

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 natural materials . LO 2: Begin to understand the need to respect and care for the natural environment and all living things LO 3: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. LO 4: Draw information from a simple map . LO 5: Recognise some similarities and differences between life in this country and life in other countries . LO 6: Explore the natural world around them. LO 7: Recognise some environments that are different from the one in which they live. LO 8: Describe the immediate environment 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 maps . 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 seasons .					
Sapphire Class Year 1/2	What are Seasons? LO 1: Understand the different types of weather and the symbols, conditions related to this. LO 2: Know how to understand the weather and be able to say what it is. Record data through pictures, words and symbols . LO 3: Talk about the wind and the different directions it can blow i.e. the compass points, north, east, south and west . LO 4: What are the 4 main seasons in the UK and what types of weather are related to each of the seasons. LO 5: Understand the seasons and the weather associated with this. What evidence would we see of the specific season and what types of activities do we do typically within each season. LO 6: Understand the different climates in the capital cities of the UK and how the further south the warmer and the reasons why.	Where does our food come from? LO 1: Understand where the local high street is and what types of food can be bought there, and its source . LO 2: To understand where our food comes from either plants or animals and understand the changes over a period of time. LO 3: To understand what farming is, that it can be arable, pastoral or both. Focus on what plants farmers grow and what food they can make. LO 4: Look at the pastoral farming (animals) and what the farmer can produce and what foods this is. LO 5: Understand the different seas around the UK . Look at fisherman and what they catch so that we can eat. How do they protect the environment- quotas . LO 6: Understand the countries in the UK . Look at the traditional foods from each country and the traditions behind them.	Where do different animals live? LO 1: Understand what a continent is and locate the 7 on a map. Understand the climate and environment of Antarctica and how animals adapt to this. LO 2: Understand and locate where Asia is and some of the countries in it. Understand it has every climate . How do pandas adapt to this climate and environment. LO 3: Understand where the continent of Africa is. What different environments are there and how do animals adapt to this e.g. elephants, camels LO 4: Name the 5 major oceans . Understand where Oceania 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 South America is and what countries are located in this. What different environments are there and how do the animals adapt. LO 6: Where is North America and what countries are in this continent. What climates does it have and why? How do animals adapt to this?	Which country do I live in? LO 1: Understand our location on a world map . What country do we live in, it is an island. Have an understanding of the 7 continents and the world being a sphere . LO 2: Understand they live in Enfield . Know what is around them in terms of open space, schools, restaurants, places of worship, supermarkets, garden centres. LO 3: To gain a sense of place , what is close-by and what is faraway. LO 4: I can understand a basic map (plan of classroom orientate it and add things to the plan. LO 5: I can understand a map of the local area . Identify and locate certain things on the map and in real-life. LO 6: Plan a journey into the locality and plot a map to identify what they will see and which way they will walk.	Uganda/Bridge of Hope LO 1: Understand where Uganda is on a world map and that it is in the continent of Africa . Understand the colours and what they mean on the flag as well as the crested crane . LO 2: What type of climate is there in Uganda and what advantages and disadvantages does this cause. LO 3: What are the main landscapes in Uganda i.e the 4 main lakes, mountains and valleys and fact it is landlocked . LO 4: How do the Ugandan people access water and how does this compare to us. LO 5: Understand the geographical similarities and differences of the human and physical geography of England compared to Uganda. LO 6: What is the Bridge of Hope charity and how do they help people in Uganda.	What will we see on our journey around the world? LO 1: Understand they live in South-East England, North London and in Enfield . Understand that it is a city and the types of things you find here. LO 2: To understand what the key physical features of a coast are. What places are on the coast. What human geography would they find there e.g. hotels, piers, LO 3: To understand what living in a rainforest is like and compare it with our lives. Name a significant rainforest . LO 4: Look at what living in a very hot and dry place is like and how people adapt to this. LO 5: What is life like living in London . Understand what a capital city is and be able to name and locate some. LO 6: Compare city life to that of living in rural England and look at the similarities and differences.
