



LEADERSHIP



ORGANISATION



RESILIENCE



INITIATIVE



COMMUNICATION



KINDNESS

GEOGRAPHY

MEDIUM TERM PLANS



*Exploring our world.
Understanding places. Inspiring futures.*

OUR GOLDEN THREADS



PHYSICAL

Understanding the natural world and its features.



ENVIRONMENTAL

Caring for our world and creating a sustainable future.



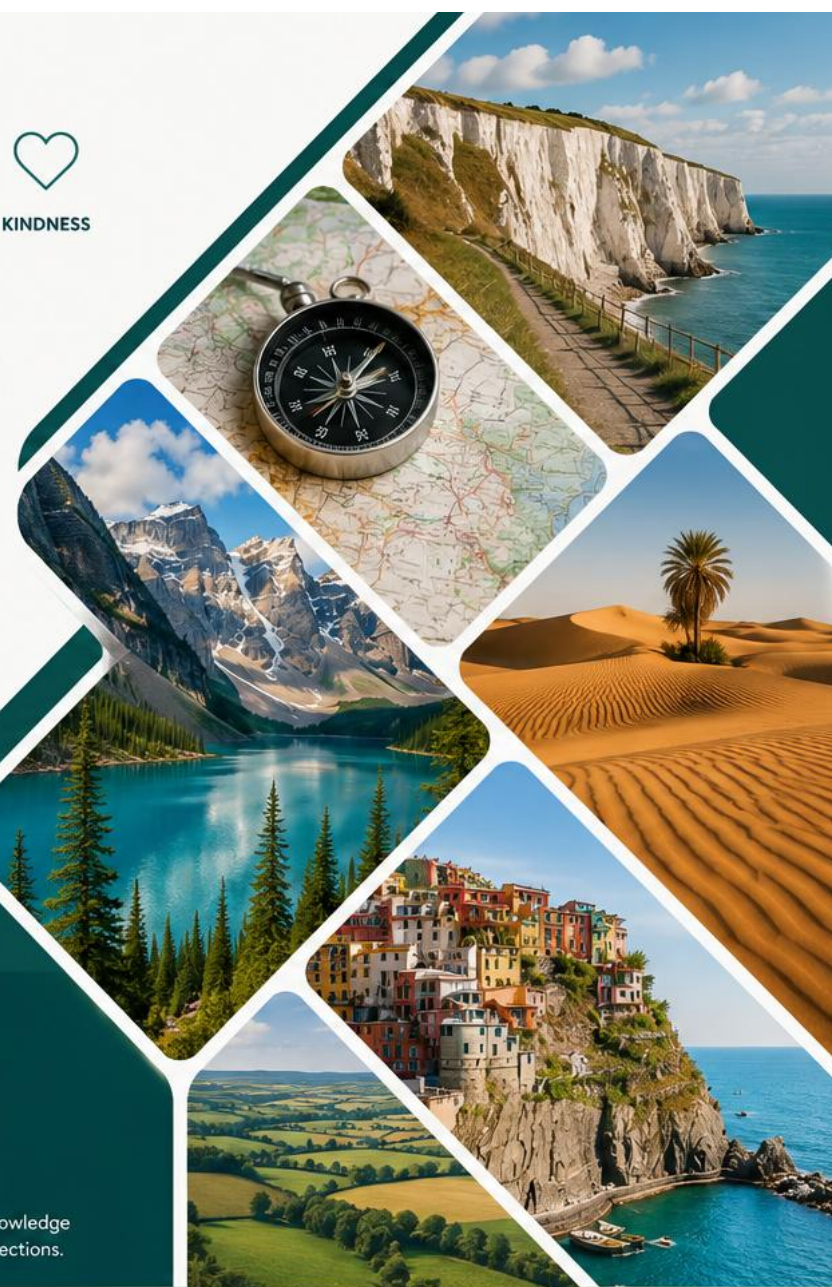
HUMAN

Exploring how people live, work and shape places.



