



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

Geography: Cycle B Spring Term

KS1

Unit Focus: The United Kingdom

Rationale: This topic is allowing children to move on from their learning in Autumn Term which was looking at our local area (Pensnett) to now The United Kingdom. Focussing on how the UK is organised comparing the different cities with built up areas villages and farms. Concentrating on understanding the seas found within the UK and where they are located. This will form the basis of a lot of UK-centric work in LKS2.

- NC Objectives:
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
 - 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 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.

Big Question: How is the United Kingdom organized?

Resources for Unit		Atlases Access to online maps (Google Earth)	
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.	
1 LO: To understand where the different countries are located	CB Booklets Year 1 The United Kingdom- Session 1	Vocabulary: countries, United Kingdom, England, Scotland, Wales, Northern Ireland	

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	within the United Kingdom.		<ul style="list-style-type: none"> 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.) A country is an area of land with shared languages, traditions and beliefs. It has a set of laws that everyone who lives there agrees to follow. <i>Children need to be able to locate countries on a map of the British Isles.</i>
2	LO: To be able to locate where the different seas are around the United Kingdom.	CB Booklets Year 1 The United Kingdom- Session 2	<p>Vocabulary: physical features, sea, ocean, Atlantic Ocean, Irish Sea, North Sea, English Channel</p> <ul style="list-style-type: none"> The sea is a lot smaller area of water. They usually form where land and oceans meet. Oceans are huge area of salt water. They cover three quarters of the world's surface. Physical features are naturally-created features of the world. They would be on the earth even if people were not. There are four areas of water that surround the United Kingdom: Atlantic Ocean, Irish Sea, North Sea and English Channel. <i>Show where the Atlantic Ocean, Irish Sea, The North Sea and The English Channel are all located around the United Kingdom.</i> <i>Some children will be able to talk about their uses and that the Irish Sea stretches to the Atlantic Ocean.</i>
3	LO: To be able to locate the capital cities of the four different countries of the United Kingdom.	CB Booklets Year 1	<p>Vocabulary: human feature, settlement, city, capital city, government</p> <ul style="list-style-type: none"> A human feature is something which has been created or changed by humans in a place. A city is a settlement with clear boundaries and usually a cathedral. A capital city is the city in a country where the government meets and makes decisions. The capital cities are: England – London, Scotland – Edinburgh, Wales – Cardiff, Northern Ireland – Belfast)

			<ul style="list-style-type: none"> • <i>Children need to be able to locate countries on a map of the United Kingdom (consolidation)</i> • <i>Children need to be able to locate capital cities on a map. Support - Cities marked on a map and children identify which is which. Challenge – children given blank maps and approximate where the cities are and label them.</i>
4	LO: To discuss the differences between a city, town and village.	CB Booklets Year 1 The United Kingdom- Session 5	<p>Vocabulary: city, town, village, countryside, cathedral</p> <ul style="list-style-type: none"> • Understand the definitions of a city, town, and village: City- settlement with clear boundaries, usually a cathedral Town- smaller settlement than a city, doesn't usually have a cathedral. Village- smaller than a town and usually in the countryside. • <i>Children can sort places into towns, villages and cities when given information about the settlement. They can give reasons for the way they have sorted the places.</i>
5	LO: To know the difference between rural and urban areas.	CB Booklets Year 1 The United Kingdom- Session 6	<p>Vocabulary: rural, urban,</p> <ul style="list-style-type: none"> • Know the definitions of urban and rural Urban- areas that surround a town or a city usually a lot of people living in an urban area, Rural-area that is outside a city or town, sometimes called the countryside. • Cities are in urban areas and villages are in rural areas. • <i>Compare what you would expect to find in rural and urban areas. Opportunity for use of a Venn diagram.</i> • <i>Children can use a picture of a place to explain why they think it is rural or urban.</i> • <i>Pose certain questions about where you would find farms, a factory (link to local area)</i>

LKS2

Unit Focus: Different types of settlements including agriculture.

Rationale: Continuing to look at the United Kingdom and how the land is structured. This is a similar topic KS1 do in Spring 2 Cycle B; progress up a level to extend children in LKS2. Then in the Summer Term staying in the United Kingdom and looking at the land use and effect of trade in Merry Hill.

