

KEY: FIELD WORK – TRIP



SHERINGDALE

Geography
Medium Term Planning
2024-2025

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.'

For each unit:

- ➔ First lesson to include 'Why we are learning about this topic' at the start of the lesson + introduce the enquiry question.
 - Geography is the study of places and the relationships between people and their environments.
- ➔ Rest of the lessons to include sticky knowledge at the start of each lesson + enquiry question.
- ➔ Focus on variety throughout the topic. There should be a mixture of Map work/Field work/Maths work (graphs, charts etc.) and Written work.
- ➔ Look at the Prior knowledge at the start of each unit to know what knowledge to recap.
- ➔ There should be challenge for each lesson.

For the consolidation lesson:

- ➔ Help children to layout answer and have key vocabulary available.
- ➔ Try to match the English genre if possible.
- ➔ Graphs, pictures, Maps could also be used.
- ➔ All answers must use the information learnt throughout the topic.
E.g., 'What time of year would you go on holiday for year 1' to include a couple of consecutive months and the season it is in, what weather they expect to find there and potentially linking to the impact the weather has had on their week and how it could impact their holiday.

EYFS		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries.

			<ul style="list-style-type: none"> • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

Year 1

Autumn –

When is the best time of the year to go on holiday?

Weather

Map on Display: World Map

Book: Tree: Seasons Come, Seasons Go

Key Vocabulary

Seasons, Months of the Year, Directional Language, Observe, Record, Climate, Temperature, Waterproof, Weather Forecast, Weather Conditions, Symbols, Weathervane, Thermometer, Rain Gauge, Barometer, Extreme, Drought, Flooding, Blizzard, Heatwave, Hurricane

Sticky Knowledge:

- What is the order of the months?
- What are the four seasons?
- What is the United Kingdom's seasonal and daily weather patterns?
- How can we measure wind direction and rainfall?

WALT: order the months of the year and recognise the seasons

- The Order of months
- When seasons occur
- Features of each season (Lesson 6 focus)

WALT: create a simple measurement device

(e.g., to record wind direction, to measure rainfall - measuring throughout unit)

- Weather conditions and how they are recorded.
- Units of measurement for each weather condition

FIELDWORK

WALT: create a weather diary to record weather conditions

(Show a digital map of the school and a teacher drawn map. Children to use this map to annotate where they will place their device and giving reasons. Children to annotate each day this week for next lesson)

- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.
- Measuring units

WALT: reflect on the impact the weather has had on our week

(Review completed weather diary and its impact. Look at what if scenarios and how it could have change.)

- Reading data and units
- Analysing and reflecting on data.

WALT: compare the seasonal weather patterns

- Identify weather symbols
- Comparing the 4 seasons
- What classifies as a holiday? - Vote as a class while linking to seasons

WALT: answer the enquiry question 'When is the best time of the year to go on holiday?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Spring –

How can we travel safely from our school?

Our School

Map on Display: World Map

Book: Me on the Map

Key Vocabulary

4 Point Compass, Address, Postcode, Directional Language, Local Area, Map, Mapping Conventions, Observe, Passport, Distance, Aerial View (Bird's Eye View), Fieldwork, Messy Map, Symbol, Navigate, Route, Rural, Urban

Sticky Knowledge:

- What does each line of an address mean?
- How can we label a map with the correct mapping conventions?
- What are the 4 main points of a compass?
- What key features (including the key) can help us find our location on a map in Southfields?

WALT: identify the features of an address

(Compare to another address for similarities/differences)

- Meaning behind each line of the address.
- Focusing on our school address:
Sheringdale Primary School, 73 Standen Rd, London SW18 5TR

WALT: create a messy map of our classroom

- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.
- 4 Point compass

WALT: create a route from our school

(Choose a reason for travelling, what will we see? Is there a quicker way? A safer way? Etc. Could give instructions?)

- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.
- Show digital maps from Digimaps/Google Maps
- Directional language [for example, near and far; left and right]

Fieldwork

WALT: travel a route from our school using our map

(Show a picture of the location before going, children to explore road safety before heading out)

- Directional language [for example, near and far; left and right]
- How to follow a map (e.g. holding it the correct orientation)
- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.
- Road safety

WALT: create a tally chart of how we get to school

- Creating a tally chart
- Modes of travel
- Analysing the results
- Giving reasons for this result. Linking to our local area.

WALT: answer the enquiry question 'How can we travel safely from our school?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

How would you travel to Southfield's Station from School? Use the map to help you.

Summer –

How would I improve Coronation Gardens?

Our Local Area (Links to Southfields history in Summer 2)

Map on Display: Southfield OS Map

Book: Our Green City

Prior Knowledge to Include: 4 Point Compass

Key Vocabulary:

4 Point Compass, Address, Postcode, Directional Language, Physical Features, Human Features, Mapping Conventions, Local Area, Fieldwork, OS Map, Symbol, Map Symbols, Plan Perspective, Sketch Map, Rural, Urban, Vertical Aerial Photograph

Sticky Knowledge:

- How do you find North on an OS map?
- What is plan perspective and a vertical aerial photograph?
- What do we mean by rural and urban?
- What are the main human and physical features of Southfields?

