



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.



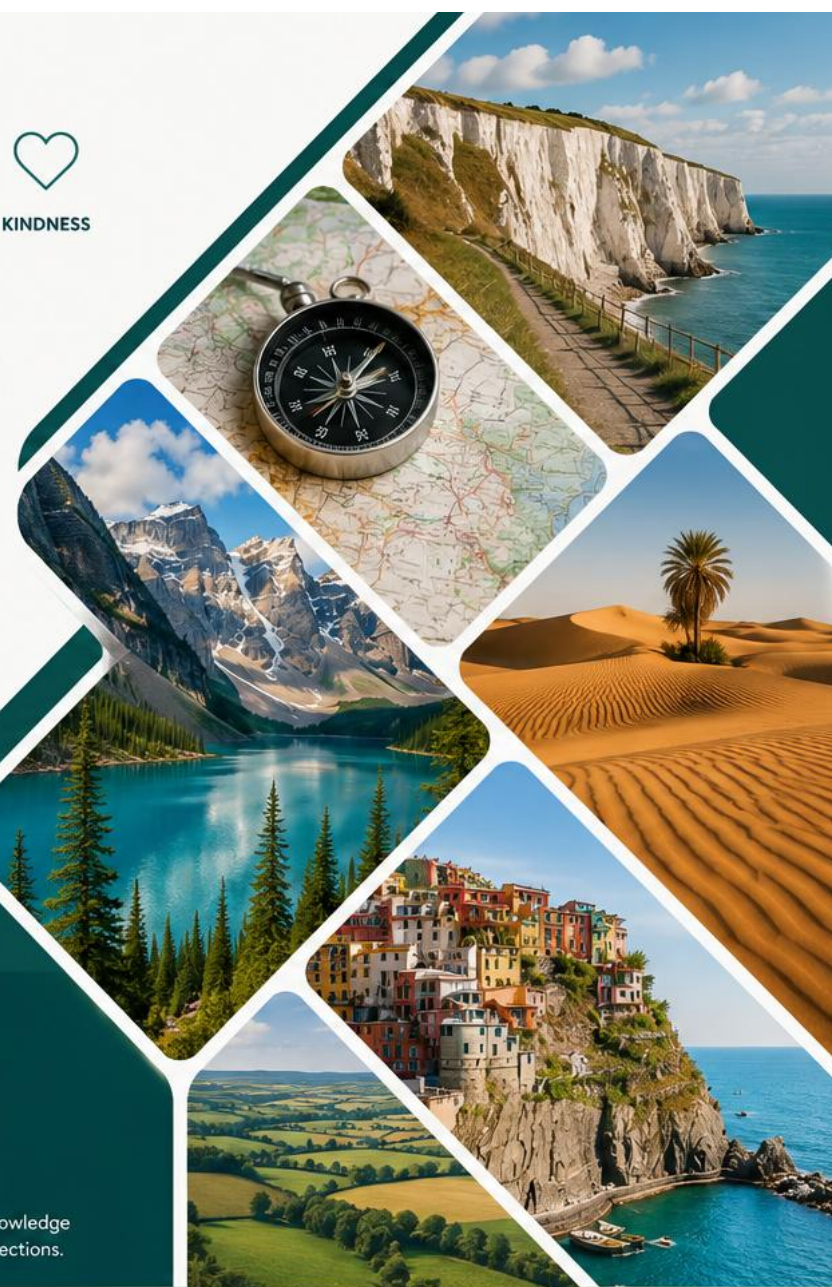
HUMAN

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 6 Geography Medium Term plans