NC Objectives: - 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

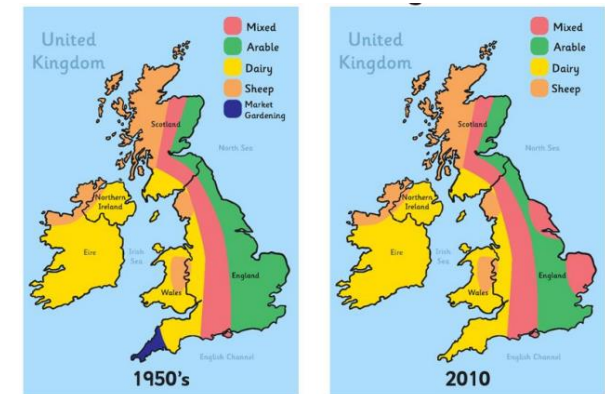
Big Question: How have settlements develop in the United Kingdom?

Resources for Unit		OS Maps Atlases Laptops for GoogleMaps and GoogleEarth	
	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	LO: To understand the difference between settlement types	https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv Useful FREE TES resources: https://www.tes.com/teaching-resource/lesson-1-choosing-early-settlements-lesson-and-activities-6319553	Vocabulary: settlements, hamlet, village, town, city <ul style="list-style-type: none"> • A hamlet is a very small settlement with just a group of houses in a rural area • A village is small settlement in a rural area. • A town is a type of urban settlement larger than a village. • A city is the largest type of urban settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and often a cathedral. • Children understand the factors why people choose to locate next to natural site factors.

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		Land Use Yr 3 Session 4 CB Booklet	<ul style="list-style-type: none"> Overview to finish lesson which links back to Autumn History learning about the Stone Age: Evolution of settlements - YouTube
2	L.O: To locate the different hamlets, towns, villages and cities in the United Kingdom using maps	<p>Land Use Yr 3 Session 4 CB Booklet</p> <p>Atlases Computers as little hamlets/villages won't be written on atlas.</p>	<p>Vocabulary: hamlet, village, town, city,</p> <ul style="list-style-type: none"> Using an atlas locate the following <p>Hamlets: - Church Cove in Cornwall, Lutley in West Midlands, Lydiate Ash in Worcestershire, Jay in Herefordshire, Kingsbridge in Somerset, Hardy's Green in Essex, Royal Oak in Lancashire.</p> <p>Villages: - Snowhill in Gloucestershire, Bamburgh in Northumberland, Ombersley in Worcestershire, Betws-y-Coed in Conwy, Upper Swell in Gloucestershire, Muker in North Yorkshire, Glenarm in County Antrim, Mousehole in Cornwall.</p> <p>Towns: - Aldershot, Barnstable, Bodmin, Cannock, Cleobury Mortimer, Glastonbury, Wednesbury, West Bromwich.</p> <p>Cities: - Birmingham, London, Cardiff, Wolverhampton, Plymouth, Bristol, Aberdeen, Belfast.</p> <p><i>Children to find each of the hamlets/ towns / villages and cities and use this to identify which county they are in. This is an opportunity to review map work and county knowledge from Autumn term.</i></p>
3	L.O: To locate the rivers in the United Kingdom and identify linked settlement patterns	<p>Land Use Yr 3 Session 5 CB Booklet</p> <p>Atlas</p>	<p>Vocabulary: North Sea, the Irish Sea, English Channel, Atlantic Ocean, River Thames, River Severn, River Trent, River Tay, River Tyne, River Mersey, River Exe, trade, transport</p> <ul style="list-style-type: none"> The United Kingdom is surrounded by 3 seas: North Sea, the Irish Sea, English Channel, Atlantic Ocean, Rivers are naturally- flowing water which naturally flow towards an ocean, sea or another river. Using an atlas locate the following rivers and the sea/ ocean they flow into:

			<ul style="list-style-type: none"> - Thames, Severn, Trent, Tay, Tyne, Mersey, Exe • Locate different hamlets, cities and villages found amongst/ along these rivers. • Pattern: Lots of settlements follow rivers. This is because rivers are a source of water, a source of food and a source of transport and trade.
4	<p>L.O: To locate the hills and mountains in the United Kingdom and identify linked settlement patterns</p>	<p>Land Use Yr 3 Session 6 CB Booklet</p> <p>Topographical map of UK</p>	<p>Vocabulary: mountain, hill, sea level,</p> <ul style="list-style-type: none"> • Any peak of land that is higher than 600 metres is called a mountain. • Any peak of land that is less is called a hill. • Pose the question why would people choose to live near/ on a mountain? Why would they chose not to live near or on a mountain? • Locate the following mountain ranges <ul style="list-style-type: none"> - Ben Nevis, Snowdon, Scafell Pike, Slieve Donard, Brecon Beacons, Southern Uplands, North Yorkshire Moors. • Locate cities from Lesson 2 and suggest a settlement pattern. • Pattern: There are less settlements in hilly or mountainous areas, and the ones that there are tend to be spread further apart. This is because travel in these areas is so challenging. This is why cities are generally not found in mountainous areas.
5	<p>LO: Know how rural land is used in the United Kingdom and why</p>	<p>Land Use Yr 3 Session 7 CB Booklet Session 9 CB Booklet</p>	<p>Vocabulary: fertile, temperate, National Parks, agriculture, arable</p> <ul style="list-style-type: none"> • Understand all the different uses of rural land: <ul style="list-style-type: none"> - Farming/ Recreation and Leisure, Business and Factories, Housing and Education. • 9/10 of the land in the UK is rural. • Almost 3/4 of the land in the UK is used for farming. Arable farming is more prevalent in East Anglia and the South West due to the fertile soil. The temperate climate (not too hot, not too cold, plenty of rain) means lots of crops are able to grow really well. • Some rural areas are protected as National Parks:



			<p>- North York Moors, Peak District, New Forest, Snowdonia, Exmoor, Lake District, Dartmoor,</p> <ul style="list-style-type: none">• Children can suggest why National Parks have been established in certain areas (see Session 7 booklet)• Children understand that much of the farming land has stayed the same in the last sixty years, but farming techniques have changed due to technology (see Session 9) <p><i>Year 4s may make a link to Anglo-Saxon settlements from Cycle A History – Anglo-Saxons settled in the United Kingdom because of the fertile land and the opportunities that this gave them. The word temperate is included to prepare children for UKS2 climate work,</i></p>
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UKS2

Unit Focus: What are the different biomes around the world and climate belts?

Rationale: Biomes was a word which children have found hard to grasp. They didn't understand what they were and couldn't give examples of the different biomes found around the world. Alongside teaching the different biomes found other characteristics are looked at will include the different climates vegetation within them. Also include the different food founds within the biomes.

NC Objectives: • Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Big Question: How are climate zones, biomes and vegetation belts linked throughout our world?

Resources for Unit		Access to online maps (Google Earth) Atlases	
	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	LO: To name and locate the main climate zones of the world	https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk#zpnmxbk See Resources on TEAMs	<ul style="list-style-type: none"> • Vocabulary: climate, weather, equator, climate zone, polar, tropical, Mediterranean, temperate, arid and mountainous • Know that weather is a description of conditions in a particular place. It can be measured using equipment such as a rain gauge and a weather vane. • Know that climate is the average weather conditions in a place for the past 30 years. • There are 6 main climate zones: polar, tropical, Mediterranean, temperate, arid and mountainous • Tropical climates are usually found in the areas of the world that lie between the Tropics of Cancer and Capricorn and near to the Equator. • Climate zones are influenced by <ul style="list-style-type: none"> ○ distance from the equator ○ distance from the sea ○ how high/low the ground is ○ position on the continent

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			<ul style="list-style-type: none"> Children to be able to identify climate zones when given a world map or suggest reasonable climate zones for a location.
2	<p>LO: To explain and describe the main biomes of the world</p>	<p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p#z2ynsk7</p> <p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z2kj2v4#zyv48hv</p> <p>https://www.tes.com/teaching-resource/introduction-to-biomes-11971385 Useful resource for overall information.</p> <p>Grasslands: https://youtu.be/Rk09-v8Yam4</p> <p>Deserts: https://youtu.be/2QdlF6Ld1oc</p> <p>Savannahs: https://youtu.be/ubTehDZWPRE</p> <p>See Resources on TEAMs: Suggested: Biomes Activity Sheet</p>	<p>Vocabulary: biomes, vegetation, deserts, savannah, grasslands</p> <ul style="list-style-type: none"> Biomes are areas of our planet with similar climates, landscapes, animals and plants. What lives in each biome depends on: <ul style="list-style-type: none"> how warm or cold it is how dry or wet it is how fertile the soil is The plants that can grow in each biome are called its vegetation. Scientists are still debating how many biomes there are, but most agree on at least 6 main biomes: tundra, tropical rainforest, savannah, deserts, grasslands, woodlands/forests (<i>Teacher note: there are temperate rainforests, but they will not be introduced at this stage. During this lesson, focus on deserts, grasslands and savannah.</i>) Deserts are hot and dry all year round. The only things that grow are cacti and small shrubs because the soil is shallow and rocky. Animals come out at dusk when it is cooler. <ul style="list-style-type: none"> 15-30° north and south of the equator. Very hot and dry. Limited plants. The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here but it is home to lots of different types of animals such as elephants, zebras and wildebeest. <ul style="list-style-type: none"> Within the tropics. Mainly between 5° and 15° north and south of the equator. Hot with a wet and dry season. Mainly grass and a few specially adapted trees. Grasslands are areas of land that are vast and open, with grasses being the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos can all be found living in grasslands. <ul style="list-style-type: none"> 40-60° north and south of the equator. Warm summer and very cold winter. Quite low rainfall.

