

## Geography Medium Term Plan

Intent	As Geographers at Wellington and Marlborough, children will be <b>inspired</b> to develop a <b>curiosity and fascination about the world and it's people</b> . Pupils will be able to locate and name countries and will have opportunities to <b>explore, observe, question</b> and <b>compare</b> how children, including themselves, live around the world providing them with the skills and knowledge for the next area of their lives. They will explore the wider world using fieldwork, atlases, globes and maps in order to describe and understand key aspects of human and physical geography. We will bring the wider world into the classroom/school through practical activities, fieldwork visits and themed days. Every child at Wellington will understand how they can play a responsible part for protecting our planet.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Getting to know our school.</b> Can we find our way around, naming areas and becoming increasingly confident about this new environment? How do we get to school? What do we see along the way? Can we talk about our home?		<b>Countries Around the World.</b> Where do we live? What other countries do we know about? We look at maps and find out about countries that are important to us or interesting. Where have we visited and how did we get there? Are they the same as England - and if not, how are they different?		<b>The Seaside</b> Have you been to the seaside? What is it like there? Where is it and how would we get there? We read some stories set at the seaside and role play being on the beach.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<i>History focus: Changes within living memory.</i>	Geography unit: Local area <b>Big question:</b> <u>What is our local area like?</u>  <i>Fieldwork: Investigate school grounds and surrounding areas (Rowhill Nature Reserve).</i>  <b>Objective 1 - PK &amp; HG;</b> I can observe my school grounds.  <b>Objective 2 - P &amp; HG;</b> I can identify human and physical features.  <b>Objective 3 - GS&amp;F;</b> I can use simple fieldwork to observe human and physical features in my school.  <b>Objective 4 - GS&amp;F;</b> I can visit a local area surrounding my school and describe it.  <b>Objective 5 - HG;</b> I can use basic geographical	<i>History focus: Significant individuals</i>	Geography unit: Simple maps with basic symbols. <b>Big statement:</b> <u>Where can we go?</u>  <b>Trip: Wisley Gardens</b>  <i>Fieldwork: Use a map to navigate school grounds.</i>  <b>Objective 1 - PK;</b> I can explore and understand the purpose of a map.  <b>Objective 2 - HG;</b> I can use basic geographical vocabulary to refer to human features.  <b>Objective 3 - GS&amp; F;</b> I can define and show my understanding of aerial and ground view.  <b>Objective 4 - LK;</b> I can compare aerial and ground view on a map.	<i>History focus: Events beyond living memory</i>  <b>Trip: Marwell Zoo</b>	Geography unit: United Kingdom <b>Big statement:</b> <u>Where are we in the UK?</u>  <i>Fieldwork: Use google maps to travel across the globe.</i>  <b>Objective 1- PK;</b> I can name and locate the four countries in the United Kingdom and their capital cities.  <b>Objective 2 - PK &amp;HPG;</b> I can identify characteristics of the four cities.  <b>Objective 3 - GS&amp;F;</b> I can use world maps, atlases and globes to find the surrounding seas of the United Kingdom.  <b>Objective 4 - H&amp;PG;</b> I can use geographical vocabulary

