

Year 1 Autumn Term Geography		
What is it like here?		Cross Curricular Links: maths – positional language
Key vocabulary		Prior learning
aerial photograph atlas city country features globe key land locate	location map north/south sea symbol town village	EYFS – exploring maps and aerial photos
Key assessment questions		Next steps
What is an aerial photograph? What is a map? Which features can you see on the map? Can you locate a river on a map?		Name and locate countries of the UK
Knowledge to be taught		Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> • Locate three features on an aerial photograph of the school and know we live in Ackworth in England. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the results from the survey. 		Assessment - Geography Y1: What is it like here? (kapowprimary.com) Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> • List of resources to have ready • Printable activity • Teacher knowledge check • Recap and recall from previous learning. • Slideshow presentation • Quick fire quiz to check understanding. • End of lesson review of learning • Ideas for SEN support • Vocab definitions
Definitions / technical vocabulary for teachers.		
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.		

Medium term plan – Year 1- Autumn- Geography						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Have had experience of looking at aerial photos	Have had experience of looking at maps	Know some basic positional language	Have had experience in drawing simple maps	NA	Have Had experience in drawing simple maps
Key learning focus for the lesson (s)	<p>Where in the world are we?</p> <p>Know our school is in Ackworth in England.</p> <p>Using an aerial photo of the school and surrounding area to locate some features.</p>	<p>What can we see in our classroom?</p> <p>Know what a map is and create a map of the classroom using symbols for some features.</p>	<p>What can we find in our school grounds?</p> <p><i>Fieldwork in school grounds – using map of school grounds find some features.</i></p> <p><i>Use positional language</i></p>	<p>Where are the different places in our school?</p> <p>Draw a map of the school grounds using symbols for features and use positional language to explain where things are</p>	<p>How do we feel about our playground?</p> <p>Complete a simple questionnaire to get opinions of the playground.</p>	<p>Can we make our playground even better?</p> <p>Use the results of the questionnaire to design a new playground, showing the new design as a map</p>
Potential amendments for SEND	Map with features done in bold to help them stand out	Adult support with positioning of features on map – add only 2/3 features	2/3 features on map to locate	Using a basic outline map of school grounds, add 2 features.	Adult support to complete questionnaire using prepared questions	Focus on one area of the playground to improve using a preprinted map

Year 2 Autumn Term Geography

Would you prefer to live in hot or cold place?		Cross Curricular Links:	
Key vocabulary		Prior learning	Next steps
arid climate compass continent desert Equator globe grasslands ice sheet mild polar	rainforest savannah sea temperate temperature thermometer tropical vegetation weather ocean pack ice	Links to previous learning in EYFS around hot and cold places on earth.	To learn how people adapt to living in such places
Key assessment questions			
What is the Equator? Name the 7 continents Name 2 hot places on earth Name 2 cold places on earth Where are the north and south poles?			
Knowledge to be taught		Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. 		Would you prefer to live in a hot or cold place? (kapowprimary.com) Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> List of resources to have ready Printable activity Teacher knowledge check Recap and recall from previous learning. Slideshow presentation Quick fire quiz to check understanding. End of lesson review of learning Ideas for SEN support Vocab definitions 	
Definitions / technical vocabulary for teachers.			
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.			

Medium term plan – Year 2 Autumn term Geography						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Have seen maps of the world	Know that some places are cold and some are hot	That the world is a sphere and not flat like in maps and atlases	NA	Know the 4 compass points	NA
Key learning focus for the lesson (s)	<p>Where are the continents?</p> <p>Name and locate the 7 continents on a blank map</p>	<p>Where are the coldest places on earth?</p> <p>Locate the North and South Poles on a map and know that these are cold places and some of their features.</p>	<p>Where is the Equator?</p> <p>Locate the Equator on a map – know what it is. Name 2 countries that are near the Equator (Kenya and Brazil) and what climate is like near the Equator</p>	<p>What is life like in a hot place?</p> <p>Locate Kenya on a world map Describe the human and physical features of Kenya and compare them to the UK</p>	<p>Do we live in a hot or cold place?</p> <p>Know the difference between weather and climate Record weather in our local area <i>Fieldwork skills within school grounds – collecting weather information and using a compass to see which way the playground faces</i></p>	<p>Would you prefer to live in a hot or cold place?</p> <p>Locate one hot country and one cold county on a map. List 2 features of a cold and a hot country</p>
Potential amendments for SEND	Use a word bank and label less continents	Focus on easily observable features	Use a coloured map to show regions around the equator	Use pictorial supports to sort into human and physical	Use observations of the weather only rather than reading thermometers etc. Compass points support	Pre made headings to support writing

