



Geography Medium Term Plan 2021-2022

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic	Settling in/Routines/Feelings - zones of regulation	Why do leaves go crispy?	How many colours in a rainbow?	Are eggs alive?	Why can't I have chocolate for breakfast?	Can we explore it?
	I can	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 					
	Vocab	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present					
Reception	Topic	How do you feel today? Can you tell me a story?	Why do squirrels hide their nuts?	Are we there yet?	Are Carrots Orange?	Why do Ladybirds have spots?	Who Lives in a Rockpool?
	I can	<ul style="list-style-type: none"> • Talk about members of my immediate family and community. • Draw information from a simple map 		<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. 		<ul style="list-style-type: none"> • Recognise some environments that are different from the one in which I live. 	
	Vocab	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, technology, programme, move, direction, forwards, backwards, route					
	ELGs	<p>Understanding the World: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction text and (when appropriate) maps.</p> <p>The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>					
Year 1	Topic	Local Area/Maps		Weather		Continents/Oceans	
	I can	<ol style="list-style-type: none"> 1. I can spot the differences between rural and urban areas and know what type of settlement I live in 2. I can explore and record the features of 		<ol style="list-style-type: none"> 1. I can order the months of the year and recognise the seasons 2. I can spot the differences between the seasons. 		<ol style="list-style-type: none"> 1. I can understand where I am in the world 2. I can locate on a map the seven continents. 3. I can locate on a map the oceans that link 	



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	<p>our school grounds</p> <ol style="list-style-type: none"> 3. I can explore and record the features of our local area 4. I can recount a journey through our local area using some vocabulary related to human and physical geography 5. I can recognise the symbols used on an Ordnance Survey map. 6. I can create a map of my local area (featuring human and physical geography) 	<ol style="list-style-type: none"> 3. I can find clues to decide which season we are in. 4. I can identify the types of clothing worn in different weather. 5. I can identify the types of weather we have in the United Kingdom and record the daily weather in our area 6. I can review our weather diary and reflect on the impact the weather has on our activities. 7. I can explore how the weather affects different jobs. 	<p>the continents</p> <ol style="list-style-type: none"> 4. I can describe where different continents are located. 5. I can spot the physical and human features of a continent. 6. I can share my understanding of a continent.
Local connections and sustainability	<p>Local area and community: Maps of Barnet and London compared to Hertfordshire; bus and tube maps; local road signs; local features. Do we have any family members working in mapping, urban development or transport who could come in? Sustainability: What is the most sustainable way to travel through Barnet and London?</p>	<p>Local area and community: Local weather diary. Do we have any family members who work in using weather for their jobs? Sustainability: Look at weather diaries for the local area from the past - how has climate change altered the weather we have during different parts of the year?</p>	<p>Local area and community: How different things we use come to Underhill (Here and There day). Do we have members of our community from other continents who can come in and speak about how different it is? Can we skype someone's relation and ask them pre-prepared questions about their continent? Which continent we are in and which continents border ours. Sustainability: Are the continents changing with climate change?</p>
Skills	<ul style="list-style-type: none"> • Use maps, atlases and globes to identify the continents and oceans studied at this key stage. • Use locational and directional language (eg, near and far, left and right) • Describe the location of features and routes on maps. • Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. • Use simple fieldwork and observational skills to study the geography of their school and its grounds. 		



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	<ul style="list-style-type: none"> • Use a simple picture map to move around the school. • Use relative vocabulary such as bigger, smaller, like, dislike. • Draw basic maps, including appropriate symbols and pictures to represent places or features. 		
Key Vocab	<p>Atlas - beach - city - compass - country - factory - farm - features - forest - hill - house - human geography - landmark - local - locality - location - observational skills - ocean - office - pattern - physical geography - plan perspective - river - rural - shop - soil - symbol - town - urban - valley - village</p>	<p>Observational skills - pattern - seasonal - symbol - temperature - weather - January - February - March - April - May - June - July - August - September - October - November - December Spring - summer - autumn - winter Words to describe the weather such as sunny, rainy, windy, warm, hot, cool, cold.</p>	<p>Atlas - beach - city - cliff - coast - compass - country - factory - farm - features - forest - harbour - hill - house - human geography - landmark - local - locality - location - mountain - observational skills - ocean - office - pattern - physical geography - plan perspective - port - river - rural - sea - shop - soil - symbol - town - urban - valley - village</p> <p>Africa - Antarctica - Asia - Europe - North America - Oceania (Australasia) - South America -</p> <p>Atlantic Ocean - Indian Ocean - Pacific Ocean - Southern Ocean</p>
Sticky Knowledge	<p>Geographical skills and fieldwork I can 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 I can 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 I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Human and physical geography I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Locational knowledge I can name and locate the world's seven continents I can name and locate the world's five oceans Human and physical geography I can 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 I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork</p>