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		<p>vocabulary to talk about key human features.</p> <p><b>Objective 6 - P &amp; HG;</b> I can recognise similarities and differences in my local area.</p>		<p><b>Objective 5 - GS&amp;F;</b> I can create a simple map using basic symbols.</p> <p><b>Objective 6 - PK;</b> I can use a basic map with symbols to find a location.</p>		<p>to find key physical features.</p> <p><b>Objective 5- PK;</b> I can describe the physical features of localities.</p> <p><b>Objective 6 - PK;</b> I can restate and discuss the four countries, capital cities and surrounding seas of the United Kingdom.</p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 2	<p><i>Geography unit: Seas and Oceans</i></p> <p><b>Big question:</b> <u>Where are we in the world?</u></p> <p><i>Fieldwork: Use a map to investigate the seven seas.</i></p> <p><b>Objective 1 - LK;</b> I can begin to understand the world has seven continents and five oceans.</p> <p><b>Objective 2 - GS&amp;F;</b> I can use maps, atlases and globes to locate and name the 7 continents.</p> <p><b>Objective 3 - GSF;</b> I can identify and name the oceans surrounding the 7 continents of the world.</p> <p><b>Objective 4 - H&amp;PG;</b> I can identify physical features in an area.</p>	<p><i>History focus: Significant people.</i></p> <p><b>Trip: Fort Nelson</b></p>	<p><i>Geography unit: Map skills</i></p> <p><b>Big statement:</b> <u>Let's go on an adventure!</u></p> <p><i>Fieldwork: Use directional language to create a map and investigate school grounds.</i></p> <p><b>Objective 1 -GS&amp;F;</b> I can use ariel photographs to recognise human and physical features.</p> <p><b>Objective 2 - GS&amp;F;</b> I can understand the 4 compass directions and locational language when using a map.</p> <p><b>Objective 3 - H&amp;PG;</b> I can recognise basic human and physical geography on a map.</p> <p><b>Objective 4 - LK;</b> I can recognise familiar landmarks on a map using an ariel view.</p>	<p><i>History focus: Local area.</i></p>	<p><i>Geography unit: Similarities and differences</i></p> <p><b>Big question:</b> <u>What is in Nepal?</u></p> <p><b>Trip: Brooklands</b></p> <p><i>Fieldwork: Use google maps to travel across the globe and compare climates.</i></p> <p><b>Objective 1 -PK;</b> I can locate different countries and continents on a map.</p> <p><b>Objective 2 - LK;</b> I can explore the Asian continent.</p> <p><b>Objective 3 - H&amp;PG;</b> I can compare human and physical features.</p> <p><b>Objective 4 - PK;</b> I can describe the weather and climate of a country.</p>	<p><i>History focus: Significant individuals.</i></p>

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	<p><b>Objective 5</b> - H&amp;PG: I can identify the locations of hot and cold areas of the world.</p> <p><b>Objective 6</b> -PK: I can use a map to identify the equator and the North and South pole.</p>		<p><b>Objective 5</b> - HG: I can create a map using basic symbols.</p> <p><b>Objective 6</b>- GS&amp;F: I can use directional language to describe the location of features and routes on a map.</p>		<p><b>Objective 5</b> - PK: I can compare the weather in two different countries</p> <p><b>Objective 6</b> - GS&amp;F: I can and describe weather patterns by comparing two different localities.</p>	
Year 3	<p><b>Autumn 1</b></p> <p><i>History focus: Stone age, Iron age and Bronze age.</i></p> <p><b>Trip: Butser Farm</b></p>	<p><b>Autumn 2</b></p> <p><i>Geography unit: Mountains - Italy</i></p> <p><b>Enquiry question:</b> <u>Are all mountains' volcanoes?</u></p> <p><b>Fieldwork:</b> Annotated photo</p> <p><b>Objective 1</b> -HPG: I can describe and understand the key aspects of mountains and annotate their features.</p> <p><b>Objective 2</b> - LK: I can identify the position of the equator, northern and southern hemispheres.</p> <p><b>Objective 3</b> -GSF: I can locate countries and identify their physical features using an atlas and digital mapping.</p> <p><b>Objective 4</b> - GSF: I can use fieldwork to collect and record data using various methods.</p> <p><b>Objective 5</b> - GSF: I can use 4 figure grid references and the 8 points of a</p>	<p><b>Spring 1</b></p> <p><i>Geography unit: Volcanoes - Hawaii</i></p> <p><b>Enquiry question:</b> <u>How would our school be affected if Gun Hill were on an active, erupting volcano?</u></p> <p><b>Fieldwork:</b> Emotional mapping of locations during eruption.</p> <p><b>Objective 1</b> - GSF: I can locate countries and identify their physical features using an atlas and digital mapping.</p> <p><b>Objective 2</b> -LK: I can identify the position of the equator, northern and southern hemispheres.</p> <p><b>Objective 3</b> - HPG: I can describe and understand the key aspects of a volcano and describe its impact when it erupts.</p> <p><b>Objective 4</b> -GSF: I can use fieldwork to collect and record data using various methods.</p>	<p><b>Spring 2</b></p> <p><i>History focus: Romans</i></p> <p><b>Trip: Romans workshop</b></p>	<p><b>Summer 1</b></p> <p><i>History focus: Ancient Egyptians</i></p>	<p><b>Summer 2</b></p> <p><i>Geography unit: Local study - Aldershot</i></p> <p><b>Enquiry question:</b> <u>Why would Sonic want to live in Aldershot?</u></p> <p><b>Trip: Wisley Gardens</b></p> <p><b>Fieldwork:</b> Feature counts and Google maps</p> <p><b>Objective 1</b> - GSF: I can locate places I the UK by using an atlas and identify different types of settlements.</p> <p><b>Objective 2</b> - LK: I can locate and label areas on a school map.</p> <p><b>Objective 3</b> -P&amp;HG: I can draw and label a map with human features.</p> <p><b>Objective 4</b> -GSF: I can record and present geographical data.</p> <p><b>Objective 5</b> - H&amp;PG: I can explain similarities and</p>