Year 2 Spring Term Geography		
Why is our world wonderful?		Cross Curricular Links: Maths – making tally charts/bar charts
Key vocabulary		Prior learning
aerial photograph capital city continent key lake land landmark location	north ocean OS map river sea symbol tally chart vegetation	Links to EYFS unit – around the world and knowing that there are many amazing places.
Next steps		
To learn about other countries/areas of the world and identify their features.		
Key assessment questions		
How many oceans are there? What is the capital city of Wales/Scotland/England/Northern Ireland? What landmarks can you see in London? Which country is North of England? Which country is west of Wales?		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. 		Would you prefer to live in a hot or cold place? (kapowprimary.com) Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> List of resources to have ready Printable activity Teacher knowledge check Recap and recall from previous learning. Slideshow presentation Quick fire quiz to check understanding. End of lesson review of learning Ideas for SEN support Vocab definitions
Definitions / technical vocabulary for teachers.		
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.		
Medium term plan – Year 2 – Spring – Geography		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	Know that we live in England.	Know that there are many different places around the world	Know what the ocean is	NA	Know that there are different habitats	Know how to create a bar chart
Key learning focus for the lesson (s)	<p>What are some of the UK's amazing landmarks?</p> <p>Locate the 4 capital cities of the UK and name some of the physical and human features of each one.</p>	<p>Where are some of the world's most amazing places?</p> <p>Identify human and physical features of earth and locate the continent it is in. Label it on a world map. (places covered – Great Barrier Reef, Pyramids of Giza, Statue Of Liberty, Amazon Rainforest, Great Wall of China and Mount Etna)</p>	<p>Where are our Oceans?</p> <p>Know the difference between seas and oceans Locate and name the 5 oceans of the world.</p>	<p>What is amazing about our local area?</p> <p>Use an ariel photograph to draw a simple sketch map. Use symbols to represent human and physical features.</p>	<p>Why are natural habitats special?</p> <p><i>Fieldwork within school grounds – field or wooded area. Surveying the types of plants and animals found there</i> Observe physical features and sketch findings on a map. Create a tally chart.</p>	<p>How can we look after natural habitats?</p> <p>Present findings in a bar chart Evaluate findings Suggest ways to look after the natural environment.</p>
Potential amendments for SEND	Word bank provided – modelled map on display to refer to	Focus on a couple of places only and have a prelabelled continent map.	Word bank provided – modelled map on display to refer to	Ready made symbols for children to use rather than developing own	Support form adult or peer group to make tally's and or sketches of findings	Use physical cubes to create the bars for the chart.
Year 3 Summer Term Geography						
What is it like to live by the coast?				Cross Curricular Links:		
Key vocabulary				Prior learning	Next steps	

