

Squirrel Hayes First School Geography Progression Medium Term Plans

Curriculum Driver: *Geography Year 1 / 2 A*
 Lens: *Diversity - Biddulph*

Round the World at Biddulph Grange - Summer Term (Florence and the Machine - Spring Term)

Texts: Once upon a time map book: B G Hennessy Rapunzel by Rachel Isadora (Set in Africa) Goldy Luck and the Three Pandas by Natasha Yim, (Set in China) Biddulph Grange Garden (National Trust Guidebooks) Paperback

Questions: Knowledge: What is a continent? Debatable: Why aren't all the continents included in the Biddulph Grange Gardens? Conceptual: Why is England generally warmer than Scotland?

LO	To investigate places	To investigate patterns	To communicate geographically
Term	Round the World at Biddulph Grange - Summer Term Florence and the Machine - Spring Term	Round the World at Biddulph Grange - Summer Term	Round the World at Biddulph Grange - Summer Term Florence and the Machine - Spring Term
Key Knowledge	<ul style="list-style-type: none"> Know about key diverse locations in the UK E.G. Biddulph is a town and London is a city Know the United Kingdom is made up of 4 countries (England, Wales, Scotland and Ireland) and their capital cities Know the 7 continents and 5 oceans of the world Know that Biddulph Grange is place of local historical importance and a tourist attraction. Know of Biddulph Grange Gardens from three continents: Africa / Egypt, Asia/ China, Europe / Italy Suggest why Antarctica, Americas and Australia were not included. Undertake a field trip to observe and identify similarities and differences in the world gardens at Biddulph Grange. Know that Biddulph Grange was a vicarage, country house, hospital and is now owned by the National Trust. 	<ul style="list-style-type: none"> Know the features and order of the 4 seasons and the diverse weather conditions that are typical and untypical of each season Consider climate in the choice of gardens at Biddulph Grange Know that the equator effects the climate of a country. Know that the seasons and weather influence our activities 	<ul style="list-style-type: none"> Use geographical language to give directions: NSEW, left, right, straight ahead. Make suggestions for a way to improve the local area. Explain how weather affects activities, safety and well-being. Use geographical language to describe key physical features: beach, coast, forest, hill, mountain, ocean, river and weather. Use geographical language to describe key human features: city, town, village, factory, farm, house, office and shop.

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Curriculum Driver: Geography Year 1 /2 B
Lens: Diversity - weather

Pole to Pole - Summer Term (London's Burning - Spring Term)

Texts: Handa's Surprise by Eileen Browne, Meerkat Mail by Emily Gravett and The Highway Rat by Julia Donaldson

Question: Why do penguins live in the South Pole? **Debatable:** Where is the best place in the world to live? **Conceptual:** Why is it hotter at the equator?

LO	To investigate places	To investigate patterns	To communicate geographically
Term	Pole to Pole - Spring (London's Burning - Autumn) London's Burning - Aut (Pole to Pole - Spring)	Pole to Pole - Spring It's Alive - Summer	Pole to Pole - Spring It's Alive Summer
Key Knowledge	<ul style="list-style-type: none"> • Know about key diverse locations in the UK E.G. Biddulph is a town and London is a city • Know the United Kingdom is made up of 4 countries (England, Wales, Scotland and Ireland) and their capital cities • Know the 7 continents and 5 oceans of the world • Can name diverse physical and natural features of the UK • Know physical features of the United Kingdom including River Thames, Snowdon and Biddulph Moor. • Know human features of the United Kingdom including Big Ben, London Eye and local shops (Sainsburys) • Know four compass points N S E W 	<ul style="list-style-type: none"> • Know the features and order of the 4 seasons and the diverse weather conditions that are typical and untypical of each season • Know that the equator effects the climate of a country. • Know that the seasons and weather influence our activities • Field trip: Biddulph walk in contrasting seasons. What is the same and what is different? 	<ul style="list-style-type: none"> • Use geographical language to give directions: NSEW, left, right, straight ahead. • Give a preference for a country to live in and say why. • Explain how weather affects activities, safety and well-being. • Use geographical language to describe key physical features: beach, coast, forest, hill, mountain, ocean, river, and weather. • Use geographical language to describe key human features: city, town, village, factory, farm, house, office and shop.