WALT: locate rural and urban features of Southfields using an OS Map

(Use OS Map)

- Locating Southfields on an OS Map
- Location of North on an OS Map
- Definition and example of rural features
- Definition and examples of urban features

WALT: use plan perspectives to record features of our school grounds.

(Field, entrances/gates, playground, car park – human/physical features)

- Non-Standard measurements – step count, time taken, trundle wheel.
- Drawing plan perspectives – may give an outline to them

WALT: use vertical aerial photographs to identify the human and physical features of Southfields

(Explore Southfields and investigate the range of buildings, roads, green spaces and other local features.)

- Human and physical features
- Vertical aerial photographs

2 Lessons in 1 Afternoon

WALT: create an environmental survey of Coronation gardens

(Begin with risk assessment – show picture before setting off. Environment survey given to children to fill in – human/ physical features/ and emotional side/ how they felt etc.)

- Human and physical features
- What is an environmental survey

2 Lessons in 1 Afternoon

WALT: create a sketch Map of coronation gardens

- Definition of a sketch map and their uses
- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue

WALT: answer the enquiry question 'How would I improve Coronation Gardens?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.
- (Using their own knowledge and opinions) - Sense of place.

Year 2

Autumn –

Where would be the best place in the world to go on holiday?

Hot and Cold Places

Map on Display: World Map

Book: Poles Apart!

Prior Knowledge to Include: 4 Point Compass, Mapping Conventions

Key Vocabulary:

7 Continents, 5 Oceans, 4 Point Compass, Directional Language, Climate, Tropical, Temperate, Northern and Southern Hemisphere, Arctic And Antarctic Circle, Equator, North And South Poles, Key Landmarks, Physical Features, Human Features, Desert, Rainforest, Habitat, Savanna, Currency, Cuisine, Aerial

Sticky Knowledge:

- What are the names and location of the 7 continents?
- What are the names and location of the 5 oceans?
- Where is the location of hot and cold areas of the world in relation to the Equator, the North and South Poles, and the Northern and Southern Hemisphere?
- What is the location and significance of the Arctic and Antarctic Circle?

WALT: locate the 7 continents and 5 oceans

(Use atlas, map, and globe)

- 7 Continents
- 5 Oceans
- How to use an atlas

WALT: research significant human and physical features of the 7 continents

(After locating last lesson, children to focus on information about each continent)

- Population
- Key Landmarks (human and physical)
- Climates
- Directional language (4 point compass)

WALT: investigate the location of hot and cold areas of the world

(In relation to the Equator and the North and South Poles using a thematic map)

- Location of Equator/ North and South Pole
- Location of the Arctic and Antarctic Circle
- Differences between the normal world map and thematic map

WALT: identify the animals that live in hot and cold places and recognise how they adapt

- Different animals in hot and cold places
- Differences and similarities between these animals

- Linking to science topic of 'Animals and their habitats)

WALT: compare seasonal and daily weather patterns between the United Kingdom and other countries

(Recap seasonal changes from Y1 before researching this lesson)

- Comparison between UK and another country's weather pattern
- General weather patterns/climate as there is a greater focus in Spring term

WALT: answer the enquiry question 'Where in the world would you like to visit?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Spring – Is everywhere in the United Kingdom just like London?

The United Kingdom

Map on Display: The UK

Book: Katie in London

Prior Knowledge to Include: 4 Point Compass, Mapping Conventions

Key Vocabulary:

United Kingdom, Capital Cities, Surrounding Seas, Country, Island, Town, Countryside, Landmark, Temperature, Wildlife, Mapping Conventions, Physical Features, Human Features, Population, Compare, Contrast, Rural, Urban

Sticky Knowledge:

- What is the name and location of the four countries of the United Kingdom?
- What is the name and location of the four capital cities in the United Kingdom?
- What are the main human and physical features of the United Kingdom?
- What are the names and location of the UK's surrounding seas?

WALT: draw and annotate a map of the United Kingdom.

(North/South/East/West in playground. Show digital map of the UK)

- Location of N/S/E/W – in relation to the North Pole
- Size and location of Northern Ireland, Scotland, England, Wales
- Name and location of the four capital cities
- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue

WALT: Identify the four capital cities and surrounding seas of the United Kingdom

(Give children a new map)

- 4 Capital Cities – London, Edinburgh, Cardiff, Belfast
- Surrounding Seas – English Channel, North Sea, Irish Sea, Atlantic Ocean
- Directional Language [for example, near and far; left and right] as well as the 4 compass points

WALT: explore key human features of the United Kingdom

- What is a human feature?
- What is a physical feature?
- Location of main human features of the United Kingdom

WALT: locate physical features of the United Kingdom on a map

(Locate on A3 map. Children to draw/annotate features)

- What is a human feature?
- What is a physical feature?
- Location of main physical features
- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.