Diamond Class Year 3/4	How does water go around and round? LO 1: To understand the land part of the water cycle in terms of what happens to rainfall, streams rivers and the journey to the sea. LO 2: To understand the sky role in the water cycle in terms of evaporation and condensation , linking everything to the water cycle. LO 3: To learn about the key rivers in the world. Look at the key river in the UK-The Thames and to follow it from source to mouth . 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 world's main mountainous areas and how they are shaped through glaciation . LO 6: To understand how a river works in terms of water flow and the changes in speed that causes erosion and things to move.	Can the Earth shake, rattle and roll? LO 1: To understand the causes, outcomes and locations of earthquakes . Understand the role of plate tectonics . LO 2: To understand the causes, outcomes and locations of volcanoes and how it is all linked to plate tectonics . LO 3: Understand the distribution of earthquakes and volcanoes . Know about the Pacific Ring of Fire . Why are they located there? LO 4: Understand the pros/cons of living in the vicinity of volcanoes and earthquakes. What measures are put in place to make life as safe as possible. LO 5: To look at more recent earthquakes and volcanic eruptions. What impact did they have and what has been done since? LO 6: Make their own volcano that will erupt (follow Voyagers plan).	Do you like to be beside the seaside? LO 1: Locate coastal places in the UK on a map, understand what makes a coastal area including special features . 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 tourism . LO 3: To look at the economic features of coastal towns , why are they so important to the economy e.g. hotels, funfairs, water sports, campsites, piers. LO 4: Look at the physical features of a coastline . How is a beach made through erosion? What key things would they see at the coast. LO 5: What forms the waves and the tides ? What impact can these have on the landscape and humans. LO 6: Create your ideal seaside location. Plan out a map of your area with all the key features of the seaside and explanations why.	Where on Earth are we? LO 1 Understand the Earth is a sphere and the differences between globes and maps . Locate the Equator and know the names of continents and oceans LO 2: The children have a understanding of scale starting from their address increasing in size e.g. rd, town, county, country, continent. LO 3: Understand the lines of latitude and longitude and the Northern and Southern Hemisphere . What countries are located where? LO 4: Understand how day and night are caused as the Earth rotates on its axis . Understand the different time zones and hours of darkness and light during a day. LO 5: Understand the International Date Line and its location in the Pacific Ocean. Why do our clocks move an hour forward and back. LO 6: Be able to find countries on a world map stating what continent, hemisphere, line of longitude and latitude, time zone they are in.	Is Climate Cool? LO 1: Recap the seasons and the different weather types for each season. What areas within the world get what types of weather, Equator, North Pole, South Pole, Tropics of Cancer and Capricorn . LO 2: To learn and understand the climate in the polar regions and learn about the tundra biome . LO 3: To learn and understand the climate in a desert . Know what the term biome means. LO 4: To learn and understand about the tropical rainforest . Think about average temperatures and average rainfall . LO 5: To learn and understand about the temperate climate zone . LO 6: To understand and consider climate change and preventative measures that may be taken to help this.	Global Issues around the World LO 1: Understand what are the major issues affecting the world today. Focus on climate change and what this means and how can we help to improve the situation. LO 2: Understand the importance of ocean conservation and what impact this is having on the world and how it can be improved. LO 3: Understand the loss of habitats and biodiversity and how this will affect the planet if not addressed. LO 4: Understand the issue of water scarcity and where it is and how it is trying to be improved. LO 5: Look and understand the term sustainability 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 pollution and what we need to do as a society to try to improve the situation.
Emerald class Year 5/6	Where does all our stuff come from? LO 1: To understand where our food/clothes come from, locate on a map . What raw materials are used and where do they come from. LO 2 Understand where and how fruit grows in what climatic conditions/seasons . Understand the distances it travels and where from. LO 3: Understand that clothes can be produced fairly and sustainably in terms of raw materials, production cycle, recycling . LO 4: Understand export/import . What products are produced locally and when . What countries are famous for producing what products particularly in Europe. LO 5: What are the advantages and disadvantages of import and export in terms of environmental issues, cost factors/jobs LO 6: What can we do to help the situation when we are buying produce, understand buying locally, no fast fashion, meat free days, fair trade and recycling .	Are we damaging the World? LO 1: What are we doing to our planet? What are all the problems for our planet , how have they been caused and what are we doing about it. LO 2: Understand the different minerals 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 energy come from? Understand the different types of energy available and its disadvantages and advantages. LO 4: Understand the importance of protecting the oceans . Know the oceans and major seas of the world. What are the issues and ways to solve them. LO 5: Sustainability -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 and important environmental issue and the possible solutions to the issue. Create a campaign on the issue to highlight this.	Mapping Skills LO 1: Be able to use an atlas and basic grid referencing to locate countries around the world. Place these on a word map. LO 2: Build up an understanding of the 8 different compass points and be able to link these with places in both England and the UK. LO 3: Be able to use 4 and 6 figure grid references to locate places in the locality using an OS map . LO 4: Have an understanding of the symbols and keys used in mapping with particular reference to an OS map. LO 5: Use their understanding of maps to create a sketch map of the locality using the human and physical features . LO 6: Be able to map out different journeys they have taken whether local, national or international.	How is our country changing? LO 1: Understand the topographical features of the UK in terms of countries, cities, settlements, rivers, mountains and seas . LO 2: Understand how an area has changed over time. Use the Olympic Park Stratford to investigate what has happened in terms of advantages and disadvantages. LO 3: What changes happened after WWII . Why, where and how did these changes happen and the impact it has had. LO 4: Is our local area changing 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 local community . Plan an ideal settlement 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.	Uganda LO 1: Understand the location of Uganda in Africa and its main cities, physical landscapes and human geography . LO 2: To understand in more depth the physical landscape of Uganda and how these have been formed in terms of lakes, mountains and valleys . LO 3 To understand the human geography linked to Uganda in terms of trade links, distribution of natural resources, including energy, food, minerals and water . LO 4: How do people in Uganda make a living, what are the main industries and how will this be sustained . LO 5: what are the environmental constraints affecting the people of Uganda and how are they trying to overcome this. LO 6: Focus on the Bridge of Hope charity and look at the work they are undertaking and how we can make a difference in what we can do.	The Amazon LO 1: Understand where the Amazon is located , what countries lie within it. Understand what a river basin/rainforest is like. LO 2: Understand the climate in the Amazon rainforest. Look at temperature, rainfall, humidity and the pros/cons of the climate. LO 3: What animals are in the rainforest and how are they adapted to their environment . LO 4: Look at the communities that live in the Amazon and how they survive . Focus on shifting cultivation . LO 5: How can people protect the Amazon . How is the rainforest being damaged , 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..