Year 6	<u>WW2: Conflict and Survival</u>	<u>Ice, Exploration and Endurance</u>	<u>Benin: Trade and Empire</u>
Prior learning	• Can identify human and physical features that influence places. • Knows that climate, landscape and natural resources affect human activity. • Can use maps, atlases, digital maps and geographical evidence to investigate places. • Can explain how geography influences historical events.	• Knows that latitude and climate affect how people live. • Can compare human and physical geography between regions. • Can locate countries and regions using maps, atlases and digital maps. • Can explain how physical geography influences settlements and economic activity.	• Knows that trade routes and transport connect places. • Can explain how geography influences settlement and economic activity. • Can compare regions using geographical evidence. • Can use maps, atlases and digital mapping to investigate places.
Year 6	How did geography influence the Second World War? Covers: ✓ UK and European locational knowledge ✓ Human and physical geography ✓ Climate zones and environmental regions ✓ Settlements and land use ✓ Natural resources ✓ Fieldwork ✓ Digital mapping ✓ Historical geography	How do polar regions shape life and exploration? Covers: ✓ Global locational knowledge ✓ Latitude and longitude ✓ Arctic and Antarctic Circles ✓ Climate zones and biomes ✓ Time zones and daylight ✓ Physical geography ✓ Human geography ✓ Comparison and enquiry	How did geography shape Benin and the Maafa? Covers: ✓ Africa and global locational knowledge ✓ Latitude and longitude ✓ Prime Meridian and time zones ✓ Trade routes ✓ Human geography ✓ Economic geography ✓ Environmental regions ✓ Global movement and change
Question 1	Where did WW2 affect our local area and Europe? WALT: locate key WW2 evacuation and bomb sites using maps. Children: Locate. Use: • atlases • digital maps	Where are the polar regions and why does location matter? WALT: locate the Arctic and Antarctic on world maps. Children: Locate: Arctic Antarctica Identify: • Arctic Circle	Where is Benin and why does location matter? WALT: locate Benin and understand its global position. Children: Locate: • Benin • West Africa • the Gulf of Guinea • surrounding countries Use:

	- globes Skills: ✓ Develops locational knowledge ✓ Uses maps and digital mapping ✓ Locates UK and European regions Vocabulary: region, location, Europe, map, grid reference	- Antarctic Circle - Equator - Northern Hemisphere - Southern Hemisphere - Equator - Tropic of Cancer - Tropic of Capricorn - Arctic Circle - Antarctic Circle Use: - maps - globes - digital mapping Skills: ✓ Locates major world regions ✓ Uses latitude and longitude ✓ Understands global position Vocabulary: latitude, longitude, hemisphere, Arctic Circle, Antarctic Circle	- maps - atlases - digital mapping Explore: - Equator - latitude - longitude - Prime Meridian Skills: ✓ Locates major world regions ✓ Uses latitude and longitude ✓ Develops global locational knowledge Vocabulary: continent, region, latitude, longitude, Prime Meridian
Question 2	What made Dover important during WW2? WALT: understand Dover's geography. Children: Explore physical features: - cliffs - coast - harbour - rivers - transport routes Explore human features: - settlements - ports - defence sites Skills:	Why are polar regions so cold? WALT: understand climate and biomes. Children: Explore: - climate zones - polar biome - vegetation belts - frozen landscapes Skills: ✓ Describes climate zones and biomes ✓ Uses geographical evidence Vocabulary: climate zone, biome, vegetation belt, tundra	How did geography make Benin important for trade? WALT: understand trade routes. Children: Explore: - coastal trade - rivers - ports - movement of goods Skills: ✓ Investigates economic activity and trade links Vocabulary: trade, port, imports, exports, economy

	✓ Describes physical and human geography ✓ Explores settlements and land use Vocabulary: harbour, settlement, coast, transport, port		
Question 3	How did landscape and climate affect the war? WALT: understand Europe's physical geography. Children: Explore: • rivers • forests • hills • mud • weather patterns • Coastal areas Compare: Dover with regions in: Russia, Japan Skills: ✓ Identifies environmental regions ✓ Describes climate zones ✓ Compares physical geography Vocabulary: climate zone, environment, physical geography	How does the polar environment shape the land? WALT: understand physical geography. Children: Explore: • glaciers • ice sheets • mountains • frozen oceans • water cycle in extreme climates Skills: ✓ Describes physical geography ✓ Understands environmental processes Vocabulary: glacier, ice sheet, water cycle, erosion	How does location affect time and global connections? WALT: understand time zones. Children: Compare: • UK time • Benin time Explore: • Earth's rotation • longitude • time zones Skills: ✓ Understands global position and time Vocabulary: time zone, rotation, longitude
Question 4	Why were resources important during, and after, WW2? WALT: understand resources and economic geography. Children: Investigate: • food • water	How does polar location affect time, day and night? WALT: understand time zones and daylight. Children: Explore: • Earth's tilt • time zones • midnight sun • polar night	How did geography influence Maafa? WALT: understand how location affected movement and human experiences. Children: Explore: • Atlantic trade routes • coastal settlements • forced movement of people