THE WORLD

Developing locational knowledge and making global connections.



CURIOSITY TODAY



UNDERSTANDING TOMORROW



SHAPING THE FUTURE



Year 1 Geography Medium Term plans

<u>Year 1</u>	<u>Roar and Explore!</u>	<u>London</u>	<u>Journeys Near and Far</u>	<u>Why are some places hot and some places cold?</u>
Prior learning	• Can talk about familiar places. • Can identify simple features of places they know. • Can describe what they see in photographs and pictures. • Can notice similarities and differences between places.	• Can talk about places they have visited. • Can recognise familiar buildings and features. • Can use simple positional language such as near and far. • Can explore simple maps through play.	• Knows where they live and go to school. • Can talk about their local area. • Can recognise simple maps and globes. • Can describe familiar journeys.	• Can talk about the weather. • Can recognise seasonal changes. • Can observe the natural world. • Can identify different environments and animals.
Year 1	How is Dover the same or different from Jurassic Coast in Dorset? Covers: - Comparing places - Human features - Physical features - Maps and photos - Speaking and observation	What can we see in different places? Covers: - Human features - Physical features - Animal habitats - Local area - Simple maps - Symbols and keys	Where are we in the world? Covers: - UK countries - Surrounding seas - Continents and oceans - Compass directions - Maps and aerial photos - Local area	Why are some places hot and some places cold? Covers: - Weather patterns - Seasons - Equator - North Pole - South Pole - Globe work
Question 1	What is Dover like? WALT: describe our local area. Children: - Look at photos of Dover - Identify features Skills: - Describes familiar places Vocabulary: coast, harbour, town, beach	Where is London? WALT: locate London on a map of the UK. Children: Find London on a simple UK map Compare London and Dover Identify the River Thames Discuss why people built cities near rivers Skills: - Uses simple maps - Identifies locations - Uses locational language Vocabulary: London, map, city, river, route, England, Thames	Where am I? WALT: talk about where I live. Children: • Talk about home, school, Dover • Use near/far • Draw journey to school Skills: • Describes familiar places • Answers "What can you see?" Vocabulary: home, school, route	What is the weather like today? WALT: observe daily weather. Children: - Observe the sky - Record weather Skills: - Identifies weather patterns Vocabulary: sunny, rainy, windy, cloudy

Question 2	What is Jurassic Coast like? WALT: explore a place. Children: - Look at maps and photos - Spot features Skills: - Observes places using images and maps Vocabulary: city, coast, buildings	What was London like in 1666? WALT: identify human features in London. Children: Explore pictures of London in 1666 Identify: houses, roads, bridges, churches, river Compare with modern London Skills: Identifies human features Observes places using pictures and map Compares places over time Vocabulary: human feature, building, road, bridge, church, street	What can we see in our school grounds? WALT: observe features in our local area. Children: - Walk around school grounds - Spot trees, paths, fences, buildings Skills: - Observes familiar places - Answers simple geographical questions Vocabulary: tree, path, field, school, fence	How do seasons change? WALT: identify seasonal changes. Children: - Compare weather in different seasons - Sort seasonal pictures Skills: - Identifies seasonal patterns Vocabulary: spring, summer, autumn, winter
Question 3	What is the same? WALT: identify similarities. Children: - Compare maps and photos Skills: - Compares places Vocabulary: same, similar	What is natural and what is built? WALT: identify human and physical features. Children: - Sort pictures into natural or built - Discuss what people make and what occurs naturally Skills: - Identifies human features - Identifies physical features Vocabulary: human feature, physical feature, river, hill, road, house	Where is Dover? WALT: find our town on a map. Children: • Find Dover • Use aerial photos • Spot roads/buildings Skills: • Uses aerial photos • Uses simple maps	Where is hot in the world? WALT: find hot places. Children: - Use globes and maps - Find places near the Equator Skills: - Begins locating places globally Vocabulary: Equator, hot, globe
Question 4	What is different? WALT: identify differences. Children: - Compare buildings, roads, beaches Skills:	Can we follow a route around London? Lesson 4 – Can we make a simple map? WALT: create a simple map. Children: - Draw classroom/playground map - Use symbols and keys Skills:	Where are the countries and capital cities of the UK? WALT: locate the countries and capital cities of the United Kingdom. Children:	Where is cold in the world? WALT: find cold places. Children: - Locate North and South Poles - Match animals to cold places Skills:

	- Identifies differences between places Vocabulary: different, compare	- Uses simple symbols - Creates simple maps Vocabulary: symbol, key, map, route	• Locate England, Scotland, Wales and Northern Ireland on a map. • Match each country to its capital city. • Use maps and atlases to find: • London • Edinburgh • Cardiff • Belfast • Compare the capital cities using photographs. • • Skills: • • Names UK countries and capital cities. • Uses maps to locate places. • Uses geographical vocabulary. • • Vocabulary: • England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, capital city • • Children might say: • "Cardiff is the capital city of Wales."	- Identifies global patterns Vocabulary: North Pole, South Pole, cold
Question 5	Can I compare two places? Enquiry outcome How is Dover the same or different from Jurassic Coast? Outcome: Children create:		What is around the UK? WALT: identify the seas around the UK. Children: • Name seas • Use globe/maps Skills:	Why do places have different weather? WALT: compare hot and cold places. Children: - Compare climates - Discuss patterns

	- Venn diagram - class floorbook page - picture comparison writing		Locational knowledge	Skills: Answers simple geographical questions Vocabulary: weather, climate, hot, cold
Question 6		Enquiry outcome Children answer: What can we see in different places? Create labelled maps. Outcome: Children create: - simple labelled map - sorting poster - floorbook page	Where is the UK in the world? WALT: find continents and oceans. Children: - Begin naming continents and oceans Skills: - Names continents/oceans	How can we care for places? WALT: understand how to care for our environment. Children: - Discuss litter, plants, wildlife - Sort good and bad choices Skills: - Identifies ways to care for places Vocabulary: care, environment, litter, protect
			Can I explain where I am in the world? Outcome Children complete: Me → Dover → England → UK → World Could make a flap book or floorbook page.	Where do animals live? WALT: explore habitats. Children: - Match animals to habitats - Link habitats to physical features Skills: - Identifies features in different places Vocabulary: habitat, forest, river, field

Assessment	Enquiry Question: <i>"How is Dover the same or different from the Jurassic Coast?"</i> Children will demonstrate understanding by: - Identifying physical and human features. - Comparing two places. - Using geographical vocabulary accurately. - Explaining similarities and differences.	Enquiry Question: <i>"What can we see in different places?"</i> Children will demonstrate understanding by: - Identifying human and physical features. - Creating a simple labelled map. - Using geographical vocabulary. - Explaining observations from different places.	Enquiry Question: <i>"Can I explain where I am in the world?"</i> Children will demonstrate understanding by: - Explaining the sequence: <i>Me → Dover → England → UK → World</i> - Naming UK countries. - Identifying continents and oceans. - Using maps and globes accurately.	Enquiry Question: <i>"Why are some places hot and some places cold?"</i> Children will demonstrate understanding by: - Identifying hot and cold locations. - Explaining the role of the Equator and Poles. - Describing seasonal and weather patterns. - Matching habitats and animals to environments. - Using geographical vocabulary accurately.
End Point	By the end of this unit, children will understand that different places can have both similarities and differences. They will know about the physical and human features of Dover and the Jurassic Coast and be able to compare the two locations using maps, photographs and observations. Children will use geographical vocabulary to describe places and explain simple similarities and differences.	By the end of this unit, children will understand that places contain different physical and human features. They will be able to identify features in their local area and in other locations using maps, photographs and observations. Children will begin to create simple maps using symbols and keys and use geographical vocabulary to describe places.	By the end of this unit, children will understand where they live within the wider world. They will know the countries of the United Kingdom, the surrounding seas, and begin to identify continents and oceans. Children will use maps, globes and aerial photographs to describe locations and explain where Dover is within England, the UK and the world. - The capital city of England is London. - The capital city of Scotland is Edinburgh. - The capital city of Wales is Cardiff. - The capital city of Northern Ireland is Belfast.	By the end of this unit, children will understand that weather and climate vary across the world. They will know that places near the Equator are generally hotter and places near the North and South Poles are generally colder. Children will be able to identify simple weather patterns, describe seasonal changes and explain how different environments support different habitats.

