

# Geography Medium Term Curriculum Map

<i>Differentiation by input see the weekly planning sheet/</i> -Key vocab for each learning objective is in red font / -Resources -see the weekly planning / <i>Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking</i> - Long term memory development strategies= Recapping pervious learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week -Geography Cultural Capital = Have a clear understanding of where places are in terms of the UK, Europe and World						
Year A			Year B			
Autumn term		Spring Term	Summer term	Autumn term	Spring Term	Summer Term
Ruby Class Reception/Nursery	LO 1: Use all of their senses in hands-on exploration of <b>natural materials</b> . LO 2: Begin to understand the need to respect and care for the <b>natural environment</b> and all living things. LO 3: Know that there are <b>different countries</b> in the <b>world</b> and talk about the differences they have experienced or seen in photos. LO 4: Draw information from a <b>simple map</b> . LO 5: Recognise some similarities and differences between <b>life in this country</b> and <b>life in other countries</b> . LO 6: <b>Explore</b> the <b>natural world</b> around them. LO 7: Recognise some <b>environments</b> that are <b>different</b> from the one in which they live. LO 8: Describe the <b>immediate environment</b> using knowledge from observations, discussion, stories, non-fiction texts and maps. LO 9: Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and <b>maps</b> . LO 10: Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what they have read in class. LO 11: Understand some important processes and changes in the natural world around them, including the <b>seasons</b> .					
Sapphire Class Year 1/2	<b>What are Seasons?</b> LO 1: Understand the different <b>types of weather</b> and the <b>symbols, conditions</b> related to this. LO 2: Know how to understand the weather and be able to say what it is. <b>Record data through pictures, words and symbols</b> . LO 3: Talk about the <b>wind</b> and the different directions it can blow i.e. <b>the compass points, north, east, south and west</b> . LO 4: What are the <b>4 main seasons</b> in the UK and what <b>types of weather</b> are related to each of the seasons. LO 5: Understand the seasons and the weather associated with this. What <b>evidence</b> would we see of the specific season and what types of activities do we do typically within each season. LO 6: Understand the <b>different climates</b> in the <b>capital cities</b> of the <b>UK</b> and how the <b>further south the warmer</b> and the reasons why.	<b>Where does our food come from?</b> LO 1: Understand where the <b>local high street</b> is and what <b>types of food</b> can be bought there, and its <b>source</b> . LO 2: To understand where our food comes from either <b>plants or animals</b> and understand the changes over a period of time. LO 3: To understand what <b>farming</b> is, that it can be <b>arable, pastoral</b> or both. Focus on what plants farmers grow and what food they can make. LO 4: Look at the <b>pastoral farming</b> (animals) and what the farmer can <b>produce</b> and what foods this is. LO 5: Understand the <b>different seas</b> around <b>the UK</b> . Look at <b>fisherman</b> and what they catch so that we can eat. How do they protect the environment- <b>quotas</b> . LO 6: Understand the <b>countries in the UK</b> . Look at the <b>traditional foods</b> from each country and the traditions behind them.	<b>Where do different animals live?</b> LO 1: Understand what a <b>continent</b> is and locate the 7 on a map. Understand the <b>climate and environment</b> of <b>Antarctica</b> and how animals adapt to this. LO 2: Understand and locate where <b>Asia</b> is and some of the countries in it. Understand it <b>has every climate</b> . How do pandas adapt to this climate and environment. LO 3: Understand where the continent of <b>Africa</b> is. What different environments are there and how do animals adapt to this e.g. elephants, camels LO 4: Name the <b>5 major oceans</b> . Understand where <b>Oceania</b> is and that it is made up of lots of islands and sea. Look at animals particularly in the oceans and how they adapt. LO 5: Understand where <b>South America</b> is and what countries are located in this. What different environments are there and how do the animals adapt. LO 6: Where is <b>North America</b> and what countries are in this continent. What climates does it have and why? How do animals adapt to this?	<b>Which country do I live in?</b> LO 1: Understand our <b>location on a world map</b> . What country do we live in, it is an island. Understand the <b>7 continents</b> and the world being a <b>sphere</b> . LO 2: Understand they live in <b>Enfield</b> . Know what is around them, such as, open space, schools, restaurants, places of worship, supermarkets, garden centres. LO 3: To gain a <b>sense of place</b> , what is close-by and what is faraway. LO 4: I can understand a <b>basic map</b> (plan of classroom orientate it and add things to the plan. LO 5: I can understand a <b>map of the local area</b> . Identify and locate certain things on the map and in real-life. LO 6: Plan a <b>journey</b> into <b>the locality</b> and <b>plot a map</b> to identify what they will see and which way they will walk.	<b>Uganda/Bridge of Hope</b> LO 1: Understand where <b>Uganda</b> is on a <b>world map</b> and that it is in the <b>continent of Africa</b> . Understand the colours and what they mean on the flag as well as the <b>crested crane</b> . LO 2: What type of <b>climate</b> is there in Uganda and what advantages and disadvantages does this cause. LO 3: What are the <b>main landscapes</b> in Uganda i.e the 4 main lakes, <b>mountains and valleys</b> and fact it is <b>landlocked</b> . LO 4: How do the Ugandan people <b>access water</b> and how does this compare to us. LO 5: Understand the geographical similarities and differences of the <b>human and physical geography</b> of England compared to Uganda. LO 6: What is the <b>Bridge of Hope charity</b> and how do they help people in Uganda.	<b>What will we see on our journey around the world?</b> LO 1: Understand they live in <b>South-East England, North London</b> and in <b>Enfield</b> . Understand that it is <b>a city</b> and the types of things you find here. LO 2: To understand what <b>the key physical features</b> of a <b>coast</b> are. What places are on the coast. What <b>human geography</b> would they find there e.g. hotels, piers, LO 3: To understand what living in a <b>rainforest</b> is like and compare it with our lives. Name a <b>significant rainforest</b> . LO 4: Look at what living in a <b>very hot and dry</b> place is like and how <b>people adapt</b> to this. LO 5: What is life like living in <b>London</b> . Understand what a <b>capital city</b> is and be able to name and locate some. LO 6: <b>Compare city life</b> to that of living in <b>rural England</b> and look at the similarities and differences.
