

## Geography Medium Term Plan – 2024/2025

<b>Year 3</b>	Our Town - Bordon Coasts – Hayling Island Climate – Antarctica
<b>Year 4</b>	Where does our food come from? – Abidjan, Republic of Cote d’Ivoire The U.K. – Portsmouth
<b>Year 5</b>	South America (In-depth study) <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Rainforests</li> <li>• São Paulo</li> </ul>
<b>Year 6</b>	Volcanoes – Montserrat Europe – The Alps

<b>Year 3</b>
<p><b>Our Town</b></p> <ul style="list-style-type: none"> <li>• Locating where they live on an aerial photograph, children recognise local features.</li> <li>• They create maps using classroom objects before drawing simple maps of the school grounds.</li> <li>• Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</li> </ul>
<p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>• Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK.</li> <li>• They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</li> </ul>
<p><b>Antarctica</b></p> <ul style="list-style-type: none"> <li>• Children will learn about latitude and longitude and consider how this links to climate.</li> <li>• Pupils will contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures.</li> <li>• They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population.</li> <li>• Shackleton’s expedition before planning their own, using mapping skills learnt so far.</li> </ul>

## Year 4

### Where does our food come from?

- Children will at the distribution of the world's biomes and map food imports from around the world.
- Children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans.
- They explore where the food for their school dinners comes from and the pros and cons of local versus global.

### The U.K.

- Children will locate where Portsmouth is in the world and which climate zone it is in.
- They will explain what the climate and weather is like in Portsmouth.
- They explore the physical features of Portsmouth and compare how land is used in Portsmouth and our local area.

## Year 5 South America

### Rivers and the Water Cycle

- Exploring the different ways water is stored and moves, children develop an understanding of the water cycle.
- They name and map a major UK and global river (the Amazon River and the River Wey).
- Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.

### Rainforests

- Focusing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest compared to our climate.
- They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions.
- Learning about the people who live in the rainforest.
- Learn about the impact of human activity locally and globally and why the Amazon is important.

### São Paulo

- Children will explore the location of Sao Paulo studying latitude and longitude in more detail.
- They will discuss and compare the physical and human features of Sao Paulo and our local area.
- Children will investigate the origins of Sao Paulo and its development into a mega-city.

<b>Year 6</b>
<b>Volcanoes</b> <ul style="list-style-type: none"><li>• Learning how the Earth is constructed and about tectonic plates and their boundaries.</li><li>• Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes.</li><li>• They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</li></ul>
<b>Europe</b> <ul style="list-style-type: none"><li>• Learning about the climate of mountain ranges and considering why people choose to visit the Alps.</li><li>• Children focus on identifying the human and physical features that attract tourists.</li><li>• They then apply their learning to investigate tourism in the local area.</li></ul>

Each unit covers the 4 forms of substantive knowledge and use carefully selected case studies, alongside an increasing understanding of their own town, to develop knowledge of how expert geographers think (disciplinary knowledge).

**Substantive Knowledge**

- Locational knowledge
- Place knowledge
- Environmental, human & physical geography
- Geographical skills & fieldwork

**Disciplinary Knowledge**

- How geographical knowledge originates
- How geographical knowledge is revised
- How geographers think

**Substantive Knowledge**

Locational knowledge

- Name and locate places
- knowledge of distance, orientation, scale and positioning systems
- ‘Knowing where’s where’

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### Place knowledge

- The personal experience of a place
- The connection between physical and human geography and personal experience
- Changes over time
- *Sense of community*

### Environmental, physical and human geography

- Human and natural phenomena
- Describing and comparing their own and other environments
- The interconnectedness of human and physical processes

### Geographical skills & fieldwork

- Fieldwork is first-hand experience – see it, touch it, visit it
- Map skills
- Aerial photographs and satellite images
- Geographic information systems (GIS)

