

Geography Medium Term Curriculum Map

- Key words in red - Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking - Long term memory development strategies= Recapping previous 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		Summer Term	
Ruby Class Reception/Nursery	Exploring Maps LO 1: Pirate map bingo. To find and name familiar places on a map. LO 2: Our school from above. To consider shapes and positions of features when making a map. LO 3: Let's build a map. To build and describe a model of a familiar place. LO 4: Creating Journey sticks. To describe a journey using found objects as prompts. LO 5: Investigating maps. To explore a range of maps . LO 6: Let's build a map! To build and describe a model of a particular place		Outdoor Adventures LO 1: Nature Catchers To explore natural objects using senses. LO 2: Observational Painting. To explore and make observations of the world around them. LO 3: Exploring the weather. To describe the effects of different weather conditions . LO 4: Senses in nature. To use the senses to observe and talk about experiences whilst outside . LO 5: Exploring the Seasons To begin to notice some of the features of the changing seasons . LO 6: Dress the teddy To begin to recognise seasonal weather conditions.		Around the World LO 1: Home or Away. To compare features in the local environment to other places around the world LO 2: Bear's UK travels. To compare contrasting places within the UK LO 3: City or countryside. To recognise the difference between city and countryside environments . LO 4: Exploring world landscapes LO 5: Desert Explorers To understand the characteristics of desert environments , including climate and landscapes . LO 6: Polar Explorers To explore and understand life in a cold place, comparing and contrasting it with our own lives.	
Sapphire Class Year 1/2	What is it like here? LO 1: Where in the world are we? To locate the school using an aerial photograph LO 2: What can we see in our classroom? To create a map of the classroom. LO 3: What can we find in our school grounds? To locate key features of the playground. LO 4: Where are the different places in our school? To draw a simple map LO 5: How do we feel about our playground? To investigate about how we feel about our playground. LO 6: Can we make our playground even better? To create a design to improve our playground.	What is the weather like in the UK? LO 1: Where is the UK? To locate the four countries of the UK LO 2: What are the four seasons ? To identify seasonal changes in the UK LO 3: What are the compass directions? To identify the four compass directions LO 4: What is the weather like today? To investigate daily weather patterns . LO 5: Is the weather the same everywhere in the UK? To identify daily weather patterns in the UK LO 6: How do people prepare for the weather? To understand how the weather changes with each season .	What can you see at the coast? LO 1: Where are the seas and oceans surrounding the UK? To locate the seas and oceans surrounding the UK LO 2: What is the coast ? To explain what the coast is. LO 3: What are the features of the Jurassic Coast ? To identify the features of the coast? LO 4: How do people use Weymouth ? To identify human features on the coast LO 5: How do people use our local coast? To investigate how people use our local coast . LO 6: How do people use our local coast? To present their findings on how people use the local coast.	Why is our world wonderful? LO 1: What are some of the UK's amazing features and landmarks? To identify geographical features of the UK. LO 2: Where are some of the world's most amazing places? To locate some of the world's most amazing places . LO 3: Where are our oceans? To know the names of the five oceans and locate them on a map. LO 4: What is amazing about our local area? To understand how to draw human and physical features on a sketch map. LO 5: Why are natural habitats special? To investigate local habitats and record findings. LO 6: How can we look after natural habitats? To understand how to present findings in a bar chart .	Would you prefer to live in a hot or cold place? LO 1: Where are the continents? To name and locate the seven continents . LO 2: Where are the coldest places on Earth? To locate the North and South Poles . LO 3: Where is the Equator? To locate the Equator on a world map. LO 4: What is life like in a hot place? To compare the UK and Kenya . LO 5: Do we live in a hot or cold place? To investigate local weather conditions. LO 6: Would you prefer to live in a hot or cold place? To identify key features of hot and cold places.	What is it like to live in Shanghai? LO 1: What can we see in our local area? To recognise physical and human features . LO 2: Can we map our local area? To draw a sketch map . LO 3: Where in the world is China ? To name and locate some continents on a world map . LO 4: What can you see in China? To identify physical and human features of a non-European country . LO 5: What is Shanghai like? To describe what it is like in Shanghai. LO 6: How is Shanghai different from our local area? To compare Shanghai to a small area of the UK.