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				I can 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
	Expert evidence	<p>End of unit: present maps on a display. Swap maps and navigate using them. Plan a journey, eg a school trip using maps.</p> <p>Trips: local area walk using maps. Can children navigate their way to a local park to have their lunch? Can children navigate to the correct bus stop to get to their trip destination?</p>	<p>End of unit: Children present and (optional) record a retrospective weather programme for their local area by looking at their weather diaries. Can they make predictions based on conditions they have observed?</p> <p>Trips: Barnet Environmental Centre - weather stations? How climate change affects the wildlife.</p>	<p>End of unit: chn create a fact file of their continent of choice, could be one they live in or one they have learnt about or is their 'home' continent. Chn can present fact files or posters. Could be set as home learning so families at home can input on their own continent.</p> <p>Trips: NHM London or Tring to see different creatures from different continents.</p>
Year 2	Topic	Contrasting Locality	Hot and Cold Places	UK/Coasts
	I can	<ol style="list-style-type: none"> I can explore Zambia's physical and human features and locate it. I can locate the village of Mugurameno and share what I would like to learn about it I can compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us. I can find out about food in Mugurameno and how it is prepared. I can explain how the people of Mugurameno protect themselves and their homes from wild animals - and how they make use of animals in their everyday lives. I can use photographs and information 	<ol style="list-style-type: none"> I can identify hot and cold places and locate them on a map. I can recognise the features of a hot and a cold place. I can explore a hot or cold place. I can identify the animals that live in hot and cold places and recognise how they adapt. I can describe an animal that lives in a hot or cold place. I can compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place 	<ol style="list-style-type: none"> I can check my understanding of the United Kingdom I can locate on a map the four countries of the United Kingdom. I can identify the four capital cities and surrounding seas of the United Kingdom. I can explain the differences between human and physical features. I can describe the human and physical features of one of the UK's capital cities. I can share my understanding of the UK.



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	texts to help imagine what daily life in Mugurameno might be like		
Local connections and sustainability	<p>Local area and community: Do we have members of our community who are from Zambia, bordering nations, or have family living there? What are the main products and exports of Zambia and how do they get to Barnet? Which rivers do we have near us and are they used in the same way as in Zambia?</p> <p>Sustainability: What are the advantages of different homes in Zambia? Which are the most eco-friendly?</p>	<p>Local area and community: Locate Barnet/London/England/UK on a map. chn to be able to locate Barnet by identifying Londond first.</p> <p>Sustainability: What is the UK doing to become more sustainable? How could we harness natural energy such as tidal farms?</p>	<p>Local area and community: How different things we use come to Underhill (Here and There day). Do we have members of our community from other continents who can come in and speak about how different it is? Can we skype someone's relation and ask them pre-prepared questions about their continent?</p> <p>Which continent we are in and which continents border ours.</p> <p>Sustainability: Are the continents changing with climate change?</p>
Skills	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use simple compass directions (North, East, South and West), 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 fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. • Follow a route on a map. 		
Key Vocab	<p>United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America (more technical vocabulary may include landscape, physical/human geography), beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate, (more technical vocabulary could be used including peak, summit, tourist etc), Map, atlas, globe, symbol, key, ocean, continent, aerial, birds eye view, route, direction, North, South, East, West, human geography, physical geography, locality, material More technical vocabulary may include language associated with specific locations of study</p>		
Sticky Knowledge	<p>Place knowledge I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography</p>	<p>Locational knowledge I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</p>	<p>Human and physical geography I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>



