**Geography. Medium Term Planning**

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| **Term:** Autumn 2 | **Year:** 3 and 4 | **Theme: Map/Fieldwork Skills** |

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| **National Curriculum** | **Wk** | **Skills taught** | **Knowledge** | **Activity Outline** | **Key vocab** |
| Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge**  ♣ 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  ♣ 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  ♣ 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)  **Place knowledge**  ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  **Human and physical geography**  ♣ 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  **Geographical skills and fieldwork**  ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  ♣ 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  ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **1** | Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.  Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | To 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 in the context of maps of the UK. | **What countries and cities are there in the UK?**  Cities the UK What is a city? a large and permanent human settlement of greater size or importance than a town or village What cities do you know in the UK? What is a capital city? the city where a country’s government is located such as London or Edinburgh What are the capital cities of the UK? Can you find where the capital cities are located? Do you know the location of any other cities in the UK? Ask ch to use their atlas to see if they can locate the name of the city shown as ‘S’ on the map. (Sheffield) Model using an atlas to find the name of a city  Activity 1 Sorting the facts Show the facts and images. Which part of the UK does each fact or image relate to? Ch to work in mixed ability groups to match the facts and images to the correct country of the UK.  Activity 2 Ch work in mixed ability pairs to use atlases to find out the names of the cities shown on their map. Can you find the town you live in and label it on the map? Ensure that children know what a town is and how it is different to a city.a built up area with a name, defined boundaries, and local government that is larger than a village but usually smaller than a city | United Kingdom Great Britain Country England  Scotland  Wales  Northern Ireland  Local city: Birmingham |
| 2 | Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.  Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | To 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 in the context of describing the position of UK cities. | **Why are compasses so important?**  Introduce a more complex compass that includes NW, NE, SE and SW. Explain that the north and south are given first because they are considered the primary directions, closely followed by east and west. Where is that in the UK? Draw children’s attention to the compass rose shown on their sheet. How could we describe the location of some of the cities? Discuss some examples e.g. I travel north from Bristol. Where do I arrive? Aberdeen is north-east of Edinburgh.  Activity 1 Which way? Ch give compass directions to describe the relative locations of two places. Scaffold Ch use the 8 compass points and given directions to find a location e.g. Which city is north-east of Edinburgh? Ch use the 4 compass points and given directions to find a location e.g. Which city is north of…? | North  South  East  West  Northeast Southeast Southwest Northwest |
| 3 | Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | To name and locate countries 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, in the context of the UK’s rivers and seas. | **What seas surround the UK and what rivers does it have?**  The seas around us: Show ch the labels for the main seas around the UK. Do you know where each label should go? What clues might help us? Rivers of the UK: Do you know the names of any rivers in the UK? Where do you think they flow? Model how to use a map of physical features to find the River Thames. Label it on the map. Model finding where it flows into.  Seas around the UK Seas around the UK: Ch use atlases to locate and name the seas that surround the UK. Rivers of the UK: Ch use atlases to locate and name rivers of the UK. Ch identify names for the rivers shown on their map and the seas they flow into. | Ocean  River  Sea  Atlantic ocean  North Sea  English Channel  Irish sea  River Thames  River Severn  River Tay  River Bann  Local midland rivers: Avon, Severn & Wye. |
| 4 | Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.  Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | To name and locate countries 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, in the context of the UK counties. | **What’s are the counties of the UK?**  Look at the county name. What is this part? What is a county? Why do we have counties? What Is a County? After discussing the children’s ideas, explain what a county is and why we have them. Explain that a county is a region or smaller area of the UK containing lots of towns and villages which has its own local government. They control the local area and the services within, such as education, transport, policing, fire and public safety, social care, libraries and waste management. UK Counties: How many counties of the UK can you think of? Can you name counties in all four countries of the UK? Our County: Click on your country map to see the counties within it. Can you find the county we are in? What counties are our neighbours?. Use atlas to support.  Floor book lesson. | County  Country  Town  Local counties: West Midlands – Bloxwich falls under this) – Metropolitan.  Staffordshire, Warwickshire, Worcestershire |
| 5 | Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.  Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | To 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 in the context of UK hills and mountains. | **Where are the hills and mountains in the UK and what are they like?**  Where are the hills and mountains? Show ch a map of the UK. Do you know any areas of hills or mountains? Where do you think they might be? Look at the topographical map. What do the different colours tell you? Where are the highest areas of land? Where are the lowest areas?  What are the hills and mountains called? Ch use atlases with a map of physical features of the UK to label key areas of high ground. What is it like in the hills? Give each pair one of the images from the Photo Pack. What is the weather like? What do you think it would feel like being on this hill? Allow an opportunity for pairs to feedback on what they have noticed What Do People Do in the Hills and Mountains? What kinds of activities do people do in the mountains? | Mountain  Hill  Range  Peak  Height  Legend  Local hills: Licky Hill, The Wrekin, The Malvern |
| 6 | To identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle in the context of the UK | To 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 in the context of describing the position of UK cities. | **Why does the UK’s location in the world affect its climate?**  What is the difference between weather and climate? Climate - the average daily and seasonal weather patterns over a long period of time Bring ch’s attention back to the equator. What do the other lines across a world map show? What is latitude? distance, north or south, of the Equator Latitude – Lines Around the Earth Explain that the equator is a line of latitude. What other lines of latitude are there? Arctic circle a special line of latitude that circles the Earth near the North Pole Tropic of Cancer an imaginary latitude line located above the equator that runs across the globe at about 23 degrees north Tropic of Capricorn an imaginary latitude line located below the equator that runs across the globe at about 23 degrees south Antarctic circle a special line of latitude that circles the Earth near the South Pole  Lines of latitude Ch to label the following features on a map: Equator, Northern Hemsispher, Southern Hemisphere, North Pole, South Pole, Antarctic Circle, Arctic Circle, Equator, Tropic of Cancer, Tropic of Capricorn How is latitude linked to climate? Why does it matter? Explain that latitude matters because the Earth’s surface is curved. What do you notice about the sun’s ray hitting the Earth here (near the equator), compared to here (near the south pole? Explain that the same amount of the sun’s energy is spread out over a larger area across the polar climate zone compared with the tropical climate zone. This means that it’s much warmer in the tropical zone than the polar zone. Why might the UK’s latitude affect the climate we experience? Remind ch that our location on the Earth’s surface affects the amount of the sun’s energy we receive across the year. This energy shapes the climate.  Floor book lesson. | Climate  Weather  Latitude  Equator  Arctic circle  Antarctic circle  Tropic of Cancer  Tropic of Capricorn  North Pole  South Pole  Northern Hemisphere  Southern Hemisphere |
|  | 7 |  |  | Assessment lesson related to the previous lessons. |  |