WALT: explore the different weather conditions across the UK

(BBC weather app to compare, link to human and physical features.)

- Maths link – Use of tables to display data
- How weather is linked to physical features. E.g., weather by the coasts.

WALT: answer the enquiry question 'Where would you like to live in the United Kingdom?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Summer – How is life in Zambia different to our lives in Southfields?

Africa (Films, Videos, and resources on Oddizzi)

Map on Display: Southfields

Book: The Water Princess

Prior Knowledge to Include: 4 Point Compass, Mapping Conventions, Equator, Northern + Southern Hemisphere

Key Vocabulary:

Continents, 4 Point Compass, Directional, Equator, Northern + Southern Hemisphere, Local Area, National, Tourist, Agriculture, Habitat, Wildlife, Savanna, Endangered, Domesticated, Climate, Weather, Population, Physical Feature, Human Feature, Vertical Aerial Photographs, Compare, Contrast, Culture, Rural, Urban

Sticky Knowledge:

- What are the main human features of Zambia?
- What are the main physical features of Zambia?
- What are the main comparisons between the uses of River Zambezi and the River Wandle?
- How does a child's life in Mugurameno compare to our own lives?

WALT: use atlases to explore Zambia's physical and human features

<ul style="list-style-type: none"> • Location of Zambezi River • Physical and human features of Zambia
<p><u>WALT: compare the uses of the River Zambezi to the River Wandle</u></p> <ul style="list-style-type: none"> • Uses of the River Zambezi • Uses of the River Wandle • Comparisons between the two and reasons behind those differences
<p><u>WALT: find out about how food is prepared in Mugurameno</u> (Focusing on geographical aspect, not just the food itself. E.g., farming – NShima Recipe)</p> <ul style="list-style-type: none"> • Types of food • Farming types and river usage • Comparison to how we get food in Southfields
<p><u>WALT: explain how the animals in Mugurameno contrast those in Southfields</u></p> <ul style="list-style-type: none"> • How they make use of animals in their everyday lives • Comparison to our homes and our use of animals
<p><u>WALT: use primary sources to help imagine what daily life is like for a child in Mugurameno Village</u> (Use photographs, information texts, videos etc.)</p> <ul style="list-style-type: none"> • Vertical aerial photographs • Map of Mugurameno
<p><u>WALT: answer the enquiry question 'How is life in Zambia different to our lives in Southfields?'</u></p> <ul style="list-style-type: none"> • Sticky knowledge questions • Potentially include at least 1 map work/maths question • Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Year 3

Autumn –

Why is Africa so much hotter than the UK?

Biomes, Vegetation Belts, and Climate Zones

Map on Display: World Map

Book: The Incredible Ecosystems of Planet Earth

Prior Knowledge to Include: 4 Point Compass, Mapping Conventions, Equator, Northern + Southern Hemisphere

Key Vocabulary:

Human Features, Physical Features, Mapping Conventions, 4 Point Compass, Equator, Northern + Southern Hemisphere, Lines Of Latitude, Co-Ordinates, Tropic Of Cancer, Tropic Of Capricorn, Climate Zones, Biomes, The Vegetation Belt, Temperature, Ecosystem, Precipitation, Region, Season, Climate, Temperate, Tropical

Sticky Knowledge:

- What is the significance of latitude (focusing on the Tropics of Cancer and Capricorn) and does it link to climate?
- What are the names and location of different climate zones?
- What are the names and location of different biomes and the vegetation belt?
- How does the temperate climate of the UK compare to a tropical climate?

WALT: explore the lines of latitude, including the equator

(Use thematic maps. What do they notice?)

- Identify different lines of latitude.
- Identify the position and significance of the Tropics of Cancer and Capricorn (both of these are lines of latitude).
- Explain how latitude is linked to climate, use thematic maps to support this

WALT: understand the difference between weather and climate

- Location of climate zones and names
- Features of climate zones in the northern and southern hemisphere
- Compare the climate of the UK and individual weather reports

WALT: use Digimap to locate different climate zones and explore the differences between the northern and southern hemisphere

- Features/names/location of biomes
- Features/location of the vegetation belt

WALT: investigate different biomes and climate zones using VR headsets.

Use VR Headsets

- Record observations.

WALT: compare climates and biomes

Compare using maths – bar charts and line graphs. (Children to compare)

- Definition of a temperate climate
- Definition of a tropical climate
- Making inferences from temperature/rainfall graphs

WALT: answer the enquiry question 'Why does it keep raining in the United Kingdom?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Spring –

Why would anyone live near a volcano?

Volcanoes and Earthquakes

Map on Display: World Map

Book: Volcano & Earthquake

Prior Knowledge to Include: 4 Point Compass, Mapping Conventions, Equator + Lines of Latitude (Tropic of Cancer and Capricorn), Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones

Key Vocabulary:

Mapping Conventions, Layers Of the Earth, Erupt, Magma, Tectonic Plate, Plate Boundary, Boundaries, Contours, Aftershock, Ash Cloud, Dormant, Landslide, Tremor, Disaster, Geothermal, Altitude, Epicentre, Height Above Sea Level, Pyroclastic Flow, Richter Scale

Sticky Knowledge:

- What are the layers of the earth?
- Where are the tectonic plates and how do they cause earthquakes and volcanoes?
- Where are the 3 largest volcanos and what are their names?
- How do you use a 4-figure grid reference?