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		<p>I can 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</p> <p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>ocean, river, soil, valley, vegetation, season and weather</p> <p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>I can 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</p>	<p>I can 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</p> <p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
	Expert evidence	<p>End of unit: create an information poster about Zambia.</p> <p>Trips:</p>	<p>End of unit: create 3D maps of the UK showing some of the key features including the coastlines.</p> <p>Trips: tour of London by foot or bus to identify features (human and physical geography), particularly the Thames.</p>	<p>End of unit: children are given a destination, they have to research it and pack appropriately for the environment - display their packing presentations (eg poster with different pictures of equipment stuck on and labelled).</p> <p>Trips: ZSL climate zones.</p>
Year 3	Topic	Rivers	Europe	Rainforests
	I can	<ol style="list-style-type: none"> 1. I can describe the water cycle, explain what a river is and locate the world's longest rivers on a map. 2. I can describe how rivers are used around the world. 3. I can identify the stages and features of a river, and the way that land use changes from the source to the mouth. 4. I can recognise and explain how human activity affects rivers. 5. I can recognise and explain how flooding affects communities 	<ol style="list-style-type: none"> 1. I can locate Europe on a world map and identify some of its characteristics. 2. I can locate some of Europe's countries and capitals, and find out more about them. 3. I can explore different European cuisine 4. I can use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean 5. I can compare and contrast news stories 	<ol style="list-style-type: none"> 1. I can recognise what a rainforest is and locate the world's rainforests on a map 2. I can recognise the different layers of life in a rainforest. 3. I can recognise the features that make up a rainforest. 4. I can describe the key characteristics of the Congo. 5. I can describe and explain the impact of the deforestation of the rainforests.



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	6. I can identify the key characteristics of one of the world's longest rivers.	about the Mediterranean. 6. I can compare life in Athens with my life and my local area	6. I can explain the importance of the Amazon Rainforest
Local connections and sustainability	Local area and community: What rivers do we have in Barnet and London? How are they used? Sustainability: How are rivers polluted? How are they kept clean? What happens when too much rain overloads the system?	Local area and community: How many European countries do we have friends and families from? How many European languages do we speak? Ask community members with links to the Mediterranean to come in and speak/show photos. Sustainability: How is Europe tackling climate change? What is the difference between how the EU and non EU countries deal with the environment.	Local area and community: Do we have community members from the Congo or other countries with rainforests? How do our local woodlands compare to the rainforest? Sustainability: How can we all ensure the rainforests of the world are protected for future generations? What things can we do in Barnet to make sure we are helping? Walk to the local woodland. How is it different to the rainforest? Can you see the same parts of the structure though?
Skills	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Follow a route on a map with some accuracy. • Try to make a map of a short route experience. 		
Key Vocab	settlement, valley, mountain, community, vegetation, weathering, landscape, soil, erosion [within weathering], relief map, peat, port, political map, loam, harbour, cliff, clay, factory, ocean, lake, office, fieldwork, transport [carry], industry, sketch, diagram, compass, North East, South East, North West, South West, weather, climate zone, polar, equator, tropical, longitude, latitude, environment		
Sticky Knowledge	Locational knowledge I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,	Locational knowledge I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on	Human and physical geography I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade



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		<p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and physical geography I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, energy, food, minerals and water</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge I can 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</p> <p>Human and physical geography I can 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</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
	Expert evidence	<p>End of unit: Create a presentation all about rivers.</p> <p>Trips: Walk along a local river, identifying causes of pollution and thinking what could be done about it (more bins?). Or, book a trip on a Thames Sightseeing boat.</p>	<p>End of unit: Create a passport for Europe, featuring the different countries and key information they have found out about each of them.</p> <p>Trips: Contact a local Greek cultural centre?</p>	<p>End of unit: In groups, create a 3D rainforest showing all the different parts of the rainforest and creatures that live there. COuld they also create a model showing what it looks like after trees have been felled?</p> <p>Trips: ZSL rainforest biodome.</p>
Year 4	Topic	Local Area/Maps	Volcanoes	North America
	I can	<p>No Odizzi scheme for this unit</p> <ol style="list-style-type: none"> I can locate Barnet on different maps I can create a map showing the features of the school I can identify compass points and use it to find directions I can observe human and physical 	<ol style="list-style-type: none"> Find out about the structure of the Earth and label a diagram. Describe what happens at the boundaries between the Earth's plates. Describe and explain the key features of a volcano. 	<ol style="list-style-type: none"> Locate North America on a world map and explore the landscape. Identify countries within North America and states within the USA. Explore the physical geography of the Rockies. Describe the physical geography of