arch bay capital city city cliff coast coastline island harbour	ocean pier sand dunes sea stack tally chart tourist town village mudflat	Link to previous year 2 unit – why is our world wonderful?	To learn about other coastlines in other countries			
Key assessment questions						
What is the sea? What is a coast? Which seas and oceans surround the UK? Name 2 physical features you can find at the coast Name 2 human features you might find at the coast						
Knowledge to be taught		Useful pictures / diagrams / weblinks				
<ul style="list-style-type: none"> Name, locate and label the seas and oceans surrounding the UK in an atlas. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. 		What is it like to live by the coast? (kapowprimary.com) Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> List of resources to have ready Printable activity Teacher knowledge check Recap and recall from previous learning. Slideshow presentation Quick fire quiz to check understanding. End of lesson review of learning Ideas for SEN support 				
Definitions / technical vocabulary for teachers.						
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.						
Medium term plan – Year 2 Summer Term Geography						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Pre- requisite knowledge required before the lesson.	Know the 4 countries that make up the UK	Know the 4 countries that make up the UK	Know that a physical feature is something found naturally	Know that a human feature is something created by humans and not found naturally	NA	NA
Key learning focus for the lesson (s)	<p>Where are the seas and oceans surrounding the UK?</p> <p>Name and label the seas and oceans of the UK on a map. Use compass directions to describe their location</p>	<p>What is the coast?</p> <p>Locate coastal areas within the UK Identify some features of the coast</p>	<p>What are some features of the Jurassic coast?</p> <p>Name some physical features from photos of the Jurassic coast</p>	<p>How do people use the coast?</p> <p>Identify human features of the coast – can use a local seaside place for photos – Scarborough, Filey, Bridlington, Whitby.</p>	<p>How can we look after our coast?</p> <p>Identify human activity that might harm the coast and think about how we can reduce the impact – e.g litter, rubbish in the sea, load noise from arcades etc.</p>	<p>Which coastal area would you like to visit?</p> <p>Look at local coastal areas and the physical and human features found. Decide which one they would like to visit and give reasons for choice</p>
Potential amendments for SEND	Use the support map provided on Kapow	Focus on locating 2 UK coasts	Use the reduced word bank provided on Kapow	Use photo and words to match	Focus on just 1 issue	Focus on 1 place and decide what they like and don't like about it

Year 3 Autumn Term Geography			
Are all settlements the same?		Cross Curricular Links:	
Key vocabulary		Prior learning	Next steps
agricultural land commercial land country border county facilities land use local	nucleated place of worship recreational land region residential land settlement transportation	Previous kS1 learning about the local area	To learn about settlements in other places on the world
Key assessment questions			
What is the largest type of settlement? Name the benefits of living in an urban/rural area. What human and physical features might you find in a city? What are the 8 compass points?			
Knowledge to be taught		Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> To know the name of some counties in the UK - Yorkshire/Cumbria/Lancashire/Lincolnshire To know the name of some cities in the UK – Leeds/Manchester/York/Sheffield/Hull/Liverpool To know the name of the county that they live in and their closest city. To know the main types of land use. To know some types of settlement. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know that an OS map shows human and physical features as symbols 		KS2 Geography Lesson Plans Are all Settlements the Same (kapowprimary.com) Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> List of resources to have ready Printable activity Teacher knowledge check Recap and recall from previous learning. Slideshow presentation Quick fire quiz to check understanding. End of lesson review of learning Ideas for SEN support Vocab definitions 	
Definitions / technical vocabulary for teachers.			
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.			

Medium term plan – Year 3 Autumn term Geography						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that the UK has many cities and London is our capital city.	Know some of the features of our local area links to KS1 unit	Know some of the features of our local area links to KS1 unit	N/A	Know what a human and a physical feature is Links to KS1 unit	Know how to compare
Key learning focus for the lesson (s)	<p>What is a settlement?</p> <p>Locate these cities on a map - Leeds, Manchester, York, Sheffield. Hull, Liverpool Know the different types of settlements. Identify settlements on OS maps and aerial photographs.</p>	<p>How is land used in my local area?</p> <p>Recognise features on an OS map. Create a simple key to show land use on a map. Use compass directions to describe the location of features on a map of the local area</p>	<p>Can I explain the location of features in the local area?</p> <p>Discuss why certain features are where they are. Use maps of local area to think about the position of certain places.</p>	<p>How has my local area changed over time?</p> <p>Describe how land use in my local area has changed over time Local area walk to see the old railway line (Dando way) Visit new housing estate that was once the quarry – see the old machinery.</p>	<p>How is land used in New Delhi?</p> <p>Describe the location of New Delhi.</p> <p>Recognise the human and physical features of New Delhi.</p> <p>Discuss how land is used in New Delhi.</p>	<p>How does land use in New Delhi compare to land use in my local area? State some similarities between features in New Delhi and my local area. State some differences between features in New Delhi and my local area.</p>
Potential amendments for SEND	Match the photo of the settlement to the description with support with reading	Instead of using land use terminology (recreational, transport, agricultural, residential and commercial), they could identify the purpose of the features found.	Adult support	Focus on one area of Ackworth to see how it has changed.	Can focus on categorising the listed features in the <i>Presentation: Features</i> into human or physical features.	Should make a list of features, instead of writing in full sentences on the <i>Activity: Comparing land use</i> and could use the mind map from Lesson 5's Wrapping up for support.