WALT: identify the structure of the earth

- Drawing each layer
- Crust, upper mantle, lower mantle, outer core, inner core

WALT: use Digimap to locate the tectonic plate boundaries the earth's volcanoes

(Use the overlay feature on Digimap to compare. Children to write their findings)

- Definition of the tectonic plate and their locations
- Location of volcanoes

WALT: explore the effects of earthquakes using thematic maps and vertical aerial views

- How tectonic plates cause earthquakes.
- After effects of earthquakes
- Using vertical aerial photographs (and defining what these are)

WALT: explore the features of a volcano using thematic maps and oblique views

- How tectonic plates cause volcanoes
- The cross section of a volcano
- Using oblique views of volcanoes (and defining what these are)

WALT: name and locate famous volcanoes using an atlas

(Children to choose the volcano they will be looking at next week)

- Definition of a volcano
- 4 figure grid references
- OS symbols
- Recognise how contours show height and slope
- Use the scale bar to calculate some distances
- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.

WALT: answer the enquiry question 'Why would anyone live near a volcano?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Summer –

What makes Rome a great holiday destination?

Europe

Map on Display: Europe

<p>Book: Cities of Europe</p> <p>Prior Knowledge to Include: 4 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn), Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, 4 figure grid references.</p>
<p>Key Vocabulary:</p> <p>Equator + Lines of Latitude (Tropic of Cancer and Capricorn), Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, Tectonic Plates, Volcanoes, Urban, Rural, Agriculture, Human Geography, Physical Geography, Population, Landscapes, Land Use, Precipitation, Climate, Tourist, Population Density Maps, Arable, Currency, Cuisine, Hospitality</p>
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • What are the 5 largest countries and capital cities in Europe (including the location of Russia)? • Which climates, biomes, vegetation belt, and tectonic plates may we find in Europe? • How can we make inferences from population density maps? • What types of food do they eat in the Mediterranean and why is it different to the UK's?
<p>WALT: use atlases to locate Europe and identify its characteristics</p> <ul style="list-style-type: none"> • Using atlases/map/globes • Using the index of an atlas • Linking to climate/biome/vegetation belt/tectonic plates
<p>WALT: compare the temperature of the Mediterranean to the United Kingdom's when persuading someone to travel there (Stick in a temperature thematic map. Use key facts and persuasive techniques to persuade someone to go to holiday in the Mediterranean)</p> <ul style="list-style-type: none"> • Look at various travel brochures
<p>WALT: explore the human and physical features of Rome</p> <ul style="list-style-type: none"> • Practical lesson • Reason why their food is different to ours • Staple foods in both locations
<p>Fieldtrip</p> <p>WALT: locate the human and physical features of Southfields (This will be compared to the Rome next week. Children to annotate their map whilst on the fieldtrip)</p> <ul style="list-style-type: none"> • Key locations, transport, school, shops, tourism, Wimbledon tennis etc. • Map work • Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.
<p>WALT: use our fieldwork results to compare Southfields to Rome</p> <ul style="list-style-type: none"> • Compare findings to their previous research
<p>WALT: answer the enquiry question 'What makes Rome a great holiday destination?'</p> <ul style="list-style-type: none"> • Sticky knowledge questions • Potentially include at least 1 map work/maths question

- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Year 4

Autumn –

Is every part of the United States like New York City?

North America

Map on Display: North America

Book: 50 Adventures in the 50 States

Prior Knowledge to Include: 4 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn), Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, 4 figure grid references.

Key Vocabulary:

Biomes, Vegetation Belt, Climate Zones, Tectonic Plates, Longitude, Climate, Weather, Continent, Flora, Fauna, Human Geography, Physical Geography, 8-Point Compass Directions, Index, Tourism, States, Industries, Architecture, Precipitation, Retail, Recreation, Region

Sticky Knowledge:

- What are the largest countries and capital cities in North America?
- What are the significance of latitude and longitude and how do you use 8-point compass directions?
- What are the main human and physical features in North America, including which climates, biomes, vegetation belt, and tectonic plates we may find?
- How did the USA get its name?

WALT: use atlases to locate North America and identify its characteristics

- Using atlases/map/globes
- Using the index of an atlas
- Linking to climate/biome/vegetation belt/tectonic plates
- Countries of North America
- Latitude and Longitude + main latitudes (tropics + equator)
- Use 8-point compass to compare capital cities

WALT: how the United States of America got its name

- Where the USA got its name (states)
- History of the United States of America

WALT: compare the landscapes of different US states

- Physical features

- Linking to climate/biome/vegetation belt/tectonic plates/volcanoes

WALT: explore New York City using VR Headsets

(Facts/research from here will be used in the enquiry based lesson)

- Key tourist destinations/travel brochures
- Layout

FIELDTRIP

WALT: draw a map of Southfields.