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	<p>geography on a walk through the local area</p> <p>5. I can interpret and use map symbols</p> <p>6. I can create a map of the local area using either official map symbols or those of my own making</p>	<p>4. Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</p> <p>5. Report on the effects of a volcanic eruption</p> <p>6. Evaluate the advantages and disadvantages of living near a volcano.</p>	<p>Mount St Helens and the impact it has had on the surrounding area.</p> <p>5. Compare the landscapes of different US states.</p> <p>6. Compare New York State, New York City and where I live.</p>
Local connections and sustainability	<p>Local area and community: Links to local community and businesses. Can children identify all the local parks? What are the important parts of our community?</p> <p>Sustainability: Where does our rubbish go? What is Barnet (and Underhill) doing to act in a more eco-conscious way?</p> <p>Make maps and 3D model of Underhill area</p>	<p>Local area and community: Do we have any community members who have lived in a volcanic region, geologists or historians looking at Pompeii? Do we have volcanoes in the UK? Why not? How does it affect our lives not living in a region prone to earthquakes and volcanoes?</p> <p>Sustainability: Look at the Icelandic ash cloud of 2010, how did this affect the environment of the world? What were the effects of planes being grounded? How does a volcano eruptign affect the environment locally, regionally and across the world? Look at the volcanoes currently active on an interactive map.</p>	<p>Local area and community: Do we have members of the community who have lived or worked in the USA/Canada? How does it compare living in a high region (Barnet is higher than most of London) to a low-lying region? How does NY compare to Barnet and London?</p> <p>Sustainability: Where does the US (and the UK) import the majority of its consumables? How do they get there? Has the USA reduced its carbon footprint or is it just importing manufactured goods form other, polluting, countries?</p>
Skills	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Learn the eight points of a compass, and four- figure grid references. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Follow a route on a large scale map. 		
Key Vocab	<p>greenhouse, valley, warm, polytunnel, contour, humid, intensive farming, height, coastal, arable farming, hydroponics, evaporation, market gardening, allotment, precipitation, mixed farming, distribution, condensation, organic farming, import, hemisphere, distance, export, productivity, scale, native/ indigenous, natural resources, grid reference, sustainable, man-made materials, satellite, weathering/erosion, hemisphere, settlement patterns, natural disaster, tropical, inland, ox-bow lake, polar, urban/ rural, spring [water], trade</p>		



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	Sticky Knowledge	<p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Human and physical geography I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, energy, food, minerals and water</p>	<p>Locational knowledge I can 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 Place knowledge I can 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 Human and physical geography I can 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 Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
	Expert evidence	<p>End of unit: create maps of Barnet, using the correct symbols for Ordnance survey, or... Trips: children plan their own trip to a London sight using maps and underground maps and timetables.</p>	<p>End of unit: create working volcano with clay, papier mache and bicarb/vinegar. (Instructions on NHM website.) Trips: Natural History Museum, volcanoes section.</p>	<p>End of unit: Make a facts heet comparing New York to London. Trips: possibly speak to Canadian High Commission (they often have tours of the High Commission). Look for any North American art exhibitions or cultural events in London.</p>
Year 5	Topic	Amazon Basin	Mountains	UK
	I can	<ol style="list-style-type: none"> 1. Locate South America on a world map and identify a range of its physical and human features. 2. Locate the countries and capital cities of South America 	<ol style="list-style-type: none"> 1. Describe what a mountain is and locate the world's 'Seven Summits' on a map 2. Describe the key features of mountains and how they are formed 	<ol style="list-style-type: none"> 1. Compare and contrast the different countries of the UK. 2. Identify where I live in the UK and locate the UK's major cities.



