



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers



Global Enquirers

Medium Term Plan 2018-2019

**Geography - What is the British Empire and which countries have been part of it?
How did the Industrial Revolution impact on the growth of settlements?**



Global Enquirers

Aspect of Study

Locational knowledge

Human and physical geography

Transferable Knowledge:

Growth - the effects of increased population, cause and effect, using geographical sources, British Values.

During this area of study students should be taught to:

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.

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.

Objective coverage:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- describe and understand key aspects of 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

Real World Links:

(Not set - to reflect world events)
Language use around the world - why do some countries speak the same language?
Idea of independence - Scottish vote for independence.



Opportunity for Skills for Life - see progression framework.

Influential Figures

Horatio Nelson
Lord Collingwood

OPAL links

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - continents and oceans, the U.S.A (Year 4), Italy (Year 3) • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • describe and understand key aspects of 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 - natural resources (Yr 4, and energy sources • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - land in Norway/Denmark and comparing to the U.K, human and physical geography of the U.S.A including climate zones and biomes. • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 - types of settlement, climate, biomes (yr 4) mountains (Yr 3) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - locating countries from the British Empire. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - revision while locating countries from the British Empire. • describe and understand key aspects of 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 - settlement and land use, the development of London over time. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - the location of prisons 	<ul style="list-style-type: none"> • Year 5 Spring 2 - The role of the River Nile in the development of Egypt. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle 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.- • Year 5 Summer 2 - The location of art galleries around the world and time zones identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Key vocabulary	Concepts	Language skills
continent country county city town village hamlet urban rural weather climate latitude longitude location population sparsely settlement expansion demise	time zones land use human characteristics physical characteristics similarities differences British Empire democracy rule of law individual liberty equality mutual respect and tolerance	ORACY FRAMEWORK STRANDS



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
1 2	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 	Investigate the location of prisons in the U.K. What factors have to be taken into consideration when choosing a location for a prison? Look at a range of maps, digital maps and aerial photographs to find out about the human and physical characteristics of an area. Revise key counties and cities of the U.K. Purple Mash can be used for this.
3	<ul style="list-style-type: none"> describe and understand key aspects of 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 	Compare maps of London in the Tudor/Victorian and modern times. Discover where most Tudor people settled and find out whether any features still remain today.



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4 5	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	Learn about the expansion and demise of the British Empire. Use maps to locate the countries that were in the British Empire and discuss their relationship between their position in the world and their climate/time zones.