



Digital Learners



Engineers



Global Enquirers



Designers



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- Geography

1. Where do you live in the world and how would you tell a visitor what can you do here?
2. How can I create a map of my local area?



Global Enquirers

Aspect of Study

Locational knowledge
Place knowledge
Human and physical geography
Geographical skills and fieldwork

Transferable Knowledge:

Directional language, countries of the U.K, key physical and human features, weather.

National Curriculum Overview of Programme of Study

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

During this area of study students should be taught to:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- identify seasonal and daily weather patterns in the United Kingdom



Digital Learners



Engineers



Global Enquirers



Designers



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders

Key Concepts

Population- familiar and different places and people (population, settlement, migration, diversity)

Navigation- use atlases and maps to recall knowledge of place (interpreting a key/symbols, index, compass points, equator, grouping countries into continents, borders, Google maps, making a map)

Climate and Landscape- weather, rainfall, seasons, temperature, desert, polar, temperature, tropical.

Physical features- Understanding of formation of Earth's physical features and common processes (water cycle, rainfall, mountains, island, tides, seas, rivers, tsunami, oceans, mountains, hills)

Human features- Understanding of how the earth has been affected by humans and a resolve to alter their behaviour (harbour, shops, town, village, school, community, climate change, sustainability)

Written and Oral expression- Using geographical terminology, comparison, contrast, recall explaining processes, fieldwork, presenting data, describing trends and patterns.

Possible misconceptions/barriers

- confusion of country/continent, ocean/sea, climate/weather
- vocabulary
- difficulty in organising or expressing ideas in written form

Knowledge and Skills

- To be able to describe Ashington and its features.
- Identify key human features of Ashington.
- Recall different types of settlements: town, city and village.
- Name and locate countries and capital cities of the U.K.
- Locate the U.K on a map, globe and atlas.
- To know that the earth is a sphere.
- Use locational/directional language.
- Compare Ashington and Newcastle – settlement size
- To identify human and physical features at the seaside.
- To understand how their actions affect their local area – recycling, walking rather than driving, saving electricity etc.
- Be able to use geographical vocabulary to express ideas orally and in written form.

(To be taught through discussion and recapped through mixed retrieval practice)

- Describe different types of weather.
- Know the four seasons and their typical features in the U.K.

Real World Links/Influential Figures

- Career links to travel agents and what they do.
- Mining link – the significance of this in Ashington.

Skills for Life



Useful Resources and Wider Reading

<https://www.rgs.org/schools/teaching-resources/developing-primary-geography/fieldwork/>

<https://www.rgs.org/schools/teaching-resources/weather-experiments/>

<https://www.visitnorthumberland.com/ashington>

<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB>

OPAL links

Weather station
Use of Splash maps /compasses
Investigating school environment

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p>Understanding the world: People and communities (ELG)</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. .

Language Plan

Key vocabulary	Concepts	Speaking and Listening
<ul style="list-style-type: none"> ● Compass directions – north, east, south, west ● Left, right, above, below ● Close to, nearby, next to ● Forwards, backwards ● In front, behind ● Country, town, city, county, continent, village, world, community ● Sea, ocean, river ● England ● Great Britain ● Northumberland ● Car, bus, train ● Local 	<ul style="list-style-type: none"> ● Human ● Physical 	<p>ORACY FRAMEWORK STRANDS</p> <p>Directional and instructional language</p> <p>Persuasive language when writing the leaflet</p> <p>Information text – explaining where Ashington is.</p> <p>General oracy skills for LA children</p>

Sequence of Teaching and Learning



LAUNCH- Explore school ground, taking photographs of the outside area.

1. Where do you live in the world and how would you tell a visitor what can you do here?

1

What do we already know about Ashington?

To have an understanding of where Ashington is in the UK..

Key questions:

- Where is Ashington?
- Where have you been in Ashington? – What can you do in Ashington?
- What places do you know that are near Ashington?
- What do you like? What do you not like?

Children to write ideas on slips of paper and then create a whole-class spider diagram.

2

What human and physical features can you identify in Ashington?

To name and describe basic features of their town.

Different pictures of places in Ashington to sort into human and physical features – being able to explain why it is human or physical.

Activity in their books – children stick in different pictures of places in Ashington and write sentences explaining the human/physical features e.g. The shop is human because it is man-made.