(Children will use this to support their answer of the enquiry question)

- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.

WALT: answer the enquiry question ‘Is every part of the United States like New York City?’

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.
- Linking to climate/biome/vegetation belt/tectonic plates
- Latitude and Longitude + main latitudes (tropics + equator)
- Applying their fieldwork

Spring – Is it right for people to alter the natural course of rivers?

Rivers

(States of Matter taught in Y4 – Autumn 1)

Map on Display: World Map

Book: Great Rivers of the World

Prior Knowledge to Include: 4 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn) and longitude, Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, 4 figure grid references.

Key Vocabulary:

The Water Cycle, Channel, Dam, Hydroelectric Power, Deposit, Discharge, Erosion, Mouth, Source, Tidal Bore, Tributaries, Valley, Stream, Meander, Oxbow Lakes, Leisure, Industry, Tourism, Floodplains, Deltas, Estuaries, Biodiversity

Sticky Knowledge:

- What is a river?
- What are the stages of a river?
- What are the names and location of the world’s longest rivers?
- What are the different uses of a river?

WALT: investigate rivers using an AR sandbox

AR SANDBOX (River Wey Trust) – Book this in Autumn term

- Science link - Description of a water cycle
- Definition of a river and how this differs from streams.

WALT: find the stages of a river

- Explore stages and their properties

WALT: describe how rivers are used around the world
(A3 spread. This feeds onto next lesson)

- Link to Southfields/New York from previous topic
 - Dams
 - Housing
 - Farming
 - Transport
 - + others

WALT: recognise and explain how human activity affects rivers

- Explore the effects of last lesson, e.g. building on floodplains.

FIELDWORK/FIELDTRIP

WALT: apply our learning during fieldwork at a river

- Fieldtrip to the River Wandle
- Applying their knowledge of the features of a river
- 4 figure grid references

WALT: answer the enquiry question 'Is it right for people to alter the natural course of rivers?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Summer –

Why doesn't Southfields have any mountains?

Mountains

Map on Display: World Map

Book: Majestic Mountains: Discover Earth's Mighty Peaks

Prior Knowledge to Include: 4 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn) and longitude, Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, rivers, 4 figure grid references.

Key Vocabulary:

Layers Of the Earth – Crust, Mantle, Outer Core, Inner Core, Types Of Mountains – Fold, Fault-Block, Volcanic, Dome, Plateau, Avalanche, Gorges, Summit, Face, Outcrop, Foot, Tree Line, Valley, Slope, Ridge, Peak, Tectonic Plates, 6 Figure Grid Reference, Hypothermia, Altitude, Height Above Sea Level, Scree, Landform, Contour Lines, Border

Sticky Knowledge:

- What names and location of the worlds 'Seven Summits'?
- What are the main features of a mountain and how is it formed?
- What is the location of the UK's tallest mountain?
- How do you use a 6-figure grid reference?

WALT: use an atlas to locate the worlds 'Seven Summits'

- Atlas/map/Globe skills
- Using the index of an atlas
- Location of the 7 summits
- Link to the tectonic plates

WALT: describe the key features of mountains and how they are formed.

- Sketch and describe/annotate type of mountains
- Linking back to volcanoes and their similarities/differences.
- Linking back to tectonic plates (use Digimap overlays)
- Use oblique views (and defining what these are)

WALT: describe the climate of mountains and explore mountain life

- OS Maps
- 6 figure grid references
 - Day-to-day life
 - Food
 - Weather and Climate
 - Jobs

WALT: recognise the importance of the Himalayas for people living in the region

- Linking to tectonic plates/climate/biomes/vegetation belts/volcanoes/earthquakes
- Application of last week's work

WALT: locate the United Kingdom's highest mountains and investigate Scafell Pike

(Start off labelling mountains on a map, then focus on Scafell Pike whilst using an OS Map)

- Map work
- OS MAP
- OS Symbols
- Contours and 6 figure grid references
- Use the scale bar to calculate some distances.
- History link – Why London was founded. Benefits of a capital city not being near mountains.

WALT: answer the enquiry question 'Why doesn't Southfields have any mountains?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Year 5

Autumn –

Would life in Rio be different to Southfields?