Diamond Class Year 3/4	Why do people live near volcanoes? LO 1: How is the Earth constructed ? To name and describe the layers of the Earth . LO 2: Where are mountains found? To explain how and where mountains are formed . LO 3: Why and where do we get volcanoes ? To explain why volcanoes, happen and where they occur LO 4: What are the effects of a volcanic eruption ? To recognise the positive and negative effects of living near a volcano. LO 5: What are earthquakes and where do we get them? To explain what earthquakes are and where they occur . LO 6: Where have the rocks around school come from? To observe and record the location of rocks around the school grounds and discuss findings .	Why are rainforests important to us? LO 1: Where in the world are tropical rainforests ? To describe and give examples of a biome and find the location and some features of the Amazon rainforest LO 2: What is the Amazon rainforest like? To describe the characteristics of each layer of a tropical rainforest. LO 3: Who lives in the rainforest? To understand the lives of indigenous people living in the Amazon rainforest. LO 4: How are rainforests changing ? To describe why tropical rainforest are important and understand the threats to the Amazon. LO 5: How is our local woodland used? To understand how local woodland is used using a variety of data collection methods. LO 6: How is our local woodland used? To analyse and present findings on how local woodland is used.	Where does our food come from? LO 1: How can our food choices impact the environment ? To explain the impact of food choices on the environment. LO 2: What does it mean to trade responsibly? To understand the importance of trading responsibly. LO 3: How do we get our chocolate? To describe the journey of the cocoa bean. LO 4: Where does our food come from? To map and calculate the distance food has travelled . LO 5: Are our school dinners locally sourced ? To design and use data collection methods to find where our food comes from. LO 6: Is it better to buy local or imported food. To discuss the advantages and disadvantages of buying both locally and imported food.	Who lives in Antarctica? LO 1: What is climate ? To understand the position and significance of lines of latitude LO 2: Where is Antarctica ? To describe the location and physical features of Antarctica. LO 3: Who lives in Antarctica? To describe the human features of Antarctica, LO 4: Who was Shackleton ? To use four-figure grid references to plot Shackleton's route to Antarctica. LO 5: Can we plan an expedition around school? To plan a simple route on a map using compass points . LO 6: How did our expedition go? To follow instructions involving compass points and map a simple route .	Are all settlements the same? LO 1: What is a settlement ? To describe different types of settlement. LO 2: How is land used in my local area? To identify different human and physical features in the local area. LO 3: Can I explain the location of features in my local area? To discuss why human and physical features are in particular locations. LO 4: How has my local area changed over time ? To describe how land use in the local area has changed . LO 5: How is land used in New Delhi ? To identify land use in New Delhi. LO 6: How does land use in New Delhi compare with my local area? To compare land use in two different locations .	What are rivers and how are they used? LO 1: What is the water cycle? To describe how the water cycle works. LO 2: How is a river formed? To recognise the features and courses on a river . LO 3: Where can we find rivers? To name and locate some of the world's longest rivers . LO 4: How are rivers used? To describe how the rivers are used. LO 5: What can we find out about our local river? To identify and locate human and physical features on a map. LO 6: What features does our local river have? To collect data on the features of a local river .
Emerald class Year 5/6	What is life like in the Alps? LO 1: Where are the Alps ? To locate the Alps on a map LO 2: What is it like in the Alps? To locate the key physical and human characteristics of the Alps. LO 3: Why do people visit the Alps? To describe the physical and human features of an Alpine region . LO 4: What is there to do in our local area ? To investigate what there is to do in the local area using data collection . LO 5: How are the Alps different from our local area? To understand similarities and differences between the local area and the Alpine region. LO 6: What is life like in the Alps? To understand the physical and human geography of the Alps.	Would you like to live in the desert? LO 1: What is a hot desert biome? To summarise the characteristics of a desert biome . LO 2: Where are deserts located? To locate and explore features of deserts. LO 3: What physical features are found in a desert ? To describe the physical features of a desert environment . LO 4: How can people use deserts? To explain the different ways humans can use deserts. LO 5: What are the threats to deserts? To describe some of the threats of desert environments . LO 6: Would you like to live in the desert? To explore the similarities and differences between two physical environments .	Where does our energy come from? LO 1: Why is energy important? To know why energy sources are important. LO 2: What is renewable energy? To understand the benefits and drawbacks of different energy sources. LO 3 How does the United States generate energy? To understand how energy is generated in the United States. LO 4: How does the United Kingdom generate energy? To know how energy sources are distributed in an area. LO 5: What is the best way to generate energy? To explain reasons for choosing an energy source. LO 6: Where is the best place for a solar panel on the school grounds ? To collect and present data on where to position a solar panel on the school grounds.	Why does population change? LO 1: How is the global population changing? To understand the change and distribution of the global population. LO 2: What are birth and death rates ? To define birth and death rates and describe why they change . LO 3: Why do people migrate ? To recognise the push and pull factors influencing migration . LO 4: How is climate change impacting the population ? To begin to understand the impact climate change can have on the global population. LO 5: How is population impacting our environment ? Data collection . To collect data showing how population impacts the amount of traffic and litter in an area. LO 6: How is the population impacting our environment findings? Findings . To write a report on the fieldwork process, analyse findings and make suggestions to improve the situation.	Why do oceans matter? LO 1: How do we use our oceans ? To explain the importance of our oceans. LO 2: What is the Great Barrier Reef ? To locate and describe the significance of the Great Barrier Reef. LO 3 Why are our oceans suffering? To explain the impact humans have on coral reefs and oceans. LO 4: What can we do to help our oceans? To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry LO 5: How littered is our marine environment ? Data collection . To collect data on the types of litter polluting a marine environment. LO 6: How littered is our marine environment ? Findings . To present, analyse and evaluate data collected.	Can I carry out an independent field enquiry? LO 1: Developing an enquiry question . To develop an enquiry question. LO 2: Creating data collection methods . To determine the most effective data collection methods for fieldwork . LO 3: Mapping a route. To plan a route for a fieldwork trip. LO 4: Collecting the data. Collect the data to answer the enquiry question. LO 5: Analysing the data. To determine an answer to the enquiry question. LO 6: Presenting the data. To present my findings.