



Geography Medium Term Plan 2023~2024



Year 1	Knowledge	Skills
Autumn Our Local Area	Children will know: <ul style="list-style-type: none">• about the local area of Chadwell Heath, including:<ul style="list-style-type: none">• where they go often• where they go rarely• what they see on the way to school• where the nearest open space is• key landmarks in their local area;• key vocabulary terms such as near, far, furthest, travelled.	Children will be able to: <ul style="list-style-type: none">• identify the significant features of Chadwell Heath;• create a plan of the classroom;• use a map (plan) the right way up;• use a map to move between two points;• add items to a map;• locate key features of our local area on an aerial photo;• recreate part of a recent journey with a map;• create symbols for a map.• when using a map, use simple compass directions and locational and directional language.
Spring People & Their Communities	Children will know: <ul style="list-style-type: none">• which country of the UK they live in;• the area they live (Chadwell Heath, Redbridge, England);• characteristics of Chadwell Heath and the surrounding areas;• the seas surrounding the UK;• what a rainforest is;• what life might be like for people who live in a rainforest;• at least one significant rainforest in the world;• why different buildings are built in different places;• what a city is;	Children will be able to: <ul style="list-style-type: none">• draw and describe being by the seaside;• locate the nearest coastline to Chadwell Heath on a map;• describe an imaginary visit to a rainforest;• compare school buildings in Africa to how St Bede's was built;• locate some capital cities around the world on a map/globe;• role play going on a journey through some of the countries investigated;
Summer Animals & Their Habitats	Children will know: <ul style="list-style-type: none">• what a continent is;• the specific landscape of Antarctica;• why the landscapes in Asia are suitable for pandas;• where Oceania is;• what is under the sea;• where the whale shark migrates to;• the specific habitat landscape of the African elephant;• what a swallow is;• animal migration;	Children will be able to: <ul style="list-style-type: none">• locate a continent on a map/globe;• imagine life as a penguin in Antarctica;• imagine they are an elephant in Namibia and describe their day-to-day life;• give reasons why animals travel huge distances;• locate and explain the flight path of a swallow during its yearly migration;



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Year 2	Knowledge	Skills
Autumn Seasons	Children will know: <ul style="list-style-type: none">the capitals of the United Kingdom;their local area, and that they live in the United Kingdom;the four seasons, in the correct order and identify seasonal and daily weather patterns in the United Kingdom;	Children will be able to: <ul style="list-style-type: none">identify multiple weather types;locate the UK and name the countries of the UK and their surrounding seas;use and understand basic weather symbols;use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons;develop locational and place knowledge about Chadwell Heath, and the United Kingdom as a whole;understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting country;use basic geographical vocabulary to refer to key physical features.
Spring Journeys – Food	Children will know: <ul style="list-style-type: none">what the local high street is;the food sold on the local high street;what fresh, frozen and fast food is;food comes from animals or plants;what farming is, and a farmer's role within it;what the job of a dairy farmer entails;how milk and other food products are produced;the type of land that a dairy farm needs to thrive;traditional foods in different parts of the UK;name countries in the UK;the geography of the UK;	Children will be able to: <ul style="list-style-type: none">describe some of the steps in producing food;describe how foods have been changed;locate, on a map, areas where farming occurs;locate Wales and Scotland on a map;mix and combine foods to make it into different products;locate where different foods are produced in the UK;
Summer Our Wonderful World	Children will know: <ul style="list-style-type: none">what human and physical geographical elements there are in and around Chadwell Heath and the wide UK region;	Children will be able to: <ul style="list-style-type: none">compare and contrast different locations using place knowledge;locate the highest places in the world on a map;locate some of the world's major rivers on a map;



