



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.



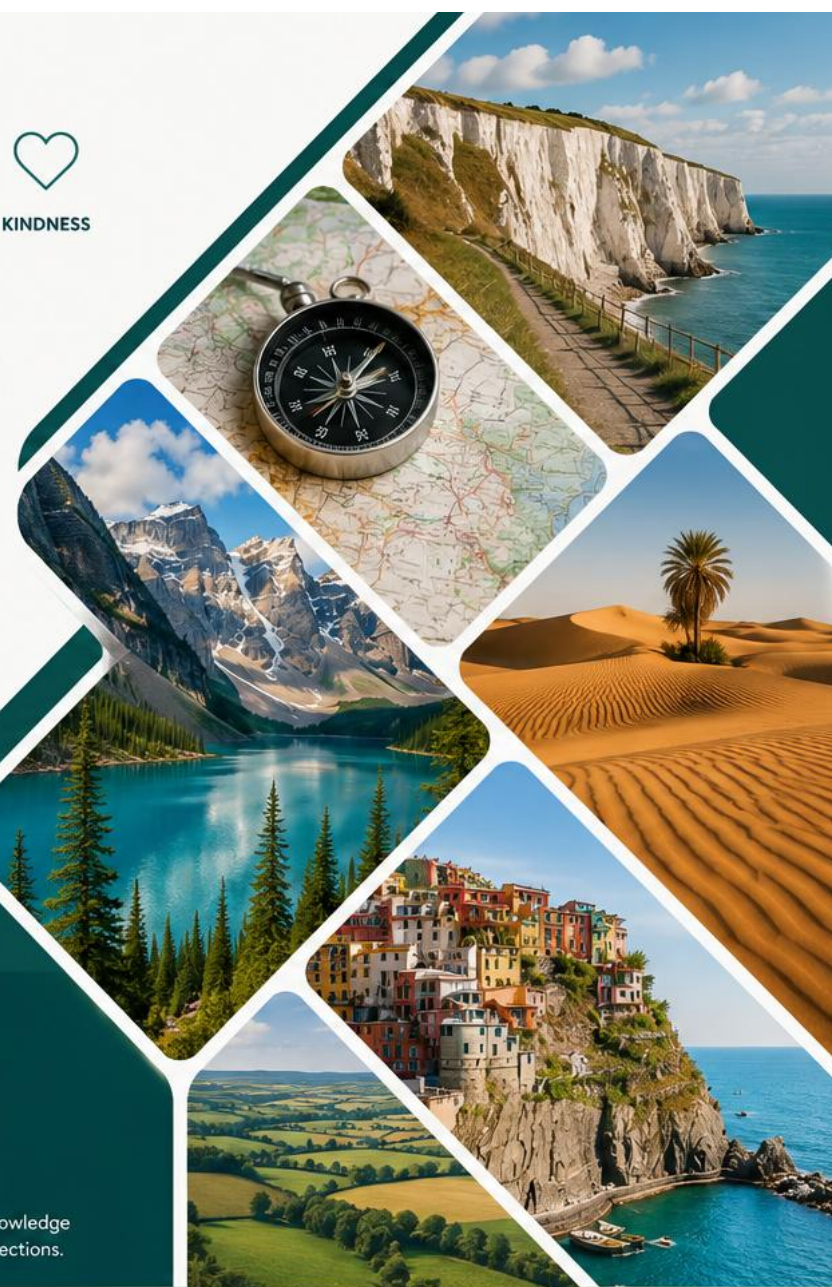
HUMAN

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 4 Geography Medium Term plans