Diamond Class Year 3/4	<b>How does water go around and round?</b> LO 1: To understand the land part of the <b>water cycle</b> in terms of what happens <b>to rainfall, streams rivers</b> and the <b>journey</b> to the sea. LO 2: To understand the <b>sky role</b> in the <b>water cycle</b> in terms of <b>evaporation</b> and <b>condensation</b> , linking everything to the water cycle. LO 3: To learn about the <b>key rivers</b> in the world. Look at the key river in the <b>UK-The Thames</b> and to follow it from <b>source to mouth</b> . LO 4: How do people use the world's major rivers and how does this affect them and change them. LO 5: To name and locate some of the <b>world's main mountainous areas</b> and how they are shaped through <b>glaciation</b> . LO 6: To understand how a river works in terms of <b>water flow</b> and the <b>changes in speed</b> that causes <b>erosion</b> and things to move.	<b>Can the Earth shake, rattle and roll?</b> LO 1: To understand the <b>causes, outcomes and locations of earthquakes</b> . Understand the role of <b>plate tectonics</b> . LO 2: To understand the <b>causes, outcomes and locations of volcanoes</b> and how it is all linked to <b>plate tectonics</b> . LO 3: Understand the <b>distribution of earthquakes and volcanoes</b> . Know about the <b>Pacific Ring of Fire</b> . Why are they located there? LO 4: Understand <b>the pros/cons of living in the vicinity</b> of volcanoes and earthquakes. What <b>measures</b> are put in place to make life as safe as possible. LO 5: To look at more recent earthquakes and volcanic eruptions. What <b>impact</b> did they have and what has been done since? LO 6: Make their own volcano that will erupt.	<b>Do you like to be beside the seaside?</b> LO 1: Locate <b>coastal places</b> in the <b>UK</b> on a map, understand what makes a coastal area including <b>special features</b> . LO 2: Understand the different places they have visited on the UK coast e.g. Southend, Frinton, Cornwall, Devon) What makes them great places to visit in terms of <b>tourism</b> . LO 3: To look at the <b>economic features of coastal towns</b> , why are they so important to the economy e.g. hotels, funfairs, water sports, campsites, piers. LO 4: Look at the <b>physical features of a coastline</b> . How is a <b>beach</b> made through erosion? What key things would they see at the coast. LO 5: What <b>forms the waves</b> and the <b>tides</b> ? What impact can these have on the landscape and humans. LO 6: Create your ideal seaside location. Plan out a <b>map of your area</b> with all the key features of the seaside and explanations why.	<b>Who lives in Antarctica?</b> LO 1: What is <b>climate</b> ? To understand the position and significance of <b>lines of latitude</b> . LO 2: Where is Antarctica? To describe the location and <b>physical features</b> of Antarctica? LO 3: Who lives in Antarctica? To describe the <b>human features</b> of Antarctica. LO 4: Who was Shackleton? To use <b>4-figure grid references</b> to plot Shackleton's route to Antarctica. LO 5: Can we plan an <b>expedition</b> around the school? To plan a <b>simple route</b> using a map using <b>compass points</b> . LO 6: How did our expedition go? To follow instructions involving <b>compass points</b> and map a simple route.	<b>Are all settlements the same?</b> LO 1: What is a settlement? To describe different types of <b>settlement</b> . LO 2: How is land used in my local area? To identify different <b>human and physical features</b> in the <b>local area</b> . LO 3: Can I explain the location of features in my local area? To discuss why human and physical features are in <b>particular locations</b> . LO 4: How has my local area changed over time? To describe how land use in the local area has <b>changed</b> . LO 5: How is land used in New Delhi? To <b>identify</b> land use in New Delhi. LO 6: How does land use in New Delhi compare with my local area? To <b>compare</b> land use in two different locations.	<b>Global Issues around the World</b> LO 1: Understand what the major issues are affecting the world today. Focus on <b>climate change</b> and what this means and how can we help to improve the situation. LO 2: Understand the importance of <b>ocean conservation</b> and what impact this is having on the world and how it can be improved. LO 3: Understand the <b>loss of habitats</b> and <b>biodiversity</b> and how this will affect the planet if not addressed. LO 4: Understand the issue of <b>water scarcity</b> and where it is and how it is trying to be improved. LO 5: Look and understand the term <b>sustainability</b> and what in terms of our country and then the world we are doing to improve this. LO 6: Look at the overall view of <b>pollution</b> and what we need to do as a society to try to improve the situation.