Year 4 Autumn Term Geography

Where does our food come from?		Cross Curricular Links: Fair Trade and maths – calculating air miles		
Key vocabulary		Prior learning	Next steps	
carbon footprint	consume	Knowledge of some biomes and location of continents	To know where energy comes from	
distribution	export			
fertiliser	food bank			
food miles	import			pesticides
produce	responsible trade			
seasonal food	source			
sustainability	trade			
trend				
Key assessment questions				
Which foods typically grow in a tropical biome?				
Which foods have the largest negative environmental impact?				
What are food miles?				
What does trading responsibly do?				
What is an import?				
Knowledge to be taught		Useful pictures / diagrams / weblinks		
<ul style="list-style-type: none"> • identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Use a scale bar correctly to measure approximate distances. • Discuss any trends in data collected 		Where does our food come from? (kapowprimary.com) Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> • List of resources to have ready • Printable activity • Teacher knowledge check • Recap and recall from previous learning. • Slideshow presentation • Quick fire quiz to check understanding. • End of lesson review of learning • Ideas for SEN support 		
Definitions / technical vocabulary for teachers.				
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.				

Medium term plan – Year 4 Autumn Term Geography						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that our food comes from all over the world	Know what trade is in the simple sense of swapping goods or buying and selling goods	NA	Know the continents of the world	NA	na
Key learning focus for the lesson (s)	<p>How can our food choices impact the environment?</p> <p>Explain ways in which food choices harm the environment and suggest ways to we can change this impact</p>	<p>What does it mean to trade responsibly?</p> <p>Explain what trading responsibly is and discuss advantages and disadvantages of importing food</p>	<p>How do we get our chocolate?</p> <p>Understand where cocoa beans are grown and how they get to the UK and describe the proves of how cocoa beans get to chocolate</p>	<p>Where does our food come from?</p> <p>Use the scale bar on a map to calculate food miles Ask questions about where our food comes from</p>	<p>Are our school dinners locally sourced?</p> <p><i>Someone from Kitchen staff or catering company to interview</i></p> <p>Design interview questions and collect and analyse data form the interview</p>	<p>Is it better to buy local or imported food?</p> <p><i>Possible visit from someone who owns an allotment/grows own food from allotment society</i></p> <p>Give arguments for both sides of the question and decide on own opinion. Present argument</p>
Potential amendments for SEND	May focus on just 1 negative impact	Support to find countries in atlases – support from peers or from adult. Photocopy relevant pages from atlas to make easier	Statements available on Kapow and story board with pictures for children to order the journey/process	Focus on 1 or 2 foods and use a calculator or adult support for the maths aspect	Support from peers in a group or adult to think of questions	Cut and stick activity with pros and cons ready to sort available on Kapow

Year 5 Autumn Term Geography			
Why does population change?		Cross Curricular Links:	
Key vocabulary		Prior learning	Next steps
birth rate cartogram climate change death rate deforestation densely populated fossil fuels greenhouse gases involuntary	migration noise pollution population population density population distribution pull factors push factors refugee sparsely populated migrants	Links to understanding of why people live where they do – desert unit in year 4, volcano unit in year 3	To think about areas in the world where there are high levels of migration and what influences that.
Key assessment questions			
What is birth/death rate? Explain what is happening to the global population What can cause population growth? What is migration? Why do some people migrate? What are push and pull factors? What might cause a countries death rate to increase?			
Knowledge to be taught		Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Describe the causes of climate change, explaining its impact on the global population. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Suggest an idea to improve the environment. 		UKS2 Geography Lesson Plan Why does Population Change? (kapowprimary.com) Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> • List of resources to have ready • Printable activity • Teacher knowledge check • Recap and recall from previous learning. • Slideshow presentation • Quick fire quiz to check understanding. • End of lesson review of learning 	
Definitions / technical vocabulary for teachers.			
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.			