South America

<p>Map on Display: South America</p> <p>Book: Mapping South America</p> <p>Prior Knowledge to Include: 4 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn) and longitude, Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, rivers, mountains, 6 figure grid references.</p>
<p>Key Vocabulary:</p> <p>Biomes, Vegetation Belt, and Climate Zones, Tectonic Plates, Volcanoes, Rivers, Mountains, Latitude and Longitude, 8-Figure Grid Reference, Import, Export, Summit, Climate, Weather, Continent, Flora, Fauna, Pollution, Tourism, Agriculture, Deforestation, Ecosystem, Fertile, Indigenous, Vegetation</p>
<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• What are the 5 largest countries and capital cities in South America?• What is the significance of latitude and longitude and how do you use 8-point compass directions?• What are the main human and physical features in South America, including which climates, biomes, vegetation belt, tectonic plates we may find?• How is South America linked to my life via imports and exports?
<p>WALT: use an atlas to locate South America to draw our own map <u>(Use atlas to draw own map, annotate with countries, capital cities and some key facts.</u></p> <ul style="list-style-type: none">• South American countries/Cities and key facts• Atlas/map/Globe skills• Using the index of an atlas• Linking to tectonic plates/climate/biomes/vegetation belts/mountains/volcanoes
<p>WALT: use Digimap to identify the physical and human features of South America</p> <ul style="list-style-type: none">• Longitude and Latitude• Biomes, Climates, Desert, River, Rainforest, Mountains, Tectonic Plates, Vegetation Belts
<p>WALT: identify how my life is linked to South America</p> <ul style="list-style-type: none">• Imports and exports• How the Amazon rainforest has changed (comparing past and current maps using Digimap overlays)• Positive and negative effects of imports/exports
<p>WALT: use a range of sources to imagine what daily life in Rio might be like (This lesson will be the main input for the final enquiry-based lesson - Videos, photographs, information texts etc.)</p> <ul style="list-style-type: none">• Human and physical features of Rio<ul style="list-style-type: none">○ Sugarloaf Mountain○ Beaches○ Christ the Redeemer○ Housing○ Carnival

FIELDTRIP

WALT: identify physical and human features of Southfields

Ideas:

- maps of the area (hand-drawn or collected).
- routes and pathways.
- sketches – key buildings, rivers, etc.
- rubbings, cuttings and samples.
- graphs and charts.
- photographs.
- filming.
- surveys and questionnaires

WALT: answer the enquiry question ‘Would life in Rio be different to Southfields?’

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Spring – How could we improve Sheringdale’s sustainability?

Recycling

Map on Display: World Map

Book: Climate Action: The future is in our hands

Prior Knowledge to Include: 8 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn) and longitude, Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, rivers, mountains, 6 figure grid references.

Key Vocabulary:

Non-renewable energy – fossil fuels, coal, nuclear, natural gas, Renewable energy – solar power, hydroelectricity, geothermal power, biomass, Sustainability, Recycling, Conserve, Consume, Food miles, Electricity, Import, Produced, 6-figure grid reference, Fertile land, National Grid, CO₂, Sustainable Development, Distribution

Sticky Knowledge:

- Where does our power come from?
- What is distribution of natural resources including energy, food, minerals, and water?
- Where does our food come from?
- What are the 3 Rs? Why is the order important?

WALT: explore where our power comes from

- How electricity is generated and distributed in the UK

<p>Power station -> pylon -> wire -> light switch -> lightbulb</p> <ul style="list-style-type: none"> • National grid • Coal, Combined Cycle Gas Turbine (CCGT), Nuclear, Pumped Storage • Advantages + Disadvantages of these
<p><u>WALT: identify to benefits of renewable energy source</u> (Focus on sustainability and link to the school's solar panels)</p> <ul style="list-style-type: none"> • Mathematical charts/comparisons and future predictions • Wind, Solar, Hydropower • Focus on school's energy usage – solar panels and show Google Map's picture of their location on the roof
<p><u>WALT: explore where our food comes from</u> (Link to South America where able)</p> <ul style="list-style-type: none"> • Map work • Calculate food miles. Benefits and risks. • What food is imported/exported?
<p>FIELDTRIP</p> <p><u>WALT: visit a recycling centre</u> wrwa.gov.uk/schools-adult-groups/class-visits/</p>
<p><u>WALT: research how Sheringdale can improve its sustainability</u> (How can we improve our sustainability/recycling? Children to annotate on a map whilst going on a field trip around the school? Children will need to decide on their action for the final enquiry-based lesson)</p> <ul style="list-style-type: none"> • Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue. • 6 figure grid references
<p><u>WALT: answer the enquiry question 'How could we improve Sheringdale's sustainability?'</u></p> <ul style="list-style-type: none"> • Sticky knowledge questions • Potentially include at least 1 map work/maths question • Final open question, focus on GD, layout, vocabulary, and additions such as a picture. • Child led task to be presented to the Head Teacher.
<p><u>Summer –</u></p> <p><u>How would you design the perfect settlement?</u></p> <p>Settlements (link back to Romans and London, Anglo Saxons, Vikings, and rivers)</p> <p>Map on Display: World Map</p> <p>Book: Settlements (World Feature Focus)</p> <p>Prior Knowledge to Include: 8 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn) and longitude, Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, rivers, mountains, 6 figure grid references.</p> <p><u>Key Vocabulary:</u></p> <p>Land Use – Industrial, Leisure, Retail, Settlement, Transport, Residential, Agriculture, Early Settlers – Romans, Anglo-Saxons, Vikings, Healthcare, Settler, River, Evolution of</p>

Settlements, Demographic Characteristics, Perception, Industrial, Infrastructure, Essential, Desirable, Unwanted, Significant, Accessibility, Greenbelt

Sticky Knowledge:

- What types of settlements are there?
- What makes the best location for a settlement?
- What are the main wants and needs of a settlement?
- How has the land use in Southfields changed over time?