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		compass to describe key locations on a map.	<b>Objective 5</b> - GSF: I can use 4 figure grid references and the 8 points of a compass to describe key locations on a map.			differences between two areas.
Year 4	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><i>Geography unit: Rivers</i>  <b>Enquiry question:</b> <u>Are all rivers the same?</u></p> <p><b>Fieldwork:</b> Build and label 3D model of a river.</p> <p><b>Objective 1</b> - LK: I can name and locate key physical features and environmental regions of the UK.</p> <p><b>Objective 2</b> - GSF: I can locate countries and describe their physical features using an atlas and digital mapping.</p> <p><b>Objective 3</b> -LK: I can identify the position of the equator, northern and southern hemispheres.</p> <p><b>Objective 4</b> -GSF: I can use fieldwork to collect and record data using various methods.</p> <p><b>Objective 5</b> - HPG: I can describe and understand key aspects of rivers.</p>	<p><i>History focus: Ancient Greeks - Let the games begin!</i></p>	<p><i>History focus: Anglo-Saxons</i></p>	<p><i>Geography unit: Biomes and Climate Zones - Antarctica</i>  <b>Enquiry question:</b> <u>Is Antarctica inhabitable?</u></p> <p><b>Fieldwork:</b> Land use survey</p> <p><b>Objective 1</b> - LK: I can name and locate key physical features.</p> <p><b>Objective 2</b> - GSF: I can locate countries and describe their physical features using an atlas and digital mapping.</p> <p><b>Objective 3</b> - LK: I can identify the position of the equator, northern and southern hemispheres and the Arctic and Antarctic Circle.</p> <p><b>Objective 4</b> - GSF: I can use fieldwork to collect and record data using various methods.</p> <p><b>Objective 5</b> - HPG: I can describe and understand key aspects of the Antarctic biome.</p>	<p><i>History focus: Stone age, Iron age and Bronze age.</i></p>	<p><i>Geography unit: Natural resources - UK and Alaska</i>  <b>Enquiry question:</b> <u>Is the UK self-sufficient?</u></p> <p><b>Fieldwork:</b> Annotated distribution map</p> <p><b>Objective 1</b> -GSF: I can locate countries and describe their physical features using an atlas and digital mapping</p> <p><b>Objective 2</b> -LK: I can identify the position of the equator, northern and southern hemispheres and the Arctic and Antarctic Circle.</p> <p><b>Objective 3</b> - GSF: I can use fieldwork to collect and record data using various methods.</p> <p><b>Objective 4</b> - HPG: I can describe and understand the impact and distribution of natural resources including energy, food, minerals and water.</p>



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	<b>Objective 6 – GSF:</b> I can use 4 figure grid references and the 8 points of a compass to describe key locations on a map.			<b>Objective 6 – GSF:</b> I can use 4 figure grid references and the 8 points of a compass to describe key locations on a map.		<b>Objective 5 – GSF:</b> I can use 4 figure grid references and the 8 points of a compass to describe key locations on a map.
Year 5	<b>Autumn 1</b> <i>History unit: Anglo-Saxons</i>  <b>Trip: Anglo – Saxons Workshop</b>	<b>Autumn 2</b> <i>Geography unit: Biomes – South America</i> <b><u>Enquiry question:</u></b> Is the tropical rainforest the best biome to live in?  <i>Fieldwork: Annotated sketches</i>  <b>Objective 1 –GSF:</b> I can use the 8 points of a compass and six-figure grid references to describe key locations on a map.  <b>Objective 2 – LK:</b> I can identify the position and understand the significance of the Equator.  <b>Objective 3 – LK:</b> I can locate countries in Europe, their environmental regions, cities and physical and human characteristics.  <b>Objective 4 – HPG:</b> I can describe and understand key aspects of environmental regions around the world.  <b>Objective 5 – GSF:</b> I can use fieldwork to observe,	<b>Spring 1</b> <i>History unit: Treacherous Tudors</i>	<b>Spring 2</b> <i>Geography unit: Natural resources (settlement and land use) – Russia</i> <b><u>Enquiry question:</u></b> Where would the best place for a launch site be?  <i>Fieldwork: Land use survey</i>  <b>Objective 1 – GSF:</b> I can use the 8 points of a compass and six-figure grid references to describe key locations on a map.  <b>Objective 2 – HPG:</b> I can describe and understand the impact and distribution of natural resources including energy, food, minerals and water.  <b>Objective 3 – GSF:</b> I can use fieldwork to observe, measure, record and present data using various methods.	<b>Summer 1</b> <i>History unit: Early civilisations.</i>	<b>Summer 2</b> <i>Geography unit: Trade links – Aldershot and France</i> <b><u>Enquiry question:</u></b> What geographical features affect the imports and exports of a country?  <i>Fieldwork: Fieldwork survey (tally and bar charts)</i>  <b>Objective 1 – GSF:</b> I can use the 8 points of a compass and six-figure grid references to describe key locations on a map.  <b>Objective 2 – LK:</b> I can identify the position and significance of the Equator, Northern and Southern Hemispheres.  <b>Objective 3 – PK:</b> I can understand human and physical geographical similarities and differences of Europe and the UK.  <b>Objective 4 – HPG:</b> I can describe and understand key aspects of economic activity within the UK and France.

