



## KS2 Cycle B Geography Medium term plan

	Autumn 1	Spring 1	Summer 1
Topic	<b><i>Food Glorious food (Victorians)</i></b>	<b><i>Toga- Tastic (Romans)</i></b>	<b><i>Tropical Jungle Journey</i></b>
Vocabulary	Locate, cities, United Kingdom, topographical features, land-use patterns, human, physical, regions, settlements, towns, villages, fieldwork, observe, measure, record, human features, physical features, local area, sketch maps, plan, graphs.	Locate, cities, Europe, Italy, earthquakes, mountains, volcanoes, epicentre, aftershock, tectonic plates, magnitude, Richter scale, foreshock, main shock, seismic waves, volcano, magma chamber, lava, crater, ash cloud, active volcano, dormant volcano, eruption, ring of fire, extinct volcano, pyroclastic flow, mountainous areas, urban areas, maps, keys, atlases, globes, digital/computer mapping, fieldwork, observe, measure, record, human features, physical features, local area, sketch maps, plan, graphs.	Equator, Tropics of Cancer, Tropics of Capricorn, countries, continents, Africa, Asia, Antarctica, Australasia, Europe, South America North America, Northern hemisphere, Southern hemisphere, hemispheres, human, physical, wider world, France, Benin, Africa, global warming, implications, consequences, compass, eight points, North, North East, East, South East, South, South West, West, North West, fieldwork, observe, measure, record, human features, physical features, local area, sketch maps, plan, graphs.
I will know....	<p><b><u>Locational Knowledge</u></b> I can name and locate the major cities in the UK. I can use photographs to critically study the topographical features of an area in the United Kingdom linked to the area I am studying. I can study the land-use patterns of an area in the United Kingdom linked to the area I am studying and say how these have changed over time.</p> <p><b><u>Human and Physical Features</u></b> I can study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the United Kingdom.</p> <p><b><u>Place Knowledge</u></b> I can describe the settlements and land use of different types of settlements within the UK (towns,</p>	<p><b><u>Locational Knowledge</u></b> I can name and locate the major cities in Europe (focusing on Italy)</p> <p><b><u>Place Knowledge</u></b> I can describe and show an understanding of earthquakes, mountains and volcanoes linking to the key places I study. I can study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p><b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to locate countries and describe features studied. I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. I can use digital and computer mapping to locate countries and describe features studied.</p>	<p><b><u>Locational Knowledge</u></b> I can identify the positions and significance of the Equator. I can identify the positions and significance of the Tropics of Cancer and Capricorn. I can locate and label different countries/continents in the Northern and Southern hemisphere. I can raise questions about the different hemispheres and make predictions on how I think life will be different in the two hemispheres.</p> <p><b><u>Human and Physical Features</u></b> I can study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe -e.g. France. Or the wider world—e.g. Benin, Africa.</p> <p><b><u>Place Knowledge</u></b> I can ask questions about global warming and discover the</p>

	<p>villages, cities) and discuss the differences. I can talk about what has impacted the settlements to create the contrast.</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (sketch maps, plans, and graphs).</p>	<p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (sketch maps, plans, and graphs).</p>	<p>cause of it and research the implications. I can reach reasoned and informed solutions and discuss the consequences for the future.</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>I can use the eight points of a compass to build my knowledge of the United Kingdom and the wider world. I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (sketch maps, plans, and graphs).</p>
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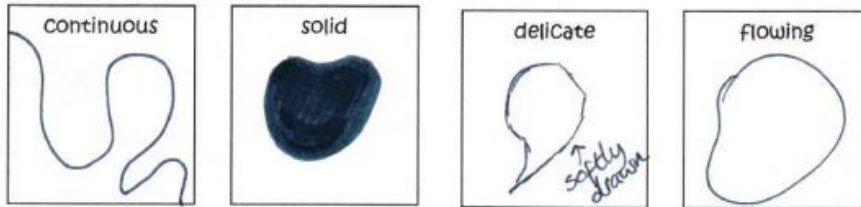
**Regular**  
Regular shapes have sides that are all equal and interior (inside) angles that are all equal.

**Lower Key Stage 2**

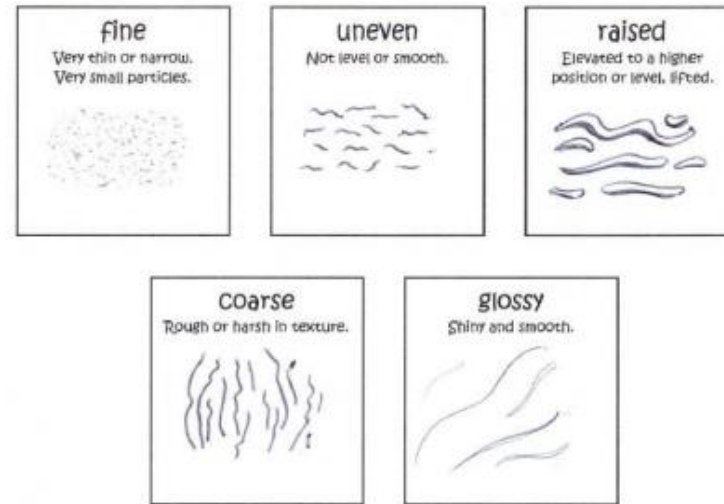
**Skill vocabulary:**

**Line**

Definition – A line is the path left by a moving point e.g. a pencil or a brush dipped in paint. A line can take many forms e.g. horizontal, diagonal or curved. A line can be used to show feelings and expressions.