WALT: identify what early settlers needed

- What is a settlement?
- Important features of a settlement
- Reasons settlers have chosen a site
- Needs/Likes/Not Needed features

WALT: reason why we would choose to settle in a specific place

(Using last lesson features to reason behind multiple sites in a location)

- Features of a settlement
- Reasons why a settlement site might be unsuitable.
- Comparing different sites in a location

WALT: explore how land is used in settlements

- Retail, Leisure, Housing (residential), Business, Industrial, Agricultural
- 6 figure grid references on map work when describing

FIELDWORK

WALT: explore land use in Southfields

- Mapping conventions
- Give a map, children to note down land use during the fieldwork.
- Reasons/history of why Southfields is built a certain way and why there isn't any agriculture anymore
- History link – Change occurring as the population grew

WALT: use Digimap to find our land use has changed in Southfields over time

(Use the comparing maps function and other relevant overlays in Digimap. Predictions of what may happen in the future using historical data)

- Comparing past and present maps
- Using overlays such as population
- Reasoning why the changes have made
- Making inferences from data

WALT: answer the enquiry question 'How would you design the perfect settlement?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.
- Children to use a suitable area of land from Digimap to print and include grid markings. Ensure appropriate water sources are visible. Children to apply their knowledge to design their own settlement.
- 6 figure grid references

- Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.

Year 6

Autumn –

How will London change in the future?

The United Kingdom

Map on Display: The UK (Could add features throughout unit)

Book: The Big Book of the UK

Prior Knowledge to Include: 8 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn) and longitude, Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, rivers, mountains, 6 figure grid references.

Key Vocabulary:

Topographical Features (Including Hills, Mountains, Coasts, and Rivers), Counties, Boroughs, Land-Use, Prime/Greenwich Meridian, Time Zones, Development, Thematic Maps, Sustainable Development, Economy, Congestion, Local Government - Education, Transport, Policing, Public Safety, Social Care

Sticky Knowledge:

- What are the names and location of major cities in the United Kingdom?
- Where are the key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom?
- Why do we have counties across the country, and boroughs in London?
- What are the Prime/Greenwich Meridian and time zones (including day and night)?

WALT: understand different time zones, include Prime/Greenwich Meridian

- Including day/night

WALT: compare and contrast the topography of the United Kingdom

(Including hills, mountains, coasts and rivers. Lots of this can be found on Oddizzi)

- Atlas/map/Globe skills
- Using the index of an atlas
- Linking to tectonic plates
- Link to prior topics: biomes, vegetation belts, climates, Rivers, Mountains, Volcanoes, Settlements, Earthquakes

WALT: identify where I live in the UK and locate the UK's major cities and counties

(Start on broader UK and 'zoom' into Southfields:

UK -> England -> London -> Wandsworth -> Southfields)

- Identify counties
- History of why we have counties and why these have changed

- Structure of London – focusing on boroughs

WALT: learn about the physical characteristic of the United Kingdom

(Focus on physical features. Seas, Mountains, Rivers, Peaks, Coastline)

- Link to prior topics: biomes, vegetation belts, climates, Rivers, Mountains, Volcanoes, Settlements, Earthquakes

WALT: research how London has changed over time.

(Use Digimap and compare maps)

- Link to prior topics: biomes, vegetation belts, climates, Rivers, Mountains, Volcanoes, Settlements, Earthquakes
- History link – Previous topics: Romans, Anglo Saxons, Vikings etc.

WALT: answer the enquiry question ‘How will London change in the future?’

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.
- Children to give their own opinion after analysing data
- Include population thematic maps and graphs
- Include map and graph predictions for the future.

Spring –

Why does England trade with other countries?

Trade and Economics

Map on Display: World Map

Book: Fair Trade First

Prior Knowledge to Include: 8 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn) and longitude, Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, rivers, mountains, time zones (Prime/Greenwich Meridian), 6 figure grid references.

Key Vocabulary:

Industries – Manufacturing, Retail, Farming, Finance, Tourism, Trade, Trade Links, Economy, Import, Export, Goods, Global Supply Chain, Fair Trade, Food Miles, Process, Primary/Secondary/Tertiary Businesses, Globalisation, Multinational, International, European Union

Sticky Knowledge:

- What are the main economic activities including trade links across the world?
- What is the meaning of Fair Trade and why it is important?
- What are primary, secondary, and tertiary sectors businesses?
- What are the main industries in the United Kingdom?

