills from studying the school grounds and locality, to devise a simple map which shows the human and physical features (i.e. location of Christmas trees in school, on street map) - know how to use and construct basic symbols in a key on their map - know key human features, including: shop, types of houses Key vocab: grounds, locality, symbols, key, detached, semi-detached, bungalow, terraced, residential		Bangladesh Enquiry: Why do farmers in Bangladesh grow different crops to England? - know weather and terrain impacts the type of crops and land use - know similarities and differences (human and physical) between Scunthorpe and Bangladesh - know key human features, including: farm - know key physical features, including: forest, soil, vegetation - know how to find out about a locality by using different sources of evidence (i.e. aerial photos, maps, books, websites, people (first-hand)) Fieldwork: - data collection of temperature in Dhaka and Scunthorpe and compare, - interview someone from Bangladesh for first-hand info about the country Key vocab: crops, terrain, impact, land use, soil, vegetation, forest, climate, environment, population
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Y3	Enquiry: What is Christmas like in Europe? - know how to locate countries in Europe, i.e. Russia, Poland, Romania, Lithuania, Italy, Spain, Germany and France on a map, atlas and globe and how to find their capital cities - know key physical and human characteristics of these countries and cities (i.e. human landmarks like the Kremlin, physical landmarks like River Moskva and Ural mountains) - name three seas around Europe (Mediterranean, North Sea, Irish Sea) - know the position of the Equator and understand the term Northern Hemisphere - know how to calculate how long it would take to get to a given destination taking account of the mode of transport (i.e. London to Warsaw) - know how to find the weather in different parts of Europe, collect this data and analyse - identify the position of the Arctic and Antarctic Circle <i>Key vocab: calculate, destination, mode of transport, Equator, Russia, Northern Hemisphere</i>	What makes the earth angry? Enquiry: Why are some places more likely to experience earthquakes? - know how an earthquake occurs (tectonic plates) - know where the fault lines are (where tectonic plates meet) - know how earthquakes are measured - know the impact that earthquakes have on humans Enquiry: Why would you live near a volcano? - know what a volcano is and how it's formed - know a volcano's parts (vent, magma chamber, conduit, lava, ash, eruption cloud) - locate and name 3 volcanoes, using three different continents (Mount St Helens in North America, Mount Etna in Europe and Mount Reventador in the Amazon, South America) - understand and know the dangers and opportunities (tourism, fertile soil) that arise from living near a volcano <i>Fieldwork: know how geographic experts use fieldwork to make predictions and gain information about earthquakes and volcanoes</i> <i>Key vocab: earthquake, fault lines, epicentre, tectonic plates, disaster, hazard, tremors and Richter scale, volcano, formed, magma, lava, eruption, conduit, vent, ash, chamber, fertile, tourism, opportunities, physical geography</i>	Fieldwork: Where is the best place to build new houses in our local area? - create own map, site visits, take photos, interview locals, interrogate maps looking at human and physical features
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Y4	South America Enquiry: How is life different in South America to Scunthorpe? How is it similar? - know and identify the position of the Equator, the Tropics of Cancer and Capricorn and their effect on climate and understand the term Southern Hemisphere - know the environmental regions (including countries and climate zones) and key physical and human characteristics of South America and compare to the less extreme environments of North Lincolnshire - Amazon rainforest (Brazil) - the Andes (Chile) - Atacama Desert (Chile) - Amazon River - Rio in Brazil - know how the Amazon is a unique biome and vegetation belt - know the layers of a rainforest and how these impact on vegetation and animal life (linked to science). Perform short case study on Juliane Koepcke, looking at impact of the layers and how to survive in the Amazon Rainforest - understand deforestation: why it happens (trade links for minerals and resources – wood and iron ore), its affects and why its conservation is important Fieldwork: visit local woodland to study and observe similarities and differences in biomes, annotate and label own drawings and photos Key vocab: climate zones, biome, rainforest, desert, deforestation, emergent, canopy, understory, forest floor, latitude, longitude, Southern Hemisphere, tropical, Tropics of Cancer and Capricorn, conservation, minerals, resources, mountain range, human geography, natural resources, sustainability Enquiry: What is Christmas like in South America? - know how to locate countries in South America, specifically Argentina, Brazil, Chile and Ecuador on a map, atlas and globe and how to find their capital cities - know key physical and human characteristics of these countries and cities (i.e. human landmarks like the Christ the Redeemer, physical landmarks like Angel Falls in Venezuela) - know how to calculate how long it would take to get to a given destination taking account of the mode of transport (London to Rio) - know how to find the weather in different parts of South America, collect this data and analyse - identify the position and significance of latitude and longitude - know how to use the 8 points of a compass - know how to use 4-figure grid references, symbols and key Key vocab: grid references		Settlement by Anglo-Saxons and Scots Enquiry: Why do humans settle where they do? - name and locate counties and cities of the United Kingdom (Lincolnshire - Lincoln, Yorkshire – York, Hull and Sheffield and Greater London - London) - know why settlement happens (near the sea or rivers for water and trade, flat terrain) - know how settlement happens (building housing, farming, industry) - know how to read an ordnance survey map, including key symbols Fieldwork: using ordnance survey and digital maps and site visit, use physical and human factors to identify best site for a pedestrian crossing on Doncaster Road Key vocab: ordnance survey