Substantive Knowledge (What children need to remember)	Children will know: • Dover and the Jurassic Coast are both coastal locations. • Places have physical features such as beaches, cliffs and the sea. • Places have human features such as harbours, roads and buildings. • Maps and photographs help us learn about places. • Different places can be compared by looking at their features. • Some features are similar while others are different.	Children will know: • Human features are built by people. • Physical features occur naturally. • Different places contain different features. • Maps help us find and describe places. • Symbols and keys help us understand maps. • Animals live in habitats that suit their needs.	Children will know: • They live in Dover. • Dover is in England. • England is part of the United Kingdom. • The United Kingdom consists of England, Scotland, Wales and Northern Ireland. • The UK is surrounded by seas. • The world is made up of continents and oceans. • Maps, globes and aerial photographs help us locate places.	Children will know: • Weather changes daily and seasonally. • There are four seasons in the UK. • Places near the Equator are usually hot. • Places near the North Pole and South Pole are usually cold. • Climate describes typical weather patterns over time. • Different animals live in different habitats suited to their environment. • People can help care for the environment.
Disciplinary Knowledge (Thinking like a geographer)	Children will: • Observe and describe places using photographs and maps. • Identify physical and human features. • Compare similarities and differences between places. • Use geographical vocabulary to describe locations. • Ask and answer simple geographical questions. • Use evidence from maps and photographs to support observations.	Children will: • Observe features in different places. • Identify and classify human and physical features. • Use simple maps, symbols and keys. • Ask and answer geographical questions. • Use photographs and observations as evidence. • Describe locations using geographical vocabulary.	Children will: • Use maps, globes and aerial photographs. • Identify locations using simple locational language. • Locate places at local, national and global scales. • Use geographical vocabulary accurately. • Ask and answer geographical questions about places. • Develop early map-reading skills.	Children will: • Observe and record weather. • Use globes and maps to locate hot and cold places. • Identify patterns in weather and climate. • Ask and answer geographical questions. • Compare different environments. • Use geographical vocabulary to explain observations.

Adaptive Teaching	Support • Photographs and picture cards. • Vocabulary mats and labelled images. • Adult-guided comparisons. • Sorting activities. • Oral rehearsal opportunities. Challenge • Explain reasons for similarities and differences. • Use geographical vocabulary independently. • Compare more than one feature at a time.	Support • Fieldwork around the school grounds. • Picture sorting activities. • Adult-supported map making. • Visual vocabulary prompts. • Practical exploration. Challenge • Create independent maps with symbols and keys. • Explain why features belong to particular categories. • Compare different locations.	Support • Globes, atlases and large maps. • Matching games and visual prompts. • Adult-guided map work. • Repetition of locational vocabulary. • Practical mapping activities. Challenge • Explain relationships between locations. • Use directional language confidently. • Locate additional countries and continents.	Support • Daily weather observations. • Visual weather charts. • Globes and maps. • Vocabulary mats and picture prompts. • Adult-supported discussion. Challenge • Explain simple climate patterns. • Compare different environments independently. • Explain how habitats relate to weather and climate.
Assessment for Learning	Throughout the unit, teachers will assess understanding through discussion, questioning, map work and comparison activities.	Throughout the unit, teachers will assess understanding through fieldwork, map activities, questioning, sorting tasks and discussion.	Throughout the unit, teachers will assess understanding through map work, questioning, retrieval activities and practical geography tasks.	Assessment for Learning Throughout the unit, teachers will assess understanding through weather observations, questioning, map work, discussions and classification activities.