	• fuel Skills: ✓ Understands natural resources ✓ Explores economic activity Vocabulary: resource, energy, minerals, economy	• Longitude and latitude Skills: ✓ Understands global position and time Vocabulary: time zone, daylight, rotation, orbit	• Map work of TAST routes Skills: ✓ Explores global movement and human geography Vocabulary: migration, distribution, settlement, population
Question 5	How did WW2 change life in Dover and Kent? WALT: understand land-use change. Children: Use: • aerial photographs • historic maps • local fieldwork Explore: • ports • transport • military buildings • changing settlements • Road names around our school • Location of our school (German soldiers) Skills: ✓ Uses fieldwork ✓ Interprets aerial photographs ✓ Identifies land-use change Vocabulary: land use, infrastructure, development	How do humans live and work in the polar regions? WALT: compare human geography. Children: Compare: Arctic: • Indigenous communities • settlements • transport • economic activity Antarctica: • research stations • scientific exploration Skills: ✓ Compares human geography ✓ Explores settlement and economic activity Vocabulary: settlement, economy, research, adaptation	How did the Maafa change Benin and its people? WALT: understand geographical and human change. Children: Explore: • settlement changes • economic changes • cultural changes • population movement Skills: ✓ Explains human and environmental change Vocabulary: population, development, infrastructure, change
Question 6	TRIP AROUND LOCAL AREAS Can I explain how geography influenced WW2? Outcome: Children: Create: • annotated maps	Can I explain why polar regions matter globally? Outcome: Children: Compare a polar region with: • the UK • Europe • North or South America	Can I explain how geography shaped Benin and the Maafa? Outcome: Children: Create: • annotated maps • trade route maps • graphs

	• comparison writing • fieldwork notes • digital presentations Use: • compass points • grid references • evidence from multiple sources Skills: ✓ Uses compass points and grid references ✓ Draws conclusions using multiple sources ✓ Communicates geographical information "Dover was important during WW2 because of its coastal location." "Climate and landscape affected movement and survival in war zones." "Natural resources influenced how countries fought and supplied armies." "WW2 changed land use and settlements in Kent."	Create: • maps • graphs • enquiry writing • digital presentations Include: • exploration • climate • human adaptation • Tourism Skills: ✓ Draws conclusions using multiple sources ✓ Communicates geographical understanding "The polar regions are close to the poles, so they receive less direct sunlight." "Latitude affects climate and daylight." "The Arctic has permanent communities, but Antarctica mainly has research stations." "Extreme environments affect how people live, travel and work."	• enquiry writing • digital presentations Skills: ✓ Draws conclusions using multiple sources ✓ Communicates geographical information "Benin is in West Africa on the coast." "Longitude affects time zones." "Benin's location made it important for trade." "Geography influenced how the Maafa affected people and places."
Assessment	Enquiry Question: <i>"How did geography influence the Second World War?"</i> Children will demonstrate understanding by: • Explaining Dover's geographical significance. • Describing how physical geography affected warfare. • Explaining the importance of resources and transport. • Using geographical evidence to support conclusions.	Enquiry Question: <i>"Why do polar regions matter globally?"</i> Children will demonstrate understanding by: • Explaining how latitude affects climate and daylight. • Comparing the Arctic and Antarctica. • Describing human adaptation to polar environments. • Explaining the global importance of the polar regions using geographical evidence.	Enquiry Question: <i>"How did geography shape Benin and the Maafa?"</i> Children will demonstrate understanding by: • Explaining why Benin's location was important. • Describing how trade routes supported economic activity. • Explaining how geography influenced migration and movement. • Analysing the impact of geographical factors on people and places. • Using geographical evidence to support conclusions.