Year 4	<u>Vikings: Migration and Settlement</u>	<u>Tudors, Trade and Towns</u>	<u>Life Along the Nile</u>
Prior learning	• Can locate countries and capital cities of the UK. • Can use maps, atlases and digital maps to locate places. • Knows that latitude and longitude help locate places around the world. • Can compare human and physical features of different places.	• Can identify physical features such as mountains, rivers, valleys and coasts. • Knows that physical geography influences where people live. • Can use maps, symbols, keys and 4-figure grid references. • Can compare places using geographical evidence.	• Knows that rivers and coastlines shape landscapes. • Can identify human and physical features of a place. • Knows that settlements are influenced by physical geography. • Can use fieldwork and maps to investigate places.
Year 4	How is Scandinavia similar to and different from the UK? Covers: - Europe - Locational knowledge - Latitude and longitude - Climate zones - Human and physical geography - Trade and resources - Biomes and sustainability - Mapping and enquiry	Why did people choose to settle in York and Lancaster? Covers: - UK cities and counties - Settlements and land use - Rivers and topography - Economic activity and trade - Natural resources - Sustainability - OS maps and grid references - Human and physical geography	Why did people settle near the River Nile? Covers: - Rivers - Local and global comparison - Physical geography - Settlements and land use - Trade and economic activity - Sustainability - Water cycle - Mapping and enquiry
Question 1	Where is Scandinavia and how does location matter? WALT: locate Scandinavia and the UK on maps. Children: Locate: Norway Sweden Denmark United Kingdom Identify major cities such as:	Where are York and Lancaster, and why does location matter? WALT: locate York and Lancaster on maps. Children: Locate: - both cities - surrounding counties - major roads and rivers Use: - maps	Where are the River Nile and River Dour, and why does location matter? WALT: locate the River Nile and River Dour on maps. Children: Locate: - Egypt - Dover - both rivers on maps, globes and digital maps Skills: - Locates rivers globally and locally

	Oslo Stockholm Copenhagen London Russia Use: - maps - atlases - digital maps Skills: - Locates European countries and cities - Uses maps and atlases Vocabulary: Europe, region, country, city	- atlases - digital maps Skills: - Locates cities in the UK - Uses maps and atlases Vocabulary: city, county, region, location	- Uses maps, atlases and digital mapping Vocabulary: river, location, continent, region
Question 2	How do latitude and climate affect life? WALT: understand climate and location. Children: Explore: - Equator - latitude - longitude - Arctic Circle - climate zones Compare weather and temperature. Skills: - Uses latitude and longitude with support - Identifies climate zones Vocabulary: latitude, longitude, Arctic Circle, climate zone Children should say: <i>"Latitude affects climate."</i>	What physical features helped these places grow? WALT: understand physical geography. Children: Explore: - rivers - hills - valleys - surrounding land Key rivers: - River Ouse (<i>York</i>) - River Lune (<i>Lancaster</i>) Skills: - Identifies topographical features - Uses maps and photographs Vocabulary: river, valley, hill, topography	How do rivers shape the land? WALT: understand the parts of a river. Children: Identify: - source - tributary - meander - floodplain - mouth Compare: - river size - surrounding landscapes Skills: - Describes river features - Compares physical geography Vocabulary: source, tributary, floodplain, mouth, erosion
Question 3	What physical features shape Scandinavia and the UK? WALT: understand physical geography.	Why did people settle here? WALT: understand settlements and land use. Children:	Why do people settle near rivers? WALT: understand settlements and land use. Children:

	Children: Explore: - mountains - forests - rivers - coastlines - fjords Compare landscapes. Skills: - Compares physical geography - Uses maps and photographs Vocabulary: mountain, forest, river, coast, fjord	Explore: - farming land - transport links - protection - access to water Skills: - Explains settlements and land use Vocabulary: settlement, land use, urban, rural	Explore: - farming - drinking water - transport - protection - fertile land Compare settlements along: - River Nile - River Dour Skills: - Explores settlements and land use Vocabulary: settlement, agriculture, population, land use
Question 4	How do people live and work in these places? WALT: understand human geography. Children: Compare: - settlements - farming - transport - tourism - land use Skills: - Compares settlements and land use - Explains economic activity Vocabulary: settlement, land use, tourism, transport, trade	How did trade and resources help these cities develop? WALT: understand economic geography. Children: Explore: - markets - roads - river transport - farming - local resources Skills: - Explains economic activity - Identifies natural resources Vocabulary: trade, resources, economy, transport	How do rivers support trade and economic activity? WALT: understand how rivers support people. Children: Explore: - transport routes - irrigation - fishing - trade - tourism Skills: - Explains economic activity - Investigates trade links Vocabulary: trade, economy, transport, irrigation
Question 5	How do resources and environments affect places? WALT: understand resources and sustainability. Children: Explore: - forests - fishing - energy	How have these places changed over time? WALT: understand environmental and human change. Children: Explore: - historic maps - aerial photographs - modern development	What environmental challenges do rivers face? WALT: understand environmental change. Children: Investigate: - pollution - flooding - drought

	- oil - hydroelectric power Discuss: - pollution - conservation - sustainability Skills: - Identifies natural resources - Explores environmental issues Vocabulary: resource, sustainability, conservation, pollution	- sustainability projects Skills: - Identifies change over time - Explores sustainability Vocabulary: development, environment, conservation, sustainability	- conservation Compare local and global challenges. Skills: - Identifies environmental challenges - Explores sustainability Vocabulary: pollution, sustainability, conservation, drought
Question 6	Can I explain how Scandinavia is similar to and different from the UK? Outcome: Children: Present findings using: - maps - graphs - digital presentations - comparison writing Skills: - Uses multiple sources - Presents geographical information - Draws conclusions "Latitude affects climate." "Scandinavia is further north than the UK." "Natural resources affect how people live and work."	Can I explain why people settled in York and Lancaster? Outcome: Children: Present findings using: - OS maps - grid references - graphs - digital presentations - comparison writing Skills: - Uses OS maps and 4-figure grid references securely - Uses multiple sources - Draws conclusions "People settled near rivers because they needed water, transport and fertile land." "York and Lancaster grew because of trade and geography." "Physical geography affects where settlements grow."	Can I explain why rivers shape where people live? Outcome: Children: Present findings using: - maps - graphs - comparison writing - digital presentations Include: - water cycle links - similarities and differences Skills: - Draws conclusions using multiple sources - Communicates geographical information "People settle near rivers because rivers provide water, food and transport." "The River Nile helped settlements grow in Egypt." "The River Dour still affects life in Dover today." "Rivers can create opportunities but also environmental challenges."
Assessment	Enquiry Question: <i>"How is Scandinavia similar to and different from the UK?"</i>	Enquiry Question: <i>"Why did people choose to settle in York and Lancaster?"</i> Children will demonstrate understanding by:	Enquiry Question: <i>"Why did people settle near the River Nile?"</i> Children will demonstrate understanding by:

	Children will demonstrate understanding by: • Comparing human and physical features. • Explaining how climate affects life. • Identifying similarities and differences between regions. • Using maps and geographical evidence to support conclusions.	• Explaining why settlements developed in these locations. • Identifying key physical and human features. • Using OS maps and grid references accurately. • Supporting conclusions with geographical evidence.	• Identifying river features. • Explaining how rivers support settlements. • Comparing the River Nile and River Dour. • Describing environmental challenges facing rivers. • Using geographical evidence to support conclusions.
End Point	By the end of this unit, children will understand how location, climate, physical geography and natural resources influence how people live in different parts of Europe. They will be able to compare Scandinavia and the United Kingdom, using maps, atlases and geographical evidence to explain similarities and differences in landscapes, settlements, economies and environments.	By the end of this unit, children will understand how physical geography, transport links, trade and natural resources influence where settlements develop. They will be able to explain why York and Lancaster grew as important settlements and use maps, OS maps and geographical evidence to investigate settlement patterns.	By the end of this unit, children will understand how rivers shape landscapes and influence where people live. They will know the key features of rivers, explain how rivers support settlements and economic activity, and compare the River Nile with the River Dour. Children will be able to use maps and geographical evidence to explain why rivers are important to human life.
Substantive Knowledge (What children need to remember)	Children will know: • Scandinavia includes Norway, Sweden and Denmark. • Scandinavia and the UK are located in Europe but have different geographical characteristics. • Latitude affects climate and weather patterns. • Scandinavia contains mountains, forests, fjords and extensive coastlines. • Natural resources such as forests, oil, fishing and hydroelectric power influence how people live and work. • Human and physical geography interact to shape settlements and economies. • Sustainability helps protect natural environments and resources.	Children will know: • Settlements develop where conditions are favourable. • Rivers provide water, transport and fertile land. • York and Lancaster developed because of their geographical locations. • Human and physical features influence settlement growth. • Trade and economic activity help settlements prosper. • Natural resources can support development. • Maps and grid references help geographers locate and investigate places. • Sustainability is important when managing settlements and environments.	Children will know: • Rivers have key features including the source, tributaries, meanders, floodplains and mouth. • Rivers shape landscapes through erosion and deposition. • Settlements often develop near rivers because they provide water, transport and fertile land. • The River Nile was essential to the development of Ancient Egyptian civilisation. • The River Dour continues to influence life in Dover. • Rivers support trade, farming, transport and tourism. • Rivers can experience environmental challenges such as pollution, flooding and drought. • Sustainable management helps protect river environments.

	Maps, atlases and digital mapping tools help geographers understand places.		
Disciplinary Knowledge (Thinking like a geographer)	Children will: - Use maps, atlases, globes and digital maps confidently. - Locate countries, cities and regions. - Use latitude and longitude with increasing accuracy. - Compare places using geographical evidence. - Interpret maps, photographs, graphs and data. - Ask geographical questions and draw conclusions. - Use geographical vocabulary accurately to explain patterns and relationships.	Children will: - Use maps, atlases and OS maps. - Apply 4-figure grid references accurately. - Interpret photographs, maps and geographical data. - Investigate settlement patterns. - Compare locations using evidence. - Ask geographical questions and develop explanations. - Communicate findings using geographical vocabulary.	Children will: - Use maps, atlases, globes and digital maps. - Identify and describe river features. - Compare rivers using evidence. - Interpret maps, photographs and geographical data. - Investigate environmental issues. - Ask geographical questions and draw conclusions. - Use geographical vocabulary accurately to explain processes and patterns.
Adaptive Teaching	Support - Large-scale maps and atlases. - Visual comparison charts. - Vocabulary mats and knowledge organisers. - Guided map-reading activities. - Scaffolded comparison tasks. Challenge - Explain how latitude affects climate. - Analyse how resources influence economic activity. - Compare environmental challenges across regions. - Draw conclusions using multiple sources of evidence.	Support - Annotated maps and aerial photographs. - Vocabulary mats and visual prompts. - Guided use of OS maps. - Structured comparison activities. - Adult-supported geographical enquiry. Challenge - Explain how geography influences settlement growth. - Analyse multiple factors affecting settlement choice. - Use grid references independently. - Compare settlements in different regions.	Support - River diagrams and labelled maps. - Vocabulary mats and visual prompts. - Guided comparisons between rivers. - Practical demonstrations of river processes. - Adult-supported enquiry activities. Challenge - Explain how rivers influence settlement patterns. - Analyse environmental challenges affecting rivers. - Compare local and global river systems. - Draw conclusions using multiple geographical sources.

Assessment for Learning	Throughout the unit, teachers will assess understanding through map work, comparison activities, retrieval practice, questioning and discussion.	Throughout the unit, teachers will assess understanding through map work, questioning, retrieval activities, discussions and enquiry tasks.	Throughout the unit, teachers will assess understanding through map work, diagram labelling, retrieval activities, questioning, discussions and comparison tasks.



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