Sequence of Teaching and Learning

3	<p>Can you identify different symbols on a map?</p> <p>To use basic symbols as a key on a map.</p>	<p>Provide children differentiated maps – children have to use the key of the map to colour code the map e.g. colour in the trees green.</p> <p>Whole-class input: use pictures that have been taken from a birds-eye view and ask children what the pictures have in common – ensure children understand that they have all been taken from above. Start to create a birds-eye view map of the classroom – children then go to complete this independently.</p>
4	<p>Can you identify different symbols on a map?</p> <p>To use basic symbols as a key on a map.</p>	<p>Continue and develop prior lesson into creating a birds-eye view map of the school (KS1 corridor, yard, office, reception corridor)</p>

Sequence of Teaching and Learning

5	<p>What is near Asda?</p> <p>To use directional language such as near to, close by.</p>	<p>Whole-class input – use Google Earth to show the area surrounding the roundabout in Ashington e.g. bus station, McDonalds, leisure centre etc. Children verbally make sentences to describe the different locations e.g. Asda is close to the bus station. McDonalds is near the leisure centre.</p> <p>Stick picture into children’s books – they write sentences describing the location of different places.</p>
6	<p>What can you do in different places in Ashington?</p> <p>To name and describe some basic features of their town.</p>	<p>Revisit the birds-eye map from the previous lesson & discuss the different things that we can do in these places.</p> <p>Children to write sentences explaining what you can do in the different places e.g. I go swimming in the leisure centre. LA can write words/simple sentences explaining what they do in these places.</p>

Sequence of Teaching and Learning

7	LO: To describe different types of settlement.	<p>Discuss that Ashington is a town rather than a city and recap that it is in the county of Northumberland. Look at the human features typical of villages, towns and cities using local examples e.g. Pegswood/Ellington, Ashington and Newcastle. Use satellite images and aerial photographs to examine the difference in size/types of buildings etc. Talk about the amount of people who might live in each settlement.</p> <p>Pupils to order settlements in terms of size and identify features.</p>
8	<p>Where is Ashington in the UK?</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features on a map.</p>	<p>Begin with a map of the UK – ensure children can identify the four countries and know where they are on the map – ask children which country Ashington is in?</p> <p>Have a blank map of England and ask children to stick different places on the map – Ashington, Newcastle, Newbiggin, London. Use Google Earth to show how where these places are in the U.K and how far away from each other they are.</p> <p>Use this to then address misconceptions and show children where they are on the map.</p> <p>Use these four places to write sentences about their location e.g. London is south of Ashington.</p>

Sequence of Teaching and Learning

9	<p>What can you do in different places in Ashington?</p> <p>To name and describe some basic features of their town.</p>	<p>Whole-class question: what different things do you do/could you do in Ashington?</p> <p>Put pictures out on table of different places in Ashington – children write sentences about what they can do in these places.</p>
10	<p>What transport can we use to get to places near Ashington?</p>	<p>Give the children different routes and ask the children what transport would be best to travel to these places e.g. Newcastle to London – train, Ashington to Newbiggin – bus/walk/bike/car, Newcastle to Spain – aeroplane.</p> <p>Show the difference in the times of journey according to the transport – ask children which transport would be best to use.</p> <p>LA – putting different routes underneath the correct transport picture. MA/HA – writing satnav instructions – start with places in school and then move onto places in Ashington - to get from one place to another e.g. McDonalds to Asda.</p>

Sequence of Teaching and Learning

11	LO: To use geographical vocabulary to express ideas orally and in written form.	<p>Whole-class question: what different things do you do/could you do in Ashington?</p> <p>Put pictures out on table of different places in Ashington – children write sentences about what they can do in these places.</p> <p>Create a tourist information leaflet about Ashington.</p>
12	LO: to use geographical vocabulary to express ideas orally and in written form.	<p>Children work in groups to deliver a short video on where Ashington is and what you can do in Ashington.</p>

Sequence of Teaching and Learning

13

LO: To identify human and physical features of the seaside. (local area)

This could link to fieldwork carried out on the trip.

14

LO: To create a sketch map of the seaside.

Sequence of Teaching and Learning

15

EQ: How can we look after our local environment?

Discuss the importance of looking after our local environment and the wider world, linking to relevant global issues like climate change so that pupils are aware of small actions they can take to help minimise their impact on the environment.