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Curriculum Driver: Geography Year 2 /3 B

Lens: Diversity: - culture and customs influencing lifestyle, fitness and well-being.

Fiesta Y Siesta A study of Brazil comparing sport, leisure and well being with the UK

Questions: (Knowledge) Why is Brazil known as a place for festivals? (Debatable) Would you have a better time at the Copacabana beach or the Rio Festival?
(Conceptual) Why does Brazil achieve so well in football?

Text/s Zeze's Surprise (video clip) How night came Monkey Puzzle tree

LO	To investigate places	To investigate patterns	To communicate geographically
Term	Plants (Green Giants)- spring Brazil (Fiesta y Siesta) Summer Roman (The Emperor's New Land) Autumn	Brazil (Fiesta y Siesta) Summer	Brazil (Fiesta y Siesta) Summer
Key Knowledge	<p>Know how to ask relevant questions about a place: What is it like there? Where are the cities? Where should I visit?</p> <p>Know the seven continents and 5 oceans of the world.</p> <p>Know which countries border Brazil.</p> <p>Know how to use maps and atlases to identify locations of South America and Brazil.</p> <p>Know the journey of the Amazon river through the south American countries.</p> <p>Field Trip: fitness and leisure in Biddulph data collection, who is using the facilities?</p>	<p>Know some similarities and differences between life in Britain with life in Brazil: food, leisure (carnivals and festivals), sport</p> <p>Know how to locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Know that the world's rainforests are located along the equator.</p>	<p>Know how to describe locations of South America and Brazil using four / eight compass points and simple/four figure grid references.</p> <p>Gives views about physical and human features of Brazil to promote tourism and leisure.</p> <p>Write a travel brochure for Rio de Janeiro</p> <ul style="list-style-type: none"> Use geographical language to describe key physical features: beach, coast, forest, hill, mountain, ocean, river, weather. Use geographical language to describe key human features: city, town, village, factory, farm, house, settlements and land use.

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Diver Year 2 Geography A Lens: Diversity - culture, attitudes, terrain, skyline			
Dragon Dance / A comparison of China and the UK (summer)			
Texts	The Story of the Willow Pattern Allan Drummond The Magic Paintbrush Julia Donaldson Tikki Tikki Tembo Arlene Mosel		
Questions knowledge Why are villages so poor in China? Debatable: Should children do chores in school? Conceptual: Why are so many people learning to speak Mandarin			
	To investigate places	To investigate patterns	To communicate geographically
Term	Dragon Dance China - summer (Deadly 60 Spring) (Tunnels - Autumn)	Dragon Dance China - Summer	Dragon Dance China - Summer
Key Knowledge	<p>Know how to ask relevant question about a place: What is it like there? Where are the cities? Where should I visit? Which countries and oceans border China? Which continent is China in?</p> <p>Know which are the most populated areas of China and why there are unpopulated areas.</p> <p>Know the seven continents and 5 oceans of the world.</p> <p>Know how to use maps and atlases to identify features and locations of Asia and China</p>	<p>Understand some similarities and differences between cities and villages in the UK and China: Beijing/London Blackpool/Shanghai Qingman/Audley. Compare school life in China and the UK</p> <p>Know how to locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Know that China is part of the northern and eastern hemispheres, placing the country well above the equator.</p> <p>Know about cultural differences in Chinese food: available fruits and vegetables, limited dairy food</p> <p>Field Trip - Sainsburys - fruit and vegetables from around the world.</p>	<ul style="list-style-type: none"> • Know how to describe locations of China using four / eight compass points and simple/four figure grid references. • Describe key locations studied using geographical language: Beijing, Shanghai, Qingman. • Give views about physical and human tourist destinations of Cites in China. • Write a travel brochure for Beijing. • Use geographical language to describe key physical features: beach, coast, forest, hill, mountain, ocean, river, weather. • Use geographical language to describe key human features: city, town, village, factory, farm, house, settlements and land use.