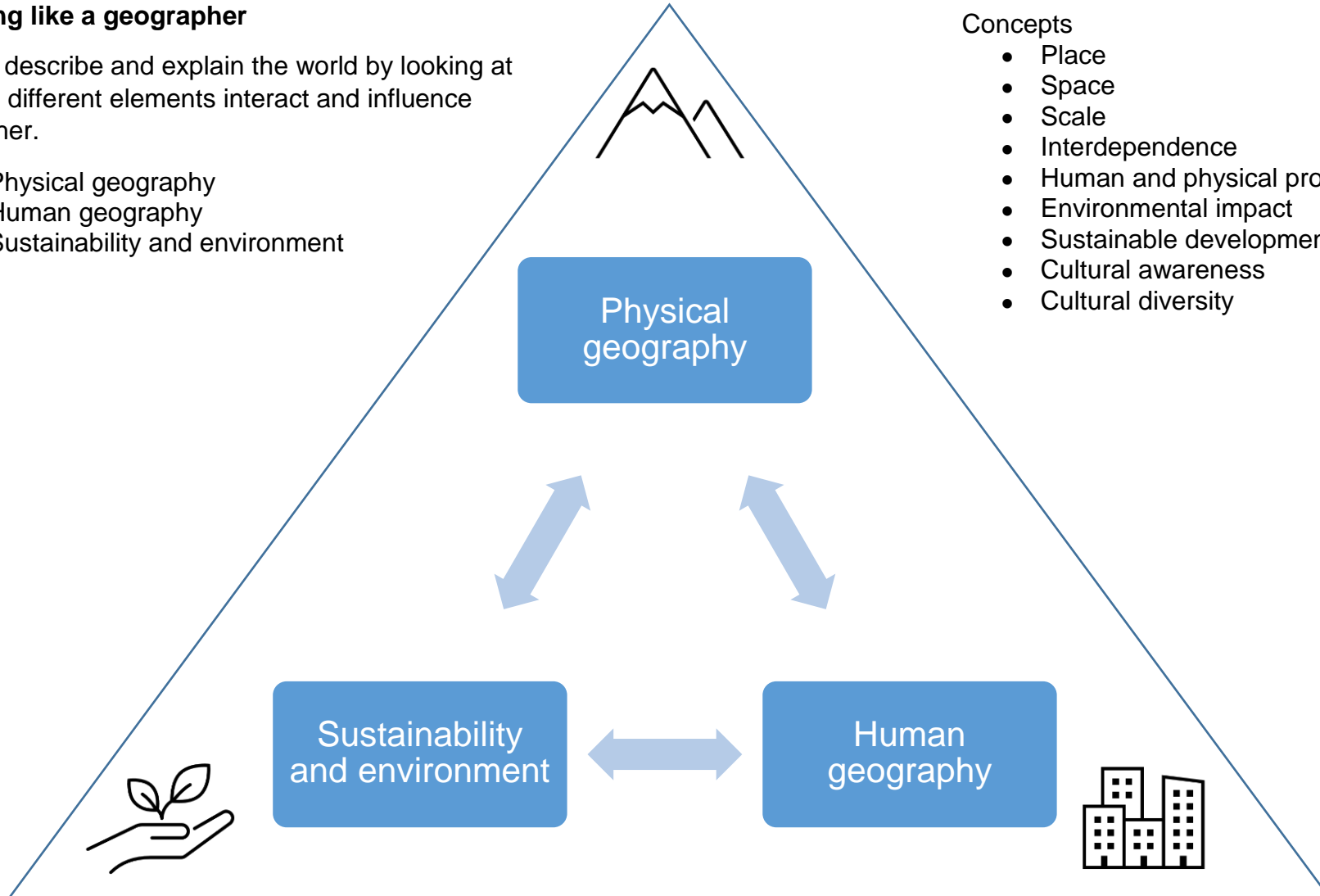
### Thinking like a geographer

We can describe and explain the world by looking at how the different elements interact and influence each other.