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	<ul style="list-style-type: none">• why a 'wonderful' location might be special;• that Mount Everest is the world's highest mountain and that it is found in Nepal;• animals that live in the world's highest areas and how they survive;• what a river is and how it is different to a desert;• some of the 'ancient' and old-world wonders;	<ul style="list-style-type: none">• locate some of the 'modern' world wonders on a map;• compare the ancient world wonders with those built in modern times;• compare three major world cities;
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Year 3	Knowledge	Skills
Autumn Climate & Weather	Children will know: <ul style="list-style-type: none">• there is a pattern to weather and seasons in their own and other environments;• these climate patterns are different in different regions of the world;• there is a pattern to weather and seasons in their own and other environments;• these climate patterns are different in different regions of the world;	Children will be able to: <ul style="list-style-type: none">• locate some of the world's climate zones on a globe or map;• extract geographical data from pictorial/graphical representations;• describe and give examples of the variety of biomes and vegetation belts;• identify the world's hottest, coldest, wettest and driest locations;• use a map of the world to describe the world's climate zones;• describe the polar climate;• describe the seasonal weather associated with a temperate climate;• describe some ways in which the temperate climate affects human activities in the United Kingdom;• describe some effects of extreme climatic events in the United Kingdom.
Spring Our World	Children will know: <ul style="list-style-type: none">• that the world is a sphere;• the differences between globes and maps;• their address;• features of the zones marked by the main lines of latitude;• how day and night are caused as the Earth rotates on its axis;• why the International Date Line (IDL) is located in the Pacific Ocean;• why the IDL zigzags and doesn't follow the 180° line of longitude;	Children will be able to: <ul style="list-style-type: none">• locate the equator, continents and oceans on maps and globes;• turn a globe into a map of the world (real or imaginary);• explain that their address 'zooms out' by using the analogy of the Russian doll;• locate the lines of latitude on both world map and globe;• locate the lines of longitude on both world map and globe;• locate the Greenwich/Prime Meridian and the +/- 180° lines of longitude;• locate the IDL;• make a world map;• describe points on the Earth surface based on their knowledge of longitude and latitude;
Summer Coasts	Children will know: <ul style="list-style-type: none">• some geographical vocabulary to describe the coast;• name some costal places;• some of the effects of the sea and tide;• some activities that occur in coastal areas of the UK;	Children will be able to: <ul style="list-style-type: none">• locate some coastal places on a map of the UK;• locate South West England on a map of the UK;• locate the counties of Cornwall, Devon, Dorset and Somerset;• distinguish between 'hard' and 'soft' coasts;



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Year 4	Knowledge	Skills
Autumn The Americas	Children will know: <ul style="list-style-type: none">to associate weather/climate with landscape and environment;some of the major environmental regions of North and South America;what Route 66 is, and some of the cities it passes, or passed, through.	Children will be able to: <ul style="list-style-type: none">use the eight points of a compass;locate key cities in North and South America on a map and describe their physical and human characteristics;locate some of the major environmental regions of North and South America;identify similarities and differences between North and South American cities;relate countries in Europe, North and South America to their longitude, latitude and hemisphere;interpret a physical geography map/satellite image.
Spring Rivers & The Water Cycle	Children will know: <ul style="list-style-type: none">where rainfall goes when it falls to Earth;rainwater forms streams and rivers;water evaporates from oceans, seas, lakes and the ground;water condenses as clouds;a range of rural and urban features, including settlements;some ways people use and change rivers;some facts about several of the world's major rivers;some changes that different rates of water flow produce;	Children will be able to: <ul style="list-style-type: none">use the appropriate geographical vocabulary;appreciate how and why rain falls from clouds;follow the River Thames on a map from source to mouth;locate some of the world's main mountain ranges on a map;model how water has helped to make these mountain ranges the shapes they are today;identify features of an OS map;
Summer Earthquakes & Volcanoes	Children will know: <ul style="list-style-type: none">what earthquakes are;what causes earthquakes;what volcanoes are;what happens when a volcano erupts;volcanoes can be active, dormant and extinct;about the 'Pacific Ring of Fire';why people live in the vicinity of volcanoes;hazards for people who live in earthquake and volcanic zones;	Children will be able to: <ul style="list-style-type: none">describe the location of some earthquakes;describe the location of some volcanoes;describe the distribution of earthquakes and volcanoes;describe how some hazards of living in earthquake and volcanic zones can be/have been overcome;make a volcano that erupts safely;



