



KS1 (Cycle A) - Geography Medium Term Plan

| | Autumn | Spring | Summer |
|---|---|---|---|
| Term | My Local Area | Hot and Cold | Recycling |
| Curriculum Objectives | <ul style="list-style-type: none"> • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photos, construct simple maps. • Undertake simple fieldwork within school locality. | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | <ul style="list-style-type: none"> • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. |
| Vocabulary to support Substantive and Disciplinary Knowledge | Biddulph, Stoke-on-Trent, village, town, city, country, United Kingdom, address, post code, street, road signs, urban, rural, map, landmarks, features. <i>Locate, follow (map work), observe, record, compare, similarities, differences.</i> | Hot, cold, light, dark, extreme, temperature, climate, North Pole, South Pole, Equator, polar region, desert, glacier, adapt, camouflage <i>Locate, compare, identify, similarities, differences.</i> | Environment, environmentally friendly, recycling, litter, bins, biodegradable, garbage, landfill, dumping, plastic <i>Encourage, debate, discuss.</i> |
| I will know.... | <u>Locational Knowledge</u> <ul style="list-style-type: none"> • Where England, Northern Ireland, Scotland and Wales are on a map of the UK. • Where their nearest town or city is on a map. | <u>Locational Knowledge</u> <ul style="list-style-type: none"> • Where the North Pole, South Pole and Equator are on a world map and globe. • How to use maps and globes to locate the Equator, South Pole and North Pole. | <u>Place Knowledge</u> <ul style="list-style-type: none"> • About the environmental issues that face the world. <u>Human and Physical Features</u> <ul style="list-style-type: none"> • Why plastics causes us concern. |

- Know the name of their nearest town or city

Place Knowledge

- Why it is important for all streets to have a name, including post code.
- The name of their local area and their address.

Human and Physical Features

- Begin to use basic geographical vocabulary based on human and physical features
- How to talk about the features in the local environment.

Fieldwork

- That a map is effectively a picture of a place taken from very high above.
- Use and construct basic symbols in a key
- That maps and the globe are used to locate key places around the world.
- How to follow a simple road map and recognise key landmarks, such as a church.
 - How to observe and record information about the local area, i.e. types of shops, bus stops etc.
- How to take photographs of locally interesting geographical features.
- How to make a simple map after visiting a specific area ie to include shops, church, school etc.

Place Knowledge

- How to compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
- Compare geographical similarities and differences within 2 areas of the UK.
 - That some people live in areas of extreme heat or cold.
 - That in some of the polar regions, it can be light all day or dark all day.

Human and Physical Features

- That there are extremes of weather close to the equator and also at both the North and South Poles.
- Some of the key physical and human features of very hot or very cold places.

Fieldwork

- The main differences between a world map and a globe.
- How the world can be represented in 2D form by a map and in 3D form by a globe.
- How to use a compass to locate North, East, South and West.

- The issues associated with landfill sites.
- What is meant by terminology such as: environmentally friendly, recycling.

Fieldwork

- How to observe environmental issues in the environment.
- That everyone has a role in helping to reduce waste and that they should be encouraging people to do so.