



# St Mark's C of E Primary School – Medium Term Planning

## Geography: Cycle B Autumn Term

KS1

**Unit Focus: Our Local Area**

**Rationale:** This is allowing children to understand where they are within their local area and what they can see in their surrounding area. It allows children understand key components of a map and what must be included. The focus as previously mentioned is local area before moving onto The United Kingdom in Spring 2024 and then having the knowledge gained to look at similarities and differences between the UK and \_\_\_\_\_ (a non-European country) in the Summer Term.

- NC Objectives:**
- use basic geographical vocabulary to refer to:
    - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
    - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
  - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
  - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
  - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
  - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Big Question: What must be included to create an accurate map?**

<b>Resources for Unit</b>		Atlases Access to online maps (Google Earth) Different maps of the school	
	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To understand what an aerial perspective is.</b>	CB Booklet Around Our School - Session 1	<b>Vocabulary: aerial, perspective, representation</b>  • Aerial photos are taken from high above.

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			<ul style="list-style-type: none"> <li>• Understand that aerial photos are also called bird's eye view.</li> <li>• Explain how an aerial view is different to another view which you often see.</li> <li>• Be able to link an aerial view with another view which is same area.</li> </ul>
2	<b>L.O: To know what a key is on a map.</b>	CB Booklets Y2 Map work Session 1 -Twinkl- Maps Symbols Activity Pack	<b>Vocabulary: maps, key, symbols,</b> <ul style="list-style-type: none"> <li>• Maps are diagrams or pictures that show an area of land or sea.</li> <li>• Understand what a key is: it is the part of the map which shows what the symbols on the map mean</li> <li>• Can confidently say what you would find within a key: types of road, types of buildings, different types of land, different types of water.</li> <li>• Explore where you would find it: usually at the bottom or side of a map.</li> <li>• To use a key to retrieve the meaning of symbols on a map.</li> </ul>
3	<b>L.O: To describe the difference between human and physical features</b>	CB Booklets Y2 Map work Session 2 and 4	<b>Vocabulary: landmark, human features, physical features,</b> <ul style="list-style-type: none"> <li>• Physical features are naturally-created features of the world. They would be on the earth even if people were not.</li> <li>• Human features are things that are man-made. They have been made by people.</li> <li>• The children need to be able to identify and categorise Physical Features- coast, mountain, sea, river Human Features- city/ town, farm, factory, hospital, harbour (link to coast which is physical.)</li> </ul>
4	<b>L.O: To know and use four main points of a compass.</b>	CB Booklets Y2 Map work Session 3 and 4	<b>Vocabulary: compass, navigation, North, South, East, West, cardinal points,</b> <ul style="list-style-type: none"> <li>• A compass is a tool that is used to show direction.</li> <li>• The four cardinal directions are north, south, east and west. They often appear as N, S, E and W.</li> <li>• Children can label a compass with the cardinal points in the correct spaces.</li> <li>• To use these points to describe places, with descriptions such as 'to the North of', 'to the South of'.</li> </ul>
5	<b>L.O: To locate places on a map using compass and grid references.</b>	CB Booklets Y2 Map work Session 4 and 5 <a href="#">How do I use grid references on a map? - BBC Bitesize</a>	<b>Vocabulary: grid references, location, physical features, human features,</b> <ul style="list-style-type: none"> <li>• Grid references are used to find places on a map. The map is divided into equal areas with letters and numbers along the sides.</li> <li>• The letter comes first and tells you how far across the map something is.</li> <li>• The number comes next and tells you how far up the map something is.</li> <li>• The grid reference is the area where the column and the row meet.</li> <li>• Children can use grid references to locate a feature.</li> </ul>

			<ul style="list-style-type: none"> <li>• Children can write a grid reference to match a feature.</li> <li>• Children can travel from one place on the grid to another place by starting at one grid reference and then moving using a compass direction. E.g. Start at D4 and then moving North- where are you now?</li> </ul>
6	<b>L.O: To classify the features of Pensnett</b>	CB Booklets Y2 Map work Session 6 (related to Cradley Heath) Aerial photos Photographs of local area	<b>Vocabulary: foundry, forge, heathland, demolished, extinct, volcano, human features, physical features, aerial,</b> <ul style="list-style-type: none"> <li>• Physical features are naturally-created features of the world. They would be on the earth even if people were not. In Pensnett, these include Fens Pools, Barrow Hill (extinct volcano)</li> <li>• Human features are things that are man-made. They have been made by people. In Pensnett, these include shops, houses, Russells Hall Hospital, roads, schools.</li> <li>• Children to create key symbols to represent the different features</li> </ul>

## LKS2

### Unit Focus: The West Midlands: Counties and Cities

**Rationale:** Starting looking at the United Kingdom and building up knowledge of their immediate area, to the counties and cities of the United Kingdom to then looking at how the land is structured and then in the Summer Term the land use and effect of trade in Merry Hill.