			<ul style="list-style-type: none"> ○ Mainly grassland vegetation. 		
3	<p>L.O: To describe the biome that we live in</p>	<p>Coniferous Forests: https://youtu.be/pLzavXoAUMU</p> <p>Deciduous forests: https://youtu.be/MKQKvSbvIcE</p> <p>See Resources on TEAMs Suggested: Circle of Relevance. Our biome or not?</p>	<p>Vocabulary: woodlands, forest, temperate, deciduous, coniferous</p> <ul style="list-style-type: none"> • Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than the summer. <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Deciduous forest</u></p> <ul style="list-style-type: none"> ○ 40-60° north and south of the equator. ○ Cool summers and mild winters. ○ Rain throughout the year. ○ Rich deciduous woodlands. </td> <td style="vertical-align: top;"> <p><u>Coniferous forest (Taiga)</u></p> <ul style="list-style-type: none"> ○ 60° north of the equator and on mountains. ○ Long, cold winters. ○ Short, mild summer. ○ Limited rainfall. ○ Coniferous trees. </td> </tr> </table> <ul style="list-style-type: none"> • This biome is debated by scientists and can be given lots of different names, including woodland, forest, deciduous forest and coniferous forest. • Much of the woodland in our local area has been cut down over time. 	<p><u>Deciduous forest</u></p> <ul style="list-style-type: none"> ○ 40-60° north and south of the equator. ○ Cool summers and mild winters. ○ Rain throughout the year. ○ Rich deciduous woodlands. 	<p><u>Coniferous forest (Taiga)</u></p> <ul style="list-style-type: none"> ○ 60° north of the equator and on mountains. ○ Long, cold winters. ○ Short, mild summer. ○ Limited rainfall. ○ Coniferous trees.
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4	<p>L.O: To describe the rainforest biome and compare it to our own</p>	<p>CB Booklet Y5 Rainforest, Session 3</p> <p>Rainforests: https://youtu.be/UIbplCn8-zs</p> <p>See Resources on TEAMs Suggested: Research and oracy in preparation for a non-chronological report.</p>	<p>Vocabulary: rainforest, emergent, canopy, understory, forest floor, Amazon, biodiversity</p> <ul style="list-style-type: none"> • Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet. <ul style="list-style-type: none"> ○ 23.5° north - 23.5° south of the equator. (between the Tropics of Cancer and Capricorn) ○ Hot and wet all year. ○ Rich in plants and animals. ○ Poor soils. • Rainforests are important because of their biodiversity – they only cover 6% of the world’s surface but are home to over 80% of the world’s known animals and plants. • The largest rainforest is the Amazon rainforest. 		

			<ul style="list-style-type: none"> • There are 4 layers within the rainforest: emergent, canopy, understory and forest floor. • Each layer of the rainforest is home to different animals and plants that are adapted to live in that particular layer. <p><i>(Teacher note: This biome has been chosen because it will be a focus in Summer term.)</i></p>
4	<p>L.O: To describe the tundra biome and compare it to our own</p>	<p>Tundra: https://youtu.be/-8a4ne2b2zw</p> <p>See Resources on TEAMS Suggested: Tundra Biome Flap Book</p>	<p>Vocabulary: tundra,</p> <ul style="list-style-type: none"> • The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow. <ul style="list-style-type: none"> ○ Deciduous forest ○ 40-60° north and south of the equator. ○ Cool summers and mild winters. ○ Rain throughout the year. ○ Rich deciduous woodlands. <p><i>(Teacher note: This biome has been chosen because it will be a focus in Summer term.)</i></p>