Medium term plan – Year 5 Autumn Term Geography						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	NA	NA	Knowledge that people do not always live in the same place all of their lives	NA	Know that Ackworth has grown in size and so the population has grown	NA
Key learning focus for the lesson (s)	<p>How is the global population changing?</p> <p>Define global population distribution and describe how and why global population has changed</p>	<p>What are birth and death rates?</p> <p>Define birth and death rate and know what influences them Link to how birth and death rates in the UK have changed over time</p>	<p>Why do people migrate?</p> <p>Define migration and describe push and pull factors. Know that some migration is involuntary (e.g. refugees)</p>	<p>How is climate change impacting population?</p> <p>Know some reasons for climate change and how it is impacting population.</p>	<p>How is population impacting our environment?</p> <p><i>Field trip in the local area – traffic survey of a local road. Interview members of public to fill out Likert scale – possibly near co-op</i> Follow a preprepared route on an OS map Use a range of data collection methods</p>	<p>How is population impacting our environment?</p> <p>Analyse data and suggest improvements based on the data</p>
Potential amendments for SEND	Support from peer group or adult to draw line graph	Support from adult or peer group to complete activity	Use the support materials available on Kapow	Further links to videos to help support children with how climate change is impacting population – on Kapow	Support from adults	Support sheet available on Kapow work in groups to verbally create improvement plans.

Year 6 Autumn Term Geography

Where does our energy come from?		Cross Curricular Links:	
Key vocabulary		Prior learning	Next steps
biofuel coal consumption crude oil dam emissions energy source hydropower natural gas non-renewable	nuclear power producer regenerate renewable replenish solar power time zone windpower six-figure grid reference	Understanding of earth's natural resources.	To understand how the use of energy changes landscapes, environments and climate.
Key assessment questions			
Why do we need energy? How does hydropower generate energy? What is the difference between non-renewable and renewable energy sources? Why are non-renewable energy sources used so widely?			
Knowledge to be taught		Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources 		Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> List of resources to have ready Printable activity Teacher knowledge check Recap and recall from previous learning. Slideshow presentation Quick fire quiz to check understanding. End of lesson review of learning Ideas for SEN support Vocab definitions 	
Definitions / technical vocabulary for teachers.			
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.			

Medium term plan – Year 6 Autumn Term Geography						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that we need electricity to power lots of everyday things we use and that cars etc run on petrol/oil	NA	Know that the USA is a much bigger country than England	Know how to use grid references on a OS map	NA	NA
Key learning focus for the lesson (s)	<p>Why is energy important?</p> <p>Describe what we need energy for and some of the main sources</p> <p>Map significant energy trading routes</p>	<p>What is renewable energy?</p> <p>State the difference between renewable and non-renewable sources of energy</p> <p>Describe the pros and cons of energy sources</p>	<p>How does the United States generate energy?</p> <p>Know how the USA generates energy and identify energy production in Texas</p>	<p>How does the UK generate energy?</p> <p>Use grid references to locate areas on an OS map</p> <p>Describe similarities and differences within an area</p>	<p>What is the best way to generate energy?</p> <p>Discuss the benefits and drawbacks of energy sources and justify the location of an energy source</p>	<p>Where is the best place for solar panels on the school grounds?</p> <p>Use interviews and draw sketch maps to justify proposed location of solar panels</p>
Potential amendments for SEND	Use the supported pre labelled map for mapping the energy trade routes	Work within a group to complete activity or with adult support	Work with peers or adults to locate features on a map	Use 4 figure grid references instead of 6.	Support from peer group or adult	Support from peer group or adult to complete fieldwork

