

Pioneer Federation
Medium term plan
Cycle 2, Term 2
Geography



Subject: What is special about where I live? How has it changed?			
Key Concept/ Theme: Locational Knowledge			
Prior Learning links: EYFS- All About me T1 Weather and Seasons, Recognising Nature,			
Vocabulary: physical, human, feature, environment, symbol, key			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
1.	<p>What is physical Geography? What is Human Geography? How are they different?</p> <p>Reconnection; Fill in knowledge organiser and go over key vocabulary. What knowledge and skills have we learned so far that will help us answer our key question?</p> <p>LO: To know the difference between human and physical geography Geographical language Activity; Walk around the school grounds- can you see any human or physical features- record together. Sort human and physical features Challenge; Are any both? Future learning links: What physical and human features can you think of in our area?</p>		
2.	<p>What human and physical features are in our local area?</p> <p>Reconnection: Sort human and physical features LO: To know features of the local area Activity: Go for a walk around the local area. Look at physical and human features and draw them on a table. Challenge; What makes our area special?</p>		
3	<p>How do we show features on a map?</p> <p>Reconnection: What features do we have in our local area?</p>		

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	<p>LO: To know what a key is for and recognise common symbols.</p> <p>Activity: Match symbols. Explore simple OS map and symbols key.</p> <p>Challenge; Can you find the symbols on the local map</p>
4	<p>Why do we use a compass?</p> <p>Reconnection: regions and differences within Europe</p> <p>LO: ● To know how to use compass directions when describing my area</p> <p>Activity: Create a compass on the playground using chalk. Label a compass using 4 points. On a map of the local area discuss how to describe different locations using compass points</p> <p>Challenge; Explore 8 points of the compass.</p> <p>Apply compass points to describe where we are situated in the UK</p>
5	<p>How has our local area changed?</p> <ul style="list-style-type: none">● To know how to use a variety of photos, maps and plans● To know changes in the local area over time. <p>Activity; Look at old photos of the school and local area. How have things changed?</p> <p>Challenge; Use old maps and plans. Who can tell the difference between them? Are there a lot more houses now? Are the services different?</p>
6	<p>How can we make our environment better?</p> <p>To know how to make our environment better</p> <p>Activity; Create a poster to appeal to the local people to make the right choices. Litter, wood preservation, over development</p> <p>Challenge; What are the challenges of the future?</p>

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End Points: (See TT)

Use simple observational skills to study the geography of the school and its grounds

- Use simple maps of the local area e.g. large scale, pictorial etc.
- Ask simple geographical questions like ‘what is it like to live here?’
- Use simple maps and plans
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- Name, describe and compare familiar places
- Know about some present changes that are happening in the local environment e.g. at school
- Suggest improvements to the school environment
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

- Weather needs to be completed daily/weekly; linked with Science