WALT: investigate global trade routes and processes

- Map work
- Main trade routes of the world and reasoning behind this

WALT: explore why Fair Trade is important

- Meaning of fair trade
- Pie charts for visual representation
- Exports vs imports of countries
- Agriculture, Raw Material, Manufactured goods
- List of some products that are fair traded.
- Why fair trade is important

WALT: investigate primary, secondary, and tertiary sectors in the United Kingdom

- Definition of the primary, secondary, and tertiary sector
 - Manufacturing
 - Retail
 - Farming
 - Finance
 - Tourism

FIELDWORK

WALT: investigate the range and location of primary, secondary, and tertiary businesses in Southfields

- Making a list or map
- Reasoning behind why there is more of some sectors than others in Southfields
- History Link – Exploring changes behind the different sectors in Southfields
- Fieldwork – exploring Southfields

WALT: explore how and why trading has changed over time

(Predictions of what might happen in the future)

- Transport – canals, planes, cargo ships etc.
- Food miles – how far food travels
<https://www.foodmiles.com/>
- Link to prior topics: biomes, vegetation belts, climates, Rivers, Mountains, Volcanoes, Settlements, Earthquakes
- Link to history topics – Romans, Anglo Saxons, Vikings, Victorians etc.

WALT: answer the enquiry question 'Why does England trade with other Countries?'

- Sticky knowledge questions
- Potentially include at least 1 map work/maths question
- Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

Summer –

Why do we visit Osmington Bay on our residential trip away from Southfields?

Contrasting Area

Map on Display: Southfields OS Map

Book: What's Where on Earth? Our World As You've Never Seen It Before

<p><u>Prior Knowledge to Include:</u> 8 Point Compass, Mapping Conventions, Equator + Lines of Latitude (tropic of Cancer and Capricorn) and longitude, Northern + Southern Hemisphere, Biomes, Vegetation Belt, and Climate Zones, tectonic plates, volcanoes, rivers, mountains, time zones (Prime/Greenwich Meridian), 6 figure grid references.</p>
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Industries – Manufacturing, Retail, Farming, Finance, Agriculture, Coastal, Harbour, Industrial, Leisure, Pier, Tourist, Land-Use, Environmental Survey, Itinerary, Development, Economy, Sustainable Development, Aerial View, Population Growth, Congestion</p>
<p><u>Sticky Knowledge:</u></p> <ul style="list-style-type: none"> • What are the main human features of Osmington Bay? • What are the main physical features of Osmington Bay? • What is the best way to plan a trip to Osmington Bay? • What are the main differences and similarities between Osmington Bay and Southfields?
<p><u>WALT: explore the physical geography of Osmington Bay</u></p> <ul style="list-style-type: none"> • Focus on uses, linking to the Enquiry Question • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Map work
<p><u>WALT: explore the human geography of Osmington Bay</u></p> <ul style="list-style-type: none"> • 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. • Focus on facts and graphs – population, growth etc. • Link to prior topics: human and physical features, land use, trade
<p><u>WALT: compare the differences between Southfields and Osmington Bay</u> Compare both human and physical features.</p>
<p><u>WALT: plan a trip to Osmington Bay</u></p> <ul style="list-style-type: none"> • Google maps/Digimap/ research/travel brochures • Creation of an itinerary • How to get there from school, where to stay, what to do etc. • Mapping conventions – title, border, north arrow, scale, key, name/date in bottom right-hand corner, labels written horizontally, water shaded in blue.
<p>FIELDWORK - TRIP</p> <p><u>WALT: experience Osmington Bay</u> (Depending on trip date)</p> <ul style="list-style-type: none"> • PGL Trip
<p><u>WALT: answer the enquiry question ‘Why do we visit Osmington Bay on our residential trip?’</u></p> <ul style="list-style-type: none"> • Sticky knowledge questions • Potentially include at least 1 map work/maths question • Final open question, focus on GD, layout, vocabulary, and additions such as a picture.

- Design a brochure to compare Southfields to Brighton
- Human, physical and differences to Southfields.

Geography Overview			
	<u>Term</u>	<u>Topic</u>	<u>Enquiry Question</u>
Year 1	Autumn	Weather	When is the best time of the year to go on holiday?
	Spring	Our School	How can we travel safely from our school?
	Summer	Our Local Area	How would I improve Coronation Gardens?
Year 2	Autumn	Hot and Cold Places	Where would be the best place in the world to go on Holiday?
	Spring	The United Kingdom	Is everywhere in the United Kingdom like London?
	Summer	Zambia	How is life in Zambia different to our lives in Southfields?
Year 3	Autumn	Biomes, Vegetation Belts, and Climate Zones	Why does it keep raining in the United Kingdom?
	Spring	Volcanoes and Earthquakes	Why would anyone live near a volcano?
	Summer	Europe	What makes Rome a great holiday destination?
Year 4	Autumn	North America	Is every part of the United States like New York City?
	Spring	Rivers	Is it right for people to alter the natural course of rivers?
	Summer	Mountains	Why doesn't Southfields have any mountains?
Year 5	Autumn	South America	Why is life in Rio so different to our lives in Southfields?
	Spring	Recycling	How could we improve Sheringdale's sustainability?
	Summer	Settlements	How would you design the perfect settlement?
Year 6	Autumn	The United Kingdom	How will London change in the future?
	Spring	Trade and Economics	Why does England trade with other Countries?
	Summer	Brighton	Why do we visit Osmington Bay on our residential trip away from Southfields?