- NC Objectives:**
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
  - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
    - describe and understand key aspects of:
      - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
      - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Big Question: What and where are the counties and cities of the United Kingdom?

Resources for Unit		OS Maps	
Learning Objective	Resources	End-point knowledge	
What is being learned rather than what is being done	Any links to resources.	What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.	
Retrieval Focus from KS1	<ul style="list-style-type: none"> <li>• The four countries of the United Kingdom are England, Scotland, Wales and Northern Ireland. (Teacher Note: Great Britain is just England, Scotland and Wales, the British Isles are England, Scotland, Wales and all of Ireland.)</li> <li>• A capital city is the city in a country where the government meets and makes decisions.</li> <li>• The capital cities are: England – London, Scotland – Edinburgh, Wales – Cardiff, Northern Ireland – Belfast)</li> <li>• Children need to be able to locate countries on a map.</li> <li>• Children need to be able to locate capital cities on a map.</li> </ul>		

1	<b>LO: To understand the difference between cities, counties and countries.</b>	CB Booklet Land Use Yr 3 Session 3	<b>Vocabulary: city, counties/ county, country</b> <ul style="list-style-type: none"> <li>• A city is a settlement with clear boundaries. In the UK, they usually have a cathedral.</li> <li>• Capital cities are place in a country where the government meets to make decisions about how the country is run.</li> <li>• A county is a smaller area of the UK containing lots of towns and villages controlled by a local government.</li> <li>• Children will be able to locate these counties and cities: Aberdeenshire (Aberdeen), Gloucestershire (Gloucester), Hampshire (Winchester), Merseyside (Liverpool), West Midlands (Birmingham), Warwickshire (Warwick), Cornwall (Truro), Devon (Plymouth), Somerset (Taunton), Dorset (Dorchester),</li> </ul>
2	<b>L.O: To describe a feature on an OS map using a 4-figure grid reference.</b>	CB Booklets Yr 2 Map Work Session 4  OS Maps <a href="#">How do I use grid references on a map? - BBC Bitesize</a>	<b>Vocabulary: Ordnance Survey map, grid reference, locate, symbol</b> <ul style="list-style-type: none"> <li>• Ordnance Survey maps are very detailed maps which cover all of the UK.</li> <li>• They can be used by people when they are hiking or exploring the country, as well as planning routes or days out.</li> <li>• Grid references are used to help you to locate something on a map by splitting the map up into numbered squares. They help you to find something much quicker.</li> <li>• Numbers across the bottom of the map come first, followed by numbers along the side of the map.</li> <li>• Using actual OS maps explain where certain areas/ symbols for places of interest are with the 4 figure grid reference. What is at (45, 23)?</li> <li>• Explain using the 4 figure grid reference where areas are. The post box is (23, 56)</li> </ul>
3	<b>L.O: To describe a position on a map using a 6-figure grid reference.</b>	CB Booklets Yr4 Europe and Russia Session 1	<b>Vocabulary: Eastings, Northings</b> <ul style="list-style-type: none"> <li>• Eastings are numbers that run from left to right on a map.</li> <li>• Northings run from south to north on a map.</li> <li>• An extra digit can be added after the Easting to show how far across the square the feature is.</li> <li>• An extra digit can be added after the Northing to show how far up the square the feature is.</li> <li>• To give OS maps to children and locate different places giving 6 figure grid references.</li> <li>• Then ask children to write 6 figure grid references for certain points on an OS map.</li> </ul>
4 & 5	<b>L.O: To locate the physical and human features of the UK on a map</b>	Land Use Yr 3 CB Booklet Sessions 5, 6 and 8	<b>Vocabulary: physical feature, human feature, mountain,</b> <ul style="list-style-type: none"> <li>• Physical features are naturally-created features of the world. They would be on the earth even if people were not.</li> <li>• Any peak of land that is higher than 600m is called a mountain.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Children to be able to locate rivers on a map and say which country/ies they flow through: <i>Thames, Bann, Severn, Clyde, Mersey</i></li> <li>• Children to be able to locate mountains on map and say which country they are in: <i>Ben Nevis, Snowdon, Scafell Pike and Slieve Donard.</i></li> <li>• Children to be able to locate mountain ranges on a map and say which country they are in: <i>Brecon Beacons, Pennines, Grampian Mountains and Cambran Mountains.</i></li> <li>• Human features are things that are man-made.</li> <li>• Settlements are places where people choose to live. In the UK, this includes cities, towns, villages and hamlets. In the UK, a settlement can only be called a city if it has a cathedral.</li> <li>• Roads and motorways are human features.</li> <li>• Almost ¾ of the land in the UK is used for farming. The land is very fertile, especially in East Anglia and the South-West.</li> <li>• Population density is much higher in urban areas.</li> <li>• Children to be able to locate cities on a map: Birmingham, Wolverhampton, Aberdeen, Swansea, Belfast, Plymouth, Glasgow, Manchester, Newcastle</li> <li>• Children to be able to locate motorways on a map: M1, M4, M5, M6, M8, M25</li> </ul>
6	LO: I can the features of the West Midlands within each county	<a href="https://www.city-town.uk/metropolitan-county-west-midlands.html">https://www.city-town.uk/metropolitan-county-west-midlands.html</a>  <a href="https://dudleyci.co.uk/services/barrow-hill-local-nature-reserve">https://dudleyci.co.uk/services/barrow-hill-local-nature-reserve</a>	<p><b>Vocabulary: counties, cities, human features, physical features</b></p> <ul style="list-style-type: none"> <li>• Locate the counties found in The West Midlands: <i>Herefordshire, Shropshire, Staffordshire, Warwickshire, West Midlands and Worcestershire</i></li> <li>• Locate the cities found in The West Midlands: <i>Birmingham, Coventry, Hereford, Lichfield, Stoke-on-Trent, Wolverhampton and Worcester.</i></li> <li>• The West Midlands region is situated in a predominantly lowland area of sandstones, clays, and underlying coal measures dominated by the plateau area around Birmingham, whence the Rivers Stour, Avon (Upper Avon), and Tame drain basically southward.</li> <li>• Barrow Hill is an inactive volcano found near St Mark's Church Pensnett.</li> </ul>