Year 6 Spring Term Geography

Who lives in Antarctica?		Cross Curricular Links:	
Key vocabulary		Prior learning	Next steps
climate climate zone compass points direction drifting ice hemisphere ice sheet	ice shelf iceberg lines of latitude lines of longitude treaty	Links to learning about people who live in the desert – year 4 unit	
Key assessment questions			
Who lives in Antarctica? What is a line of latitude? Describe a polar climate zone. Where is Antarctica located? Name the climate zones of the world.			
Knowledge to be taught		Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar) To know the world's biomes. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. 		Low KS2 Geography Lesson Plans Who Lives in Antarctica? (kapowprimary.com) Link to all lessons. Each lesson includes – <ul style="list-style-type: none"> List of resources to have ready Printable activity Teacher knowledge check Recap and recall from previous learning. Slideshow presentation Quick fire quiz to check understanding. End of lesson review of learning Ideas for SEN support Vocab definitions 	
Definitions / technical vocabulary for teachers.			
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.			

Medium term plan – Year 6 – Spring – Geography						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	That there are hot and cold places in the world.	The 7 continents of the world	N/A	Links to KS1 history unit about explorers	That a compass has north, south, east, and west links to KS1 geography unit	That a compass has north, south, east, and west links to KS1 units
Key learning focus for the lesson (s)	What is climate? Understand the position and significance of lines of latitude Explain why different hemispheres have different seasons. Describe the world’s climate zones.	Where is Antarctica? Locate Antarctica on a map/globe/atlas. Describe the weather in Antarctica. Describe the physical features of Antarctica.	Who lives in Antarctica? Know who visits and lives in Antarctica. Know how people adapt to living in a polar climate. Know some of the research that is done in Antarctica.	Who was Shackleton? Know who Shackleton was and describe his expedition. Use 6 figure grid references to plot a route. Discuss similarities and differences between the UK and Antarctica.	Can we plan and expedition around school? Give instructions using the points of a compass. Identify human and physical features on a map.	How did our expedition go? Follow instructions using the eight points of a compass. Map the route taken on a map. Evaluate the expedition.
Potential amendments for SEND	Support from adult, focus on equator only and or a couple of climate zones.	Supporting with reading fact sheet, work with a partner to share ideas.	Use a voice recorder or laptop to complete work as researcher.	Grid references support sheet on Kapow. Adult begin plotting for child to finish.	Only use 4 compass points. Work in a pair or group to support with planning the route.	Compass point aid on Kapow
Year 6 Summer Term Geography						
Can I carry out an independent fieldwork enquiry?				Cross Curricular Links:		
Key vocabulary				Prior learning	Next steps	
analyse data		issue justify		This unit brings together all of the		

data collection methods enquiry evidence impact improvement	plot presenting recommendation viewpoint	fieldwork skills children will have amassed over KS2.	
Key assessment questions			
What is an enquiry? Name 2 data collection methods A Likert Scale is used for what? Why is it important to plan a route before your trip? Ask children to identify 6 figure grid references for given maps.			
Knowledge to be taught			Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> • Examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. 			Can I carry out an independent fieldwork enquiry? (kapowprimary.com)
Definitions / technical vocabulary for teachers.			
Follow Kapow link – each lesson has a tab for teacher knowledge for that particular lesson.			
Medium term plan – Year 5 Summer term Geography			
	Week 1	Week 2	Week 3
	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know some of the issues effecting the local area Know some of the data collection methods – tally charts, sketches, questionnaires Know how to use an OS map		

<p>Key learning focus for the lesson (s)</p>	<p>Develop an enquiry question. - As a class, determine an issue around the local area to find out about – can link to environment, land use, pollution</p> <p>Create data collection methods - Identify what data will need to be collected. Decide how the data will be collected and design any data capture sheets needed</p> <p>Map a route - Map the route for the fieldwork study and plot where data will be collected. Identify any risks along the mapped route</p> <p>Fieldwork trip in the local area to collect data</p> <p>Analyse the data collected - Draw conclusions from what they have found out – does it answer the original enquiry question?</p> <p>Presenting data - Create presentation using varying methods – powerpoint, posters, speeches etc</p>
<p>Potential amendments for SEND</p>	<p>Support pupils by working with additional adults or in peer groups. Assign tasks within a group that play to individuals' strengths. Use prepared maps and routes and photographs for visual aids. When presenting data, use tally charts or make simple block charts.</p>