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	<ol style="list-style-type: none"> 3. Compare key facts about Brazil with our country. 4. Find out if the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin 5. Explain the importance of the Amazon Rainforest. 6. Share my knowledge and understanding of the Amazon Basin 	<ol style="list-style-type: none"> 3. Describe the climate of the mountains and explore mountain life. 4. Explore and locate the UK's highest mountains. 5. Recognise the importance of the Himalayas for people living in the region. 6. Share your knowledge about a world-famous mountain or mountainous region. 	<ol style="list-style-type: none"> 3. Identify physical characteristics of the United Kingdom. 4. Understand how people have affected the United Kingdom's landscape. 5. Describe and explain the sorts of industries in which people in the United Kingdom work. 6. Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.
Local connections and sustainability	<p>Local area and community: Community members with experience of South America, particularly Brazil. What rivers do we have in Barnet and London? How do they compare to the Amazon?</p> <p>Sustainability: How does the deforestation in the Amazon affect us and the rest of the world? What small things can we do to make a difference? Who has the power to make big changes?</p>	<p>Local area and community: Do we know people who have lived in mountainous regions or who have climbed mountains (UK or abroad)? Barnet is very high above sea level (especially compared to central London) - what does this mean for us as a community?</p> <p>Sustainability: Look at the pollution of Everest where people leave rubbish and kit, spoiling the mountain and environment. Look at the effect the first lockdown had on areas of India where the smog lifted for the first time in decades and the mountains could be seen again.</p>	<p>Local area and community: Do we have any community members from other parts of the UK who could talk about similarities and differences in the places they know? Do we have contacts in transport or energy production? How does the capital city we live in compare to the other three in the UK?</p> <p>Sustainability: How is the UK managing its power production to minimise climate change? What natural methods of energy production could we use (eg, solar, wind, tidal)?</p>
Skills	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Use the eight points of a compass, begin to use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Compare maps with aerial photographs. • Begin to use atlases to find out other information. • Identify the position and significance of lines of longitude and latitude. 		



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	Key Vocab	climate/ weather, flood plain, deposition, climate zones, meander, transportation, tributary, surface, confluence, vegetation belts, sea level, mouth, river, grid reference, source, delta, terrain, products, ox-bow lake, features, industrial, grid reference, contour lines, continent, landscape, natural, sub-continent, water cycle, population, development, arid, precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, excursion, scale [maps], contours		
	Sticky Knowledge	<p>Human and physical geography I can 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</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge I can 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</p> <p>I can 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</p> <p>Place knowledge I can 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</p> <p>Human and physical geography I can 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</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge I can 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</p> <p>I can 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</p> <p>Human and physical geography I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, energy, food, minerals and water</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>



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	Expert Evidence	<p>End of unit: create a Google Slides presentation on the rainforest, its history and the threats facing it presently as well as what we can do to save it. Alternatively, children could write to a local MP expressing concern about the plight of the rainforest and asking for help to save it.</p> <p>Trips: One Day Creative - Rainy Rainforest - they come in to school and explore the rainforest through drama (or similar).</p>	<p>End of unit: write and draw postcards from one of the world's mountains describing what they sense there. Could be made into a display.</p> <p>Trips: Contact St John's church to ask to climb the tower. The view is excellent and looking east the next point as high as the church is the Ural Mountains in Russia. There is a metal piece on the door that is equal to the height of Saint Paul's in London, which demonstrates how high Barnet is in comparison. Or, Hemel Hempstead snow centre to see what it would be like to ski on a snowy mountain.</p>	<p>End of unit: create and film an advert for the UK Tourist Board explaining the human and physical geography of the UK and why they should visit.</p> <p>Trips: visit political London, Westminster, parliament and look at how the river is important to a capital city.</p>
Year 6	Topic	<p>South America (Rio and South-East Brazil) *swap to A2 next year for BHM*</p>	<p>Climate Zones</p>	<p>Earthquakes</p>
	I can	<ol style="list-style-type: none"> I can locate South America on a map I can locate Countries of South America and their capitals on a map I can compare time differences across the world I can compare facts about Brazil and England I can use photographic evidence to imagine what daily life is like in Rio de Janeiro I can understand how my life is linked with trade from Brazil 	<ol style="list-style-type: none"> I can identify the different lines of latitude and explain how latitude is linked to climate I can locate different climate zones and explore the differences between the Northern and Southern Hemispheres. I can compare temperate and tropical climates. I can explore weather patterns within a climate zone I can write a weather forecast for a typical day in a climate zone. I can identify the characteristics of each climate zone 	<ol style="list-style-type: none"> I can explain why earthquakes occur I can locate where famous earthquakes occurred and discover key facts I can write a report about a significant earthquake, using vocabulary to describe physical geography I can identify the effects of earthquakes on land and people I can identify the help people need after and earthquake I can identify how to prepare for an earthquake