GEOGRAPHY PROGRESSION TIMELINE

Building knowledge, skills and understanding
from our local area to the wider world.



Exploring my world

- Explore familiar places and environments.
- Talk about what they see and notice.
- Begin to make connections between places and the world around them.
- Use simple positional language.



Starting to make sense of the world around me.

Starting with me and my world

- Explore familiar places and environments.
- Identify features and talk about places.
- Develop early map skills and positional language.
- Begin to understand weather, seasons and different places.



Starting locally: me, my home, my school.

Exploring places near and far

- Learn about our local area in more detail.
- Compare places in the UK.
- Discover continents and oceans.
- Explore weather, seasons and hot and cold places.



Extending outwards: local area to the UK and world.

Investigating places and environments

- Use maps and atlases with more confidence.
- Explore physical processes and natural features.
- Understand how people use land and resources.
- Begin to make comparisons using evidence.



Developing geographical enquiry and understanding.

Connecting places and people

- Study regions in the UK and beyond.
- Investigate rivers, settlements, trade and land use.
- Use OS maps and grid references.
- Understand how geography shapes human activity.



Building confidence with maps, patterns and connections.

Understanding change and impact

- Explore physical and human geography in depth.
- Study how people interact with the environment.
- Investigate change, development and sustainability.
- Use fieldwork to collect and analyse data.



Analysing data, understanding change and making comparisons.

Thinking globally, acting locally

- Build a global perspective.
- Investigate complex geographical issues.
- Evaluate evidence and draw informed conclusions.
- Apply geographical skills confidently in real contexts.



Thinking like geographers: making a positive difference.

OUR GOLDEN THREADS



PHYSICAL

Understanding the natural world, landscapes and the processes that shape them.



ENVIRONMENTAL

Caring for our world, sustainability and the impact of human actions.



HUMAN

Exploring how people live, work, trade and build communities.



THE WORLD

Developing locational knowledge and understanding connections across the world.



CURIOSITY TODAY

• UNDERSTANDING TOMORROW

• SHAPING THE FUTURE



GEOGRAPHY FIELDWORK PROGRESSION

— Developing geographical skills through exploration, enquiry and real-world experiences. —



EYFS



EXPLORE & DISCOVER

Children:

- Explore familiar places using their senses.
- Notice and talk about features.
- Ask simple questions about places.



I can explore and talk about my surroundings.

YEAR 1



OBSERVE & RECORD

Children:

- Go on a walk around the local area.
- Draw simple maps.
- Record what they see and notice.



I can observe places and record what I find.

YEAR 2



IDENTIFY & DESCRIBE

Children:

- Identify human and physical features.
- Use simple maps and symbols.
- Describe what they see and where.



I can identify features and describe what I see.

YEAR 3



COLLECT & PRESENT

Children:

- Collect information (photos, drawings, counts).
- Use simple tables and charts.
- Present findings clearly.



I can collect information and present my findings.

YEAR 4



MEASURE & COMPARE

Children:

- Use equipment to measure and record.
- Compare two or more places.
- Look for patterns and changes.



I can measure and compare places.

YEAR 5



ANALYSE & INTERPRET

Children:

- Analyse data and look for trends.
- Use evidence to draw conclusions.
- Evaluate how places are connected.



I can analyse information and draw conclusions.

YEAR 6



EVALUATE & TAKE ACTION

Children:

- Evaluate places and human impact.
- Suggest ways to improve environments.
- Present a fieldwork project to others.



I can evaluate places and take action.



EXPLORING OUR WORLD • ASKING QUESTIONS • COLLECTING EVIDENCE • UNDERSTANDING PLACES • MAKING A DIFFERENCE

