**Geography Medium Term Planning – Spring 2024/25**

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| **Term:** Spring 1 | **Year:** 1 and 2 | **Theme: Map Work** |

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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** | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Outcome: Pupils can recognize different types of maps and their uses. | **Question: What do we use maps for?**Lesson 1: Introduction to MapsObjective: Understand what maps are and their purpose.Word of the Day: "Map"Activity: Explore simple maps (school map, town map) and identify key features. Review local maps of Bloxwich/West Midlands | LandmarkLocalMapWest MidlandsBloxwich |
| 2 | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Outcome: Pupils can identify and label physical features on maps. | **Question: What is are physical features in maps?** Lesson 2: Physical Features of MapsObjective: Identify physical features (mountains, rivers, oceans) on a map.Word of the Day: "Mountain"Activity: Look at maps and locate various physical features. Create a map of the classroom with physical features. | MapPhysical |
| 3 | 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 | Outcome: Pupils can distinguish between physical and human features on maps. | **Question: What are human features in maps?** Lesson 3: Human Features of MapsObjective: Identify human features (buildings, roads, parks).Word of the Day: "Building"Activity: Discuss and identify human-made features on maps, create a map of the school with human features. | MapHuman PhysicalRoadsParks |
| 4 | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Outcome: Pupils can understand and use map keys and symbols. | **Questions: What do the keys and symbols mean on a map?**Lesson 4: Key and SymbolsObjective: Learn how to use a map key and symbols.Word of the Day: "Symbol"Activity: Study a map with a key and use symbols to identify features. Draw a map with a simple key. | MapSymbolsKey |
| 5 | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Outcome: Pupils can use basic compass directions to describe locations | **Question: What is a compass used for?** Lesson 5: Using Compass DirectionsObjective: Understand and use basic compass directions (N, S, E, W).Word of the Day: "Compass"Activity: Practice using a compass to find directions in the classroom or school yard. | Compass,North, South, East and WestDirection |
| 6 | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Outcome: Pupils can create their own maps with features and directions. | **Assessment:**Lesson 6: Creating Our Own MapObjective: Apply learning to create a simple map.Word of the Day: "Location"Activity: Create a map of the local area, showing physical and human features. | Location |