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Y5	Islamic Civilizations Enquiry: How is life different in Iraq to Scunthorpe? How is it similar? - know how to locate countries in the middle East, specifically Iraq, Iran and Saudi Arabia on a map, atlas and globe and how to find their capital cities - know key physical and human characteristics of these countries and cities (i.e. human landmarks like Mecca, physical landmarks like Dasht-e Kavir desert in Iran) - know how to calculate how long it would take to get to a given destination taking account of the mode of transport (London to Baghdad) - know how to find the weather in Baghdad, collect this data and analyse - identify the position and significance of the Prime / Greenwich Meridian and understand time zones (including day and night) including in Iraq. Fieldwork: - data collection of temperature in Baghdad and Scunthorpe and compare, - interview someone from this area for first-hand info about the region Key vocab: Prime / Greenwich Meridian, time zones	River Deep, Mountain High Enquiry: Why do rivers flow? - know the key features of a river and how they flow - know how rivers change over time - know the effects of flooding and drought - know methods in place to reduce flooding - know the water cycle - name and locate 3 of the world's major rivers (know the countries they run through) from different continents (Nile, Colorado River and Volga) - name and locate UK rivers (longest River Severn, local River Humber, River Trent and River Ouse) - use 6-figure grid references, symbols and key Fieldwork: Visit South Ferriby and River Humber and observe, photograph, note and sketch river features. Note their flood defences, map these, record observations of river depth and the tidal flow. Key vocab: flooding, flood defence, water cycle, floodplains, meander, source, erosion, gorges, canyons, sediment, stream, brook, drought, mouth, tributaries, delta, estuary, waterfall, oxbow, spring, channel, lake, evaporation, condensation, precipitation, transpiration, water current Enquiry: Why would you climb Everest? - know the key features of a mountain and how they are formed - name and locate 3 of the world's most famous mountain regions from different continents (Andes, Himalayas and Alaska) - name and locate 3 of the world's highest mountains (Mount Everest, Mount Aconcagua, Mount Denali). - name and locate the highest peaks in the UK countries (Ben Nevis, Snowdon, Scafell Pike, Slieve Donard) - know the dangers associated with climbing mountains and why people still do Key vocab: terrain, base, plateau, face, slope, ridge, peak, base camp, hillside or skirt, glacier
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Y6	Up the Iron Enquiry: Why is the steelworks important to Scunthorpe? - know how the development of the steelworks and its trade links encouraged people to settle in Scunthorpe - understand how maps show settlement and development over time - understand the importance of transport to trade - understand how businesses are linked and how the closing of one trade can affect another trade Fieldwork: Visit to the steelworks and first-hand interviews/talks with employees about the steelworks -collect population data of local areas and compare to understand employment data Key vocab: industry, commodity	Ancient and Modern Greece Enquiry: How is life different in Greece to Scunthorpe? How is it similar? - know how to locate countries in Europe, specifically Greece, Turkey, Albania, North Macedonia and Bulgaria on a map, atlas and globe and how to find their capital cities - know key physical and human characteristics of Greece and Athens (i.e. human landmarks like the Parthenon, physical landmarks like Mount Olympus) - know how to calculate how long it would take to get to a given destination taking account of and justifying the mode of transport (Scunthorpe to Athens) - know how to find the weather in Athens, collect this data and analyse - identify and understand time zone differences between Greece and England. Key vocab: time zones	Coast to Coast Enquiry: Why would a house on the coast be worth £1? - know the key features of the coast - know how coastal erosion effects physical features of the coast - know how coastal erosion effects humans living near the coast - know methods in place to reduce erosion - know how ports are key to trade - know about the different forms of renewable energy (wind power, solar power, hydroelectric including tidal energy) and its importance in the Humber region Fieldwork: Visit the coast and observe, photograph, note and sketch coastal features and evidence of erosion and consider defences. Key vocab: bay, headland, dune, arch, stack, spit, peninsula, tide, renewable energy, wind power, solar power, hydroelectric, tidal energy
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