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		measure, record and present data using various methods.				<p><b>Objective 5 – GSF:</b> I can link local observations from investigations to the wider world to identify patterns.</p> <p><b>Objective 6 – GSF:</b> I can use fieldwork to observe, measure, record and present data using various methods.</p>
Year 6	<p><b>Autumn 1</b></p> <p><i>History unit: Titanic</i></p> <p><b>Trip: WW2 Workshop</b></p>	<p><b>Autumn 2</b></p> <p><i>Geography unit: Local study (economic growth) – Belfast (Titanic)</i></p> <p><u><b>Enquiry question:</b> What does a city need in order to promote economic growth?</u></p> <p><b>Fieldwork:</b> Interview</p> <p><b>Objective 1 –LK:</b> I can identify the position and significance of the Equator, Northern and Southern Hemispheres.</p> <p><b>Objective 2 – LK:</b> I can understand latitude, latitudes and time zones.</p> <p><b>Objective 3– GSF:</b> I can use fieldwork to observe, measure, record and present human and physical features.</p> <p><b>Objective 4 – GSF:</b> I can use the 8 points of a compass and six-figure grid references to describe key locations on a map.</p>	<p><b>Spring 1</b></p> <p><i>History unit: Wars don't affect us because we are on an island.</i></p>	<p><b>Spring 2</b></p> <p><i>Geography unit: Natural resources and tourism – North America (Nevada)</i></p> <p>Settlement and land use</p> <p><u><b>Enquiry question:</b> Would you rather live in Nevada or Aldershot?</u></p> <p><b>Fieldwork:</b> Land use survey</p> <p><b>Objective 1 –LK:</b> I can identify the position and significance of the Equator, Northern and Southern Hemispheres.</p> <p><b>Objective 2 –GSF:</b> I can use fieldwork to observe, measure, record and present human and physical features.</p> <p><b>Objective 3 – GSF:</b> I can use maps to record and present the human and physical features of continents.</p> <p><b>Objective 4 – GSF:</b> I can use the 8 points of a compass and six-figure grid</p>	<p><b>Summer 1</b></p> <p><i>History unit: Early Islamic Civilisations</i></p>	<p><b>Summer 2</b></p> <p><i>Geography unit: Earthquakes – Oceania (New Zealand)</i></p> <p><u><b>Enquiry question:</b> Why do people live in areas of high earthquake activity?</u></p> <p><b>Fieldwork:</b> Annotated photographs and earthquake resistant building construction.</p> <p><b>Objective 1 – LK:</b> I can identify the position and significance of the Equator, Tropics, Cancer and Capricorn.</p> <p><b>Objective 2 – GSF:</b> I can use fieldwork to observe, measure, record and present human and physical features.</p> <p><b>Objective 3 – GSF:</b> I can use the 8 points of a compass and six-figure grid references to describe key locations on a map.</p>

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		<p><b>Objective 5</b> – LK: I can name and locate countries and cities of the United Kingdom and present them on a map.</p>		<p>references to describe key locations on a map.</p> <p><b>Objective 5</b> – PK: I can understand geographical similarities and differences between the UK, and Nevada.</p> <p><b>Objective 6</b> – HPG: I can describe and understand key aspects of types of land use and settlement.</p> <p><b>Objective 7</b> – HPG: I can describe and understand the impact and distribution of natural resources including energy, food, minerals and water.</p>		<p><b>Objective 4</b> – HPG: I can describe and understand the key aspects of earthquakes.</p>
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