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Year 5	Knowledge	Skills
Autumn Changes In Our Local Environment	Children will know: <ul style="list-style-type: none">• countries and cities in the United Kingdom;• topographical features of the United Kingdom;• where they live within the United Kingdom;• key changes that occurred in East London for the 2012 Olympic and Paralympic Games;• ways in which development can be sustainable;• the Second World War changed the West Midlands region;• change is continual;• change is happening within Chadwell Heath	Children will be able to: <ul style="list-style-type: none">• locate topographical features of the United Kingdom;• describe changes to the local area;• use a range of sources to identify change.
Spring 2 A Study Of The Alpine Region	Children will know: <ul style="list-style-type: none">• the seven continents of the world;• the Alps were formed over a long period of time, millions of years ago;• that fold mountains occur when two tectonic plates meet;• houses are usually built to suit the local climate and availability of resources;• the main industries in the Alps;• advantages and disadvantages of tourism in the alps;• the importance of sustainable development in the Alps;• what an avalanche is, and how they are caused;• how avalanches effect the landscape;• some steps humans take to protect themselves from the dangers of avalanches;	Children will be able to: <ul style="list-style-type: none">• use photographs to identify features of a region;• use physical and political maps to locate places and regions;• demonstrate how fold mountains form;• explain the climate pattern of the Alps;• select appropriate geographical information for a specific purpose;• share knowledge about a European region in a format that is useful to tourists;
Summer 2 Journeys ~ Trade	Children will know: <ul style="list-style-type: none">• several countries where their food and clothes originated;• it is sometimes difficult to ascertain where raw materials and ingredients originate;	Children will be able to: <ul style="list-style-type: none">• use an atlas to accurately locate countries;• locate several countries where their food and clothes originate;• pose their own inquiry questions;



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	<ul style="list-style-type: none">• that plants grow in particular climatic conditions;• where in the world several different fruits originate;• each type of fruit grows in a particular season;• how cotton clothing is produced;• what 'fair trade' means;• there are various outcomes for items of clothing that are no longer wanted;• there are advantages and disadvantages to both imported and locally produced products;• there is no right or wrong regarding the issue of choosing imported or locally produced food;• our shopping choices have an effect on the lives of others;• the journey of how at least one product gets to their home, in detail;• there are many routes that products can take before arriving at their home;	<ul style="list-style-type: none">• plan and use a range of methods to collect evidence in answer to their geographical questions;• explain their geographical learning in the form of a story;
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Year 6	Knowledge	Skills
Autumn South America – The Amazon	Children will know: <ul style="list-style-type: none">the nine countries that the Amazon region spans;'The Amazon' may refer to a river, a river basin or a rainforest region;the Amazon has a wet and dry season;the key human and physical features of the Amazonian city, Manaus;communities can change over time;what 'shifting cultivation' means;that there are urban and rural communities in the Amazon basin;animals are adapted to their habitat;why the Amazon is important;how the Amazon is being protected;how climate and vegetation are connected in biomes, e.g. the tropical rainforest.	Children will be able to: <ul style="list-style-type: none">locate the Amazon basin and Amazon River on a map of South America;describe how the climate in the Amazon is different to the climate in the United Kingdom;
Spring 1 Protecting The Environment	Children will know: <ul style="list-style-type: none">there are threats to the health of our planet;several threats to wildlife and/or habitats;there are ways to help improve the health of our planet;the sources of several important minerals used in everyday life;some of the ways in which minerals can be used sustainably;both renewable and non-renewable energy sources;the carbon cycle;no on type of energy production is the solution to providing the world's energy;how humans rely on the oceans;some of the threats to our oceans;	Children will be able to: <ul style="list-style-type: none">locate where minerals can be found around the world;model and explain the carbon cycle;locate MPAs;pose an enquiry question;plan and carry out an enquiry into sustainability in St Bede's;



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	<ul style="list-style-type: none">• some of the advantages of Marine Protected Areas (MPAs);• some ways they could make St Bede's more sustainable;• important environmental issues;	
Summer 1 Our World In The Future	<p>Children will know:</p> <ul style="list-style-type: none">• what is special about the Chadwell Heath area;• how to take the needs and views of others into account;• the range of housing available in the local area;• different types of industry and employment currently available in the local area;• community needs may change in the future and that this will affect local industry and employment opportunities;• what amenities and public services are available locally;• what community spirit is and why it is important;• the design of communities can help or hinder relations;	<p>Children will be able to:</p> <ul style="list-style-type: none">• plan and carry out fieldwork;• generate ideas and designs that will meet the needs of the community;• make designs sustainable;• explain how the types of industry and employment in the area have changed over time;• use a map to locate local amenities and public services;• describe some activities or facilities that support the development of community spirit;