EYFS - Medium Term Planning - Geography - Autumn 2
Understanding the World - Transport

Geography Year 3

Essential Knowledge & End Points

To know how people around the world celebrate Bonfire Night.
Name different forms of transport.
Compare transport in the UK with other countries.
Identify other countries on a map, including Japan, Thailand and India.
Explain who George Harrison was and describe his invention.
Explain who Ernest Shackleton was and describe his expedition.
Create a map linking to a story.
Create own moving vehicle.

Key Vocabulary

Transport- to take or carry people or good from one place to another.
Vehicle- a thing to transport people or things.
Locomotive- a train car that pulls other cars along the track.
Engineer- Someone who uses science and maths to create new things or improve a product.
Travel- to go from one place to another, typically over a distance of some length.
Passenger- a person that travels on the transport

	Knowledge	As geographers, we will...
Bonfire Night	• Learn why Bonfire Night is celebrated. • Look at how different people around the world celebrate Bonfire Night.	Explain how different people world-wide celebrate Bonfire Night.
Types of transport	• Identify and name different types of transport. • Understand how people safely travel around the world. • Read The Naughty Bus story and create a map.	Create a map linking to The Naughty Bus.
Land and water transport	• Learn about different types of transport on land and water. • Focus on transport in Japan, Thailand and India.	Identify Japan, Thailand and India on a map. Compare transport in the UK with transport in other countries.
Transport in the past	• Learn about George Stephenson and his invention of the locomotive engine called the 'Rocket'. • Understand how the locomotive engine changed transport for many people. • Compare transport from the past and present.	Name a famous engineer and inventor and explain how the locomotive engine changed transport around the world.
Ernest Shackleton	• Learn about Ernest Shackleton and his expedition on Endurance. • Understand the risks linked to transport, including ships and boats.	Name a famous explorer and explain why his expedition made him famous.
Create moving vehicle	• Use knowledge of transport to create own moving vehicle.	Create own form of transport.

PKC Primary Knowledge Curriculum

Year 3 - Medium Term Planning - Geography - Autumn 2
Settlements

Prior Learning Links

- In Year 2, children had begun to learn to use Ordnance Survey maps and will have looked at maps with keys and symbols.
- In Year 1, children learned about areas of the UK and also identified the seven continents.
- In Reception, children learned about their local community and discussed who lives in their homes.

Essential Knowledge & End Points

To know that settlements are where people live.
To understand there are four types of settlement: hamlet, village, town and city.
To know that rural areas have low population density and urban areas have high population density.
To know that large settlements today need good transport links and many services such as schools, shops and restaurants.

Key Vocabulary

Settlements -where people live.
Urban - an area where a large number of people live near to each other: urban areas have lots of buildings and roads.
Rural - an area located outside of towns and cities, sometimes called the countryside: people often live far apart in rural areas.
Suburban - an area on the edges of towns and cities where people live: suburban areas often have green space and homes often have gardens.
Population - the number of people living in an area.
Dense population - many people living in an area, homes are close to one another.
Sparse population - few people living in an area, homes are spread out.
Conurbation - an urban area that has developed when the suburban areas of several towns or cities merged.

Concepts

Substantive- place and space

Disciplinary- geographers use maps to communicate information

National Curriculum Coverage

Describe and understand key aspects of:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

	Knowledge	As geographers, we will...	
Session 1: Settlements	*To know a settlement is a place where people live.* • Settlements are where people live. • A village is a settlement where a small number of people live. • A city is a settlement where a large number of people live.	Look at maps of settlements including villages and cities.	**Assessment opportunity** Prior learning task: What did the Ancient Egyptians do on the banks of the Nile? Recap learning from previous history unit and discuss how the Ancient Egyptians settled along the banks of the Nile in order to farm.
Session 2: Types of Settlements	*To know there are different types of settlements.* • Hamlets are very small settlements; they can be just two or more houses. • Villages have a small number of homes and sometimes have a shop. • Towns and cities have many homes, offices, shops, services and transport links.	Identify hamlets, villages, towns and cities and the services available in different types of settlements. Draw simple maps of different types of settlements.	
Session 3: Rural, urban and suburban areas	*To compare and contrast rural and urban areas.* • Villages and hamlets are located in rural areas. • Towns and cities are located in urban areas. • Urban areas have more infrastructure than rural areas.	Look at the differences between rural and urban areas. Draw sketch maps (simple maps with annotations) of a rural and urban area for contrast.	
Session 4: Population Density	*To examine population density.* • Population density tells us how many people live in a given area, usually a square kilometre. • Urban areas are densely populated.	Look at population maps and interpret the information they show. Locate our local area and describe the population density.	

	• Rural areas are sparsely populated.		
Session 5: What do settlements need?	*To identify the reasons for the location of settlements.* • In the past, settlements were found near water, for example, next to a river. • In the past, settlements needed to be able to defend themselves from enemies. • Large settlements today need good transport links and many services such as schools, shops and restaurants.	Think about what settlements needed in the past, such as a source of water, and compare that with what settlements need in modern times, such as infrastructure and services. Design a settlement, drawing a sketch map of our design.	
Session 6: Assessment	To know what a settlement is and be able to name and describe different settlements.	Identify and describe the four different types of settlements: hamlet, village, town and city. Compare the population density in rural and urban areas and services needed.	**Assessment opportunity** End of unit task: Complete a multiple-choice quiz about settlements. Complete a partially blocked out knowledge organiser.

Year 4 - Medium Term Planning - Geography - Autumn 2
Mediterranean Europe

Prior Learning Links

- In Year 2 and Year 3, children studied Northern and Western Europe.
- In Year 2, children studied a simple climate graph of a location Northern Europe and compared it with a climate graph from the UK.
- In Year 3, children learned about different types of settlements.
- In Year 3, children looked at maps to identify the population of an area.
- Children have previously studied Ancient Greeks and Ancient Romans in Year 2 and Year 3 History.
- In Year 3 History (Stone Age/Iron Age), children learned about the UK being connected to the rest of Europe, so will have some knowledge that the land on Earth was very different millions of years ago.
- Children studied Rivers in Year 3 so will have knowledge of the features of a river and will be able to identify some rivers around the world.

Essential Knowledge