Emerald class Year 5/6	<b>Where does all our stuff come from?</b> LO 1: To understand where our <b>food/clothes</b> come from, <b>locate on a map</b> . What <b>raw materials</b> are used and where do they come from. LO 2 Understand where and how fruit grows in what <b>climatic conditions/seasons</b> . Understand the <b>distances it travels</b> and where from. LO 3: Understand that clothes can be <b>produced fairly and sustainably</b> in terms of <b>raw materials, production cycle, recycling</b> . LO 4: Understand <b>export/import</b> . What products are produced <b>locally and when</b> . What <b>countries are famous</b> for producing what products particularly in Europe. LO 5: What are the advantages and disadvantages of import and export in terms of <b>environmental issues, cost factors/jobs</b> LO 6: What can we do to help the situation when we are buying produce, understand buying locally, <b>no fast fashion, meat free days, fair trade and recycling</b> .	<b>Are we damaging the World?</b> LO 1: What are we doing to our planet? What are all the <b>problems for our planet</b> , how have they been caused and what are we doing about it. LO 2: Understand the different <b>minerals</b> the Earth produces and what areas of the world they are found. What are the minerals used for and their values? LO 3: Where does our <b>energy</b> come from? Understand the different types of energy available and its disadvantages and advantages. LO 4: Understand the importance of <b>protecting the oceans</b> . Know the oceans and major seas of the world. What are the issues and ways to solve them. LO 5: <b>Sustainability</b> -What ways at school today can we be more sustainable. What do we do already and what could we do more of? LO 6: Be able to identify <b>and important environmental issue</b> and the possible solutions to the issue. Create a campaign on the issue to highlight this.	<b>Mapping Skills</b> LO 1: Be able to use an <b>atlas</b> and basic <b>grid referencing</b> to locate countries around the world. Place these on a word map. LO 2: Build up an understanding of <b>the 8 different compass points</b> and be able to link these with places in both England and the UK. LO 3: Be able to use <b>4 and 6 figure grid references</b> to locate places in the locality using an <b>OS map</b> . LO 4: Understand the <b>symbols and keys</b> used in mapping with particular reference to an OS map. LO 5: Use their understanding of maps to create a <b>sketch map of the locality</b> using the <b>human and physical features</b> . LO 6: Be able to <b>map out different journeys</b> they have taken whether local, national or international.	<b>How is our country changing?</b> LO 1: Understand the <b>topographical features</b> of the UK in terms of <b>countries, cities, settlements, rivers, mountains and seas</b> . LO 2: Understand how an area has changed over time. Use the <b>Olympic Park Stratford</b> to investigate what has happened in terms of advantages and disadvantages. LO 3: What <b>changes happened after WWII</b> . Why, where and how did these changes happen and the impact it has had. LO 4: Is our <b>local area changing</b> in terms of Enfield, cycle lanes, housing, new schools Chase Farm closing what impact does it have on the local area. LO 5: How could the local area be changed to benefit the <b>local community</b> . Plan an <b>ideal settlement</b> with all the relevant services and green space, i.e. town planning. LO 6: Explain the reasoning behind their ideal settlement and the reasons they have chosen what they have.	<b>Uganda</b> LO 1: Understand the location of <b>Uganda</b> in <b>Africa</b> and its <b>main cities, physical landscapes and human geography</b> . LO 2: To understand in more depth the <b>physical landscape of Uganda</b> and how these have been formed in terms of <b>lakes, mountains and valleys</b> . LO 3 To understand the <b>human geography</b> linked to Uganda in terms of <b>trade links, distribution of natural resources, including energy, food, minerals and water</b> . LO 4: How do people in Uganda make a living, what are the <b>main industries</b> and how will this be <b>sustained</b> . LO 5: what are the <b>environmental constraints</b> affecting the people of Uganda and how are they trying to overcome this. LO 6: Focus on the <b>Bridge of Hope charity</b> and look at the work they are undertaking and how we can make a difference in what we can do.	<b>The Amazon</b> LO 1: Understand where the <b>Amazon is located</b> , what countries lie within it. Understand what a <b>river basin/rainforest</b> is like. LO 2: Understand the <b>climate in the Amazon</b> rainforest. Look at <b>temperature, rainfall, humidity</b> and the pros/cons of the climate. LO 3: What animals are in the rainforest and how are they <b>adapted</b> to their <b>environment</b> . LO 4: Look at the <b>communities</b> that live in the Amazon and how they <b>survive</b> . Focus on <b>shifting cultivation</b> . LO 5: How can people <b>protect the Amazon</b> . How is the rainforest being <b>damaged</b> , what is it being used for and why? LO 6: Why is the Amazon rainforest so important and how can we protect it. Create a campaign to promote this.