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	7. I can evaluate the advantages and disadvantages of hosting the Olympic Games		
Local connections and sustainability	<p>Local area and community: Do we have any community members from South America - particularly Brazil? Could they come in and speak about the country and culture? What products from Brazil do we use heavily at Underhill (eg paper) - how do they get here and what would happen if supplies ceased?</p> <p>Sustainability: One of Brazil's main exports is paper - we use a great deal of paper. Is the paper we use made from Amazon rainforest trees or is it sustainable?</p>	<p>Local area and community: Has our own weather changed? Does it change throughout the year? Is every year the same? Do we have any family members or contacts who work in meteorology or environmental science (effect upon weather and climate)?</p> <p>Sustainability: How is climate change affecting weather in different climate zones? Is there a direct link between how we pollute and the changes in weather?</p>	<p>Local area and community: Do we have any community members who work in geology? Or who have lived in an area where you have to be prepared at all times for earthquakes (eg, Japan)?</p> <p>Sustainability: Do earthquakes always occur in the same places? Are humans causing earthquakes? How do humans design sustainable, earthquake proof buildings?</p>
Skills	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Extend to 6 figure grid references with teaching of latitude and longitude in depth. • Expand map skills to include non-UK countries. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Follow a short route on an OS map. • Use atlases to find out data about other places. • Use lines of longitude and latitude on maps. 		
Key Vocab	Atlas - characteristics - city - climate - country - distribution - hemisphere - human geography - land use - latitude - location - longitude - map - mountains - physical geography - region - river - significance - time zone - topographical - trade - tropic of capricorn/cancer - vegetation belt	Arctic circle - atlas - biome - characteristics - climate - desert - hemisphere - human geography - latitude - location - longitude - map - physical geography - region - river - significance - tropic of capricorn/cancer	Atlas - characteristic - city - country, earthquake - land use - location - map - mountains - region - river - significance - topographical
	<p>General Geography vocab for Year 6: migrate, naturalised, Arctic, disperse, indigenous, Antarctic, sustainability, immigrant, renewable, natural disaster, survey, population, natural resources, questionnaire, biomes, canopy [trees], latitude, vegetation belts, Ordnance Survey, longitude, climate zones, distance,</p>		



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		Greenwich/Prime Meridian, conservation, scale, Time zone, pollution, grid reference, Northern hemisphere, export, symbols, Southern hemisphere, import, urban, Tropic of Capricorn, tropical, rural, Tropic of Cancer, equatorial, land use, Equator, subterranean, congestion, latitude, location, pollution, longitude, minutes[location], tectonic plates, deforestation, magma		
Sticky Knowledge	<p>Locational knowledge I can 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.</p> <p>Place knowledge I can 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.</p> <p>Human and physical geography I can 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.</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge I can 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).</p> <p>Human and physical geography I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, energy, food, minerals and water.</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Human and physical geography I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, energy, food, minerals and water.</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
Expert evidence	<p>End of unit: create a leaflet advertising trips to Brazil, particularly Rio, and advising why people should visit. The leaflet should reference human and physical Geography.</p> <p>Trips: possibly ask the Brazilian embassy or see if there are any Brazilian cultural events happening in London.</p>	<p>End of unit: create a globe using balloons and papier mache showing the lines across the earth demarking climate zones.</p> <p>Trips: ZSL - different areas of habitat for different animals,</p>	<p>End of unit: Create a leaflet giving advice to people who live in an earthquake zone, pulling together everything they have learnt.</p> <p>Trips: Science Museum - earthquakes/geology</p>	