



Medium Term Plan Geography 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Trips or events	CCAC climate reveal presentation for Y6 Clean air zone workshops for Y5 and Y6	Y6 Polar explorer day Y6 Polar explorer Zoom Reception park trip	Reception park trip Year 6 Amazon workshop	Reception park trip Y2 local environment walk Y6 rivers fieldtrip	Earth Day- Friday 22 nd April International week Y3 geologist talk Reception park trip	Reception Court Farm visit Year 6 local area fieldwork Y4 local area walk Y2 Clevedon trip
EYFS	Understanding changes and processes in the natural world (seasons, observing natural world). Exploring the school environment for sense of place.	Similarities and differences between different countries. Local area park trip- What did we see, hear, smell, notice on the way to the park trip and back? Similarities and differences between cultures and religions. Understanding changes and processes in the natural world – Ice, light and dark, sound, weather and planting bulbs/ Pansies.	The roles people do in society/local community (Jobs people do) Park trip (draw pictures back at school of nature: photos, natural objects) Similarities and differences between cultures and religions (special places in Bristol for Diwali, Christmas, Hanuka, stories from these religions)	Similarities and differences between cultures and religions (special places in Bristol for the festivals we are looking at, stories from these religions) Understanding changes and processes in the natural world – Protecting our planet Similarities and differences between the natural world around them and contrasting environments – park trip photos (Handa's surprise)	Describe immediate environment, making maps: Park trip (Map to park) Similarities and differences between cultures and religions. Understanding changes and processes in the natural world - I wonder why (Here we are) Similarities and differences different countries Protecting our planet. Journeys with Beebots.	Similarities and differences between cultures and religions (special places in Bristol for the festivals we are looking at, stories from these religions) Making connections between how things change over time and grow.

Year 1	<u>Mapping</u> LO: I can identify key features in my classroom environment. LO: I can use my observation skills to create a map of my classroom. LO: I can make a map of part of the school and explain where my classroom is. L.O: I can use simple directional language (left, right, near, far).			<u>Around the world</u> L.O: I understand that the world is made up of different continents. L.O: I can compare two continents. L.O: I can compare the UK with continents of the world through their wildlife. L.O: I can compare the UK with continents of the world through the weather. L.O: I can observe weather patterns and locate hot and cold areas of the world.	<u>Comparing countries</u> L.O: I can name and locate the world's five oceans. L.O: I can compare some of the features of South Africa to the UK. L.O: I can compare some of the features of France to the UK. L.O: I can find out more about a chosen country.	
Year 2		<u>The UK and mapping</u> L.O: I can name and locate countries and capital cities in the United Kingdom on the map. L.O: I can name and locate the seas and areas close to the UK. L.O: I can name and located continents and oceans on a map.		<u>Local area</u> L.O: I can use aerial photographs and digital maps to find a location. L.O: I can develop my understanding of where I live and the areas nearby. L.O: I can use a map to find out about my local area.		<u>City and seaside</u> L.O: I can compare a town and city using geographical language. L.O: I can use geographical language to compare a town and seaside. L.O: I can observe some of the features of a seaside.