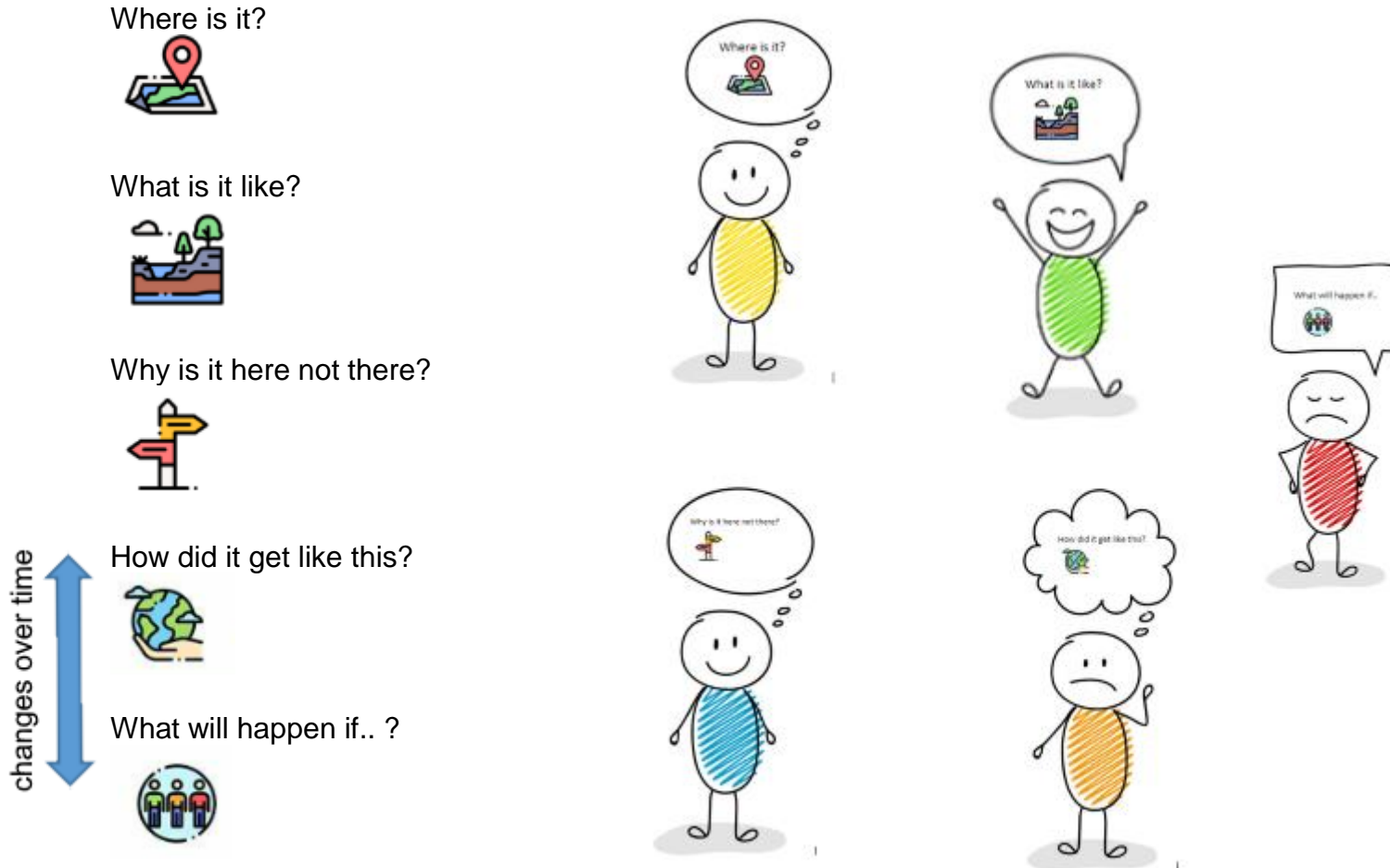
- Physical geography
- Human geography
- Sustainability and environment

### Concepts

- Place
- Space
- Scale
- Interdependence
- Human and physical processes
- Environmental impact
- Sustainable development
- Cultural awareness
- Cultural diversity



To develop understanding of the locations we study there are key questions that are answered in each unit. For each one comparisons are made with our own town.



- Where it is?
- Latitude and longitude
  - Climate zone
  - Continent
  - Hemisphere
  - Surrounding oceans
- What is it like?
- weather
  - climate
  - biome
  - transport
  - industry
  - economy
  - size/scales
  - culture
  - population
  - settlements
  - land use
- Why is it here not there?
- Human and natural phenomena
- How did it get like this?  
 &  
 What will happen if...?
- Changes over time
  - future of the place