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Curriculum Driver: Geography Year 3 / 4 B

Lens: diversity - terrain, landscapes and climate to influence leisure, tourism and employment

Stars and Stripes (A study of the USA within a continent comparing climate and terrain within the USA and the UK)

Questions: (Knowledge) What makes up the USA? (Debatable) Was it right to close coalmines in the UK? (Conceptual) How is the USA similar and different to the UK ?

Text/s Until I met Dudley by Roger McGough The Girl Who Helped Thunder and Other Native American Folktales
 Trouble on the Wild West Express (Boxcar Children Interactive Mysteries)

LO	To investigate places	To investigate patterns	To communicate geographically
Term	Stars and Stripes Tudors	Stars and Stripes	Stars and Stripes
Key Knowledge	<ul style="list-style-type: none"> Know how to use maps and atlases to identify features and locations of North America and the USA including Chicago, Washington DC and New York Know that the USA is divided into states that have capitals Know some physical and human features of The Hudson River Know the state and maritime borders of the USA Know that America Know how to express a view based on new and existing knowledge. 	<ul style="list-style-type: none"> Know similarities and differences in mining in the USA and local area including methods and materials mined. Know how climate and terrain influence agriculture and localities Locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Know that the USA is in the northern hemisphere <p>Cultural Capital Field Trip: Apedale mine, local recreation</p>	<ul style="list-style-type: none"> Know how to describe locations of The USA and main cities and states using eight compass points. Describe human and features of the Hudson river including human states and physical features. Give views about physical and human tourist destinations of the USA. Inform about employment in USA including tourism, farming and mining Debate if it was right to close down coalmining in the UK. Use geographical language to describe key physical features: physical geography: rivers, mountains, volcanoes and earthquakes and the water cycle. Use geographical language to describe key human features: settlements and land use.

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Down Under Year 3 / 4 A (An investigation of traditional and modern culture)

Lens: diversity - Culture, heritage, resources

Question: Knowledge: Why are Australian cities in coastal locations? Debatable: What is the difference between heritage and stereotyping? Conceptual How could climate change affect Australia?

Text/s: Until I met Dudley by Roger McGough Australian myth of Tiddalick (dream time creation story).

LO	To investigate places	To investigate patterns	To communicate geographically
Term	Australia- Spring Victorians- Summer	Australia- Spring	Australia- Spring
Key Knowledge	<ul style="list-style-type: none"> Know how to ask relevant questions about a place: What is it like there? Where are the cities? What is the land like? What is the population of Australia? How big is it compared to other countries? What is the weather like? Know how to express a view based upon new and existing knowledge. Know how to identify and label key physical and topographical features of Australia and Britain. Know how to find information from websites, books, brochures etc. to find out the features of Britain and Australia Know about features of aboriginal art and stories. Know about features of aboriginal art and stories. Know about the Stoke on Trent's pottery heritage 	<ul style="list-style-type: none"> Know similarities and differences between the physical features of Australian and British landscapes. Know that pottery was the main industry for Stoke on Trent and have knowledge of local pottery factories that operated. Compare cultural creative heritage of Australia, England and Stoke on Trent <p>Cultural Capital Field trip: where does pottery come from in Biddulph?</p>	<ul style="list-style-type: none"> Know features of the Outback. there are major cities on the coast and there is a more tropical environment in the north. Know that the major cities are on the fertile coastal land: Perth, Brisbane, Adelaide, Sydney, Canberra and compare this with the locations of major cities in the UK Debate the difference between heritage and stereotypes. Use geographical language to describe key physical features: physical geography: rivers, mountains, volcanoes and earthquakes and the water cycle. Use geographical language to describe key human features: settlements and land use.

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