		L.O: I can use a key to identify physical features on a map.				
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Year 3		<p><u>Where in the UK?</u></p> <p>LO: I know that the UK is made up of 4 different countries and I can compare maps to find similarities and differences to</p> <p><i>L.O: I can compare the human and physical characteristics of Bristol to Tenby.</i></p> <p>L.O: I can identify human and physical characteristics of Scotland and locate them on a map.</p> <p>LO: I can name and locate important cities and human characteristics of Ireland and I can use a simple grid reference</p> <p>LO: I can name and locate significant</p>		<p><u>Biomes of the world</u></p> <p>L.O: I can identify the continents, equator and hemispheres</p> <p>L.O: I can identify a desert biome.</p> <p>L.O: I can describe the features of a rainforest biome and compare climate graphs.</p> <p>L.O: I can explore human impact on the rainforest.</p> <p>L.O: I can demonstrate my understanding of biomes and how it affects human behaviour.</p>		<p><u>Mapping skills</u></p> <p>L.O: I can identify some OS symbols.</p> <p>L.O: I can draw an aerial sketch map.</p> <p>L.O: I can use a 4-figure grid reference.</p> <p>L.O: I can use fieldwork and the 4 points of a compass to draw a map.</p> <p>L.O: I can use a simple grid reference.</p> <p>L.O: I am beginning to use symbols on maps.</p>
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		<p>places in England and I know that countries can be divided into regions</p> <p>LO: I can investigate how maps have changed over time and I am beginning to learn that countries can be divided into counties.</p>				
Year 4		<p><u>Mountains</u></p> <p>LO: I can identify continents and mountain ranges on a map.</p> <p>LO: I can describe the physical features of a mountain.</p> <p>LO: I know how mountains are formed.</p> <p>LO: I can use compass directions and a map to investigate mountains in the UK.</p> <p>LO: I can compare regions of the UK and Asia.</p> <p>LO: I can explain how mountains impact our lives.</p>	<p><u>Coasts</u></p> <p>LO: I can share my knowledge of the world map.</p> <p>LO: I can identify the key features of coasts.</p> <p>LO: I understand how coasts are formed and change over time.</p> <p>LO: I can use symbols to create a topographical map of a coast.</p> <p>LO: I can explain how humans can affect the way coasts are eroding.</p> <p>LO: I can show how coasts and waterways are important for trade.</p>			<p><u>Settlements</u></p> <p>LO: I can understand and identify the features of a town.</p> <p><i>LO: I can investigate how my local area has changed over time.</i></p> <p>LO: I can explain how towns begin.</p> <p>LO: I can create a flow chart showing how resources reach towns.</p> <p>LO: I can design a town using 4-figure grid references.</p>

<p>Year 5</p>		<p>LO: I can locate volcanoes on a map using longitude and latitude.</p> <p>LO: I understand how the Earth's structure can lead to the formation of volcanoes.</p> <p>LO: I know some of the features of a volcano.</p> <p>LO: I understand the causes and effects of earthquakes.</p> <p>LO: I understand the effects that volcanoes can have on people and places in South America.</p> <p>LO: I understand the effects that earthquakes can have on people and places in South America.</p>		<p>Cities</p> <p><i>L.O: I can discuss advantages and disadvantages of living in a city.</i></p> <p>L.O: I know some of the human and physical features of Bristol.</p> <p>L.O: I know that cities change over time.</p> <p>L.O: I can compare Bristol with a city in North America.</p> <p>L.O: I can use grid references to locate features.</p> <p>L.O: I can draw a map with a key and symbols.</p>		<p>Climate change</p> <p>L.O: I understand some of the factors contributing to climate change.</p> <p>L.O: I know the resources that forests can provide and can discuss human impact on nature.</p> <p>L.O: I understand some of the impacts of climate change on people and places.</p> <p>L.O: I understand ways to look after the planet.</p> <p>L.O: I can think about the future of my local area.</p> <p>L.O: I can present my ideas and ask and answer geographical questions.</p>
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Year 6		<u>Polar regions</u> LO: I can compare the Polar Regions. LO: I can use maps and research to describe the biome of Antarctica.	<u>Rivers</u> LO: I can identify different biomes and vegetation belts. LO: I can draw and label some of the features of a river.			<u>Bristol</u> LO: I can research my local area using maps to plan a route. LO: I can draw a detailed map, using symbols and a key.
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		LO: I can create a graph to show the climate of the Antarctic. LO: I know why the resources of the Antarctic are important. LO: I can use six-figure grid references to navigate. LO: I know how changes in the climate are affecting the Polar Regions.	LO: I understand the importance of the Amazon River and rainforest. LO: I can compare the River Severn to the Amazon River. LO: I understand the impact that flooding can have on people and places. <i>L.O: I can draw afield sketch of a local river.</i>			<i>L.O: I can investigate the services and spaces in my local area.</i> LO: I can research a geographical area of interest. LO: I can explain what Bristol means to me as a place.
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