## UKS2

### Unit Focus: **Cities and Countries of the World: Americas Focus**

**Rationale:** Children looked at latitude and longitude last Autumn and due to the difficulties of this unit of work, they are again looking at longitude and latitude with a particular focus of the Americas and furthermore, South America. Finding out where places are so that this helps them when they come to learn about certain places and the relevancy future learning. Cities and countries chosen are directly linked to the units of work for Spring and Summer in this cycle. Furthermore, to allow them recap their countries in Europe and Russia first- the first two lessons were covered whilst some children (Year 5s) were in LKS2 term last academic year.

**NC Objectives:**

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

**Big Question: How are countries and cities organized with longitude and latitude?**

Resources for Unit		Access to online maps (Google Earth) Atlases Globes	
Learning Objective What is being learned rather than what is being done	Resources Any links to resources.	End-point knowledge What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.	
1	<b>LO: To locate the countries of North and South America</b>	CB Booklets The Americas – Session 1	<b>Vocabulary: continents, The Americas, , atlas, physical features, countries, oceans, seas</b> <ul style="list-style-type: none"> <li>• The Americas is a term used to refer to the continent of North America and the continent of South America.</li> <li>• North America comprises of 23 countries. USA and Canada are the largest.</li> <li>• South America comprises of 12 countries. Brazil is the largest.</li> <li>• Children can locate the following countries on a map of the Americas: USA, Canada, Mexico, Jamaica, Panama, Brazil, Argentina, Peru, Ecuador, and Venezuela.</li> </ul>
2	<b>L.O: To understand what is meant by latitude and longitude.</b>	CB Booklets The Americas – Session 5  <a href="#">BBC Bitesize Latitude</a> <a href="#">Longitude</a>	<b>Vocabulary: latitude, degrees, Poles, Equator, Tropic of Cancer, Tropic of Capricorn, tropics, longitude, Prime Meridian</b> <ul style="list-style-type: none"> <li>• Lines of latitude a part of an invisible grid over the Earth.</li> <li>• Lines of latitude go from east to west.</li> <li>• They are the same distance apart.</li> </ul>