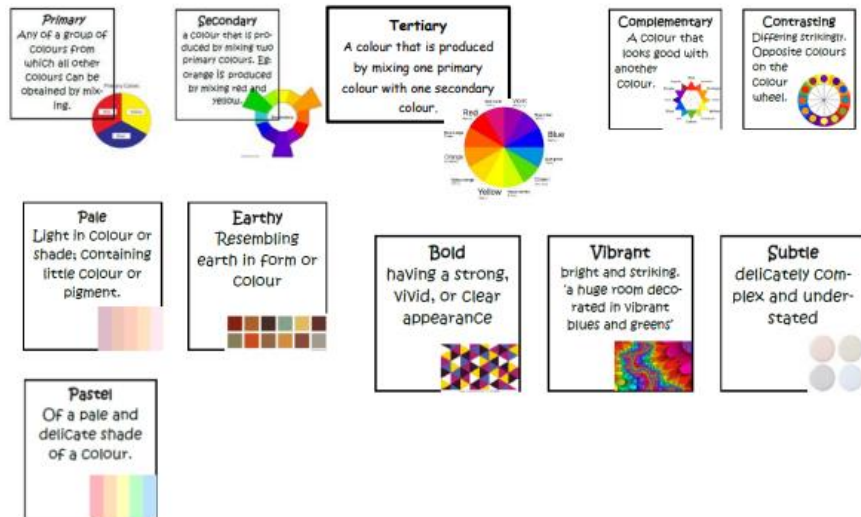


**Visual texture:**



**Colour**

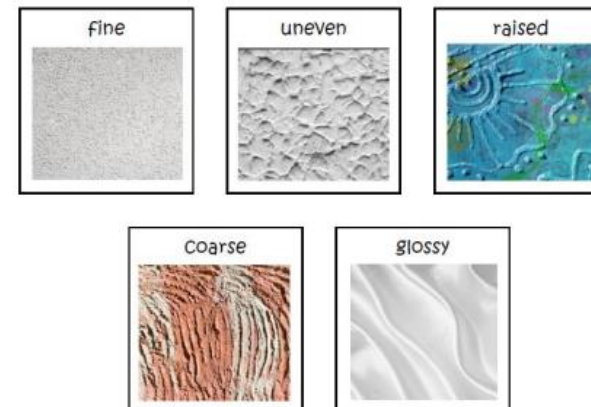
Definition – Colour is the element of Art that is produced when light is reflected by to the eye after hitting an object.



**Texture**

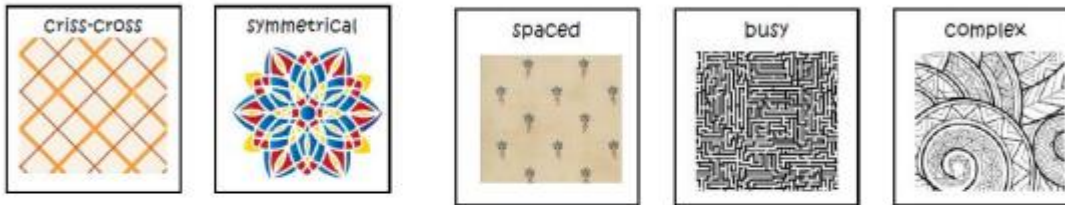
Definition – The way something looks and feels. This can be split into actual texture (what can be felt) and visual texture (what can be seen).

**Tactile Texture:**



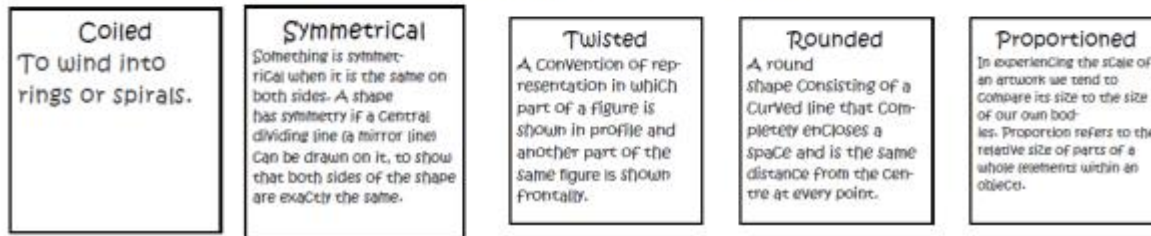
## Pattern

Definition – A pattern is a design that is created by repeating lines, shapes, tones or colours. Patterns can be manmade or natural.



## Shape and Form

Definition – A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Form is a three dimensional shape. Sculpture is about creating forms.



## Tone

Definition – Tone means the lightness or darkness of something. This could be how light or dark something appears. Tones are created by the way light falls on a 3D object.