End Point	By the end of this unit, children will understand how physical and human geography influenced the events of World War 2. They will know how location, climate, terrain, resources and transport networks affected military strategy and daily life. Children will be able to explain why Dover was geographically significant and evaluate how geography shaped both local and international experiences of the war.	By the end of this unit, children will understand how the unique geography of the polar regions shapes climate, landscapes, exploration and human activity. They will know how latitude affects climate and daylight, explain the physical processes that create polar environments, and compare life in the Arctic and Antarctica. Children will use geographical evidence to evaluate the global significance of the polar regions.	By the end of this unit, children will understand how geography influenced the development of Benin, its trade networks and the experiences of people affected by the Maafa. They will know how location, trade routes, natural resources and global connections shaped economic activity and human movement. Children will be able to explain how geography affected both opportunities and challenges for people in West Africa and beyond.
Substantive Knowledge (What children need to remember)	Children will know: • Geography influenced where battles took place and how they were fought. • Dover's coastal location made it strategically important during World War 2 • Physical features such as rivers, forests, hills and coastlines affected movement and defence. • Climate and weather influenced conditions on the Home Front. • Natural resources such as food and fuel were essential to sustaining the war effort. • Ports, railways and transport routes enabled the movement of troops and supplies. • Settlements and land use changed because of the war. • Historical and geographical evidence can be used together to understand change over time.	Children will know: • The Arctic and Antarctica are located near the North and South Poles. • Latitude affects temperature, climate and daylight. • Polar regions receive less direct sunlight than other parts of the world. • Polar biomes contain unique vegetation and wildlife adapted to extreme conditions. • Glaciers, ice sheets and frozen oceans shape polar landscapes. • The Arctic contains permanent communities, whereas Antarctica is mainly used for scientific research. • Time zones, Earth's rotation and tilt influence daylight patterns such as the midnight sun and polar night. • Polar regions play an important role in the Earth's climate system.	Children will know: • Benin is located in West Africa on the Gulf of Guinea. • Latitude, longitude and the Prime Meridian help locate places globally. • Benin's coastal location supported trade and economic activity. • Rivers, ports and trade routes connected Benin to other regions. • Human geography influences population distribution, settlement patterns and economic development. • The Maafa involved the forced movement of people across the Atlantic. • Geography influenced how trade routes developed and how people experienced migration. • Changes in population, settlement and economic activity affected communities over time. • Geography continues to influence global connections today.

Disciplinary Knowledge (Thinking like a geographer)	Children will: • Use atlases, globes, digital maps and aerial photographs. • Interpret historical and modern maps. • Analyse land-use change over time. • Compare physical and human geography across regions. • Use grid references and compass directions accurately. • Draw conclusions from multiple geographical sources. • Explain geographical patterns and relationships using evidence.	Children will: • Use maps, globes and digital mapping to locate polar regions. • Interpret climate graphs and geographical data. • Compare human and physical geography. • Analyse geographical processes such as erosion and the water cycle. • Investigate how people adapt to extreme environments. • Draw conclusions from multiple geographical sources. • Communicate geographical understanding using accurate terminology.	Children will: • Use maps, atlases and digital mapping tools. • Investigate trade routes and patterns of movement. • Interpret geographical data and evidence. • Compare regions and environments. • Analyse relationships between geography and human activity. • Draw conclusions from multiple sources. • Communicate findings using geographical vocabulary accurately.
Adaptive Teaching	Support • Historical and modern map comparisons. • Annotated aerial photographs. • Vocabulary mats and knowledge organisers. • Guided fieldwork activities. • Structured source analysis. Challenge • Evaluate the importance of geography in military success. • Analyse complex geographical evidence. • Compare different European regions independently. • Justify conclusions using multiple sources.	Support • Globes and digital mapping tools. • Climate graphs and diagrams. • Vocabulary mats and visual organisers. • Structured comparison activities. • Guided interpretation of geographical data. Challenge • Explain relationships between latitude and climate. • Analyse environmental processes independently. • Compare multiple global regions. • Evaluate the global significance of polar environments.	Support • Trade-route maps and atlases. • Vocabulary mats and knowledge organisers. • Guided map interpretation. • Structured comparison activities. • Adult-supported geographical enquiry. Challenge • Analyse the relationship between geography and trade. • Evaluate how location influenced historical events. • Compare global trade networks. • Use multiple sources to support balanced conclusions.

Assessment for Learning	Throughout the unit, teachers will assess understanding through fieldwork, map work, retrieval practice, source analysis, discussion and extended writing.	Throughout the unit, teachers will assess understanding through map work, data analysis, retrieval activities, discussions and enquiry tasks.	Throughout the unit, teachers will assess understanding through map work, retrieval quizzes, enquiry tasks, discussions, data analysis and extended writing.
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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