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		<a href="#">Latitude and Longitude - Twinkl</a>	<ul style="list-style-type: none"> <li>• At 0 degrees is the Equator. It is halfway between the North and South Pole.</li> <li>• The Equator passes through South America.</li> <li>• The Tropic of Cancer is at 23.5 degrees north.</li> <li>• The Tropic of Capricorn is at 23.5 degrees south.</li> <li>• The area between them is called the tropics.</li> <li>• Lines of longitude a part of an invisible grid over the Earth.</li> <li>• Lines of longitude go from north to south. They are not the same distance apart.</li> <li>• 0 degrees of longitude passes through Greenwich in London. It is called the Greenwich Meridian or the Prime Meridian.</li> <li>• Time zones are measured from the Prime Meridian. Some countries cover more than one time zone.</li> </ul>
3 & 4	<b>L.O: To locate places using latitude and longitude</b>	CB Booklets The Americas – Session 5  <a href="#">BBC Bitesize Latitude Longitude</a>  <a href="#">Latitude and Longitude - Twinkl</a>	<b>Vocabulary: longitude, latitude, co-ordinate, hemisphere,</b> <ul style="list-style-type: none"> <li>• The latitude is given first. It will be labelled N or S depending on which hemisphere the place is in.</li> <li>• The longitude is given next. It will be labelled E or W depending on which direction it is away from the Prime Meridian.</li> <li>• Lesson 3: Children can identify a place (from given options if necessary) using latitudes and longitudes.</li> <li>• Lesson 4: Children can write a latitude and longitude to match a place.</li> </ul>
5	<b>L.O: To locate the capital cities of countries in the Americas using latitude and longitude</b>	CB Booklets The Americas – Session 2  <a href="#">BBC Geography of North America</a> <a href="#">BBC Geography of South America</a>	<b>Vocabulary: continent, country, capital city, human feature</b> <ul style="list-style-type: none"> <li>• Children can match the capital cities to each of the located countries: USA (Washington DC), Canada (Ottawa), Mexico (Mexico City), Jamaica (Kingston), Panama (Panama City) , Brazil (Brasilia), Argentina (Buenos Aires), Peru (Lima), Ecuador (Quito), and Venezuela (Caracas).</li> </ul>
6	<b>L.O: To locate physical features of the Americas using latitude and longitude</b>	CB Booklets The Americas – Session 3, 4 and 7	<b>Vocabulary: continent, country, capital city, biomes, physical feature, volcano (active and dormant), river, mountain</b> <ul style="list-style-type: none"> <li>• Children will be able to locate the following physical features within the Americas:</li> </ul>

Teaching Point: Latitude and Longitude will be used to identify a single point within each of the features, many of which cover vast areas!

- The Amazon rainforest, covering much of northwestern Brazil and extending into Colombia, Peru and other South American countries, is the world's largest tropical rainforest, famed for its biodiversity. **3.4653° S, 62.2159° W**
- Mount Saint Helens (famous volcano) in Skamania County, Washington, **46.1914° N, 122.1956° W**
- Rocky Mountains (often called The Rockies) stretching more than 3,000 miles (4,800 kilometers) from British Columbia, in Canada, to New Mexico, in the United States, **44.2643° N, 109.7870° W**
- Andes Mountains, The Andes, running along South America's western side, is among the world's longest mountain ranges. Its varied terrain encompasses glaciers, volcanoes, grassland, desert, lakes and forest. **21.1608° S, 66.7752° W**
- Appalachian Mountains (often called the Appalachians) are a system of mountains in eastern to northeastern North America. **36.9052° N, 81.0768° W**
- Lassen Volcanic National Park is in northern California. **40.4977° N, 121.4207° W**
- Prince William Sound, lined with a temperate rainforest of ancient spruce and hemlock trees situated off the Gulf of Alaska on the south coast of the U.S. state of Alaska. **60.6905° N, 147.0971° W**
- The Mississippi River is the second-longest river and chief river of the second-largest drainage system in North America. **35° 30' 52.9416" N and 89° 54' 45.0216" W.**
- The Missouri River is the longest river in the United States.[13] Rising in the Rocky Mountains of the Eastern Centennial Mountains of Southwestern Montana. **44° 33' 27.2" N and 111° 28' 9.55" W**
- The Yukon River is a major watercourse of northwestern North America. **62°35'55"N 164°48'00"W**
- The Rio Grande River is 1,896 miles (3,051 km), making it the 4th longest river in North America by main stem. **32.0408° S, 52.1017° W**
- Iguazú Falls or Iguazu Falls are waterfalls of the Iguazu River on the border of the Argentine province of Misiones and the Brazilian state of Paraná. **25.6953° S, 54.4367° W**
- Yosemite National Park is in California's Sierra Nevada mountains. **37.8651° N, 119.5383° W**
- The taiga or boreal forest has been called the world's largest land biome. In North America, it covers most of inland Canada, Alaska, and parts of the northern contiguous United States.
- A biome is a large area characterized by its vegetation, soil, climate, and wildlife.
- Children locate the Amazon Rainforest and the countries:  
*The Amazon is a vast biome (linking to later in term) that spans eight rapidly developing countries—Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, and Suriname—and French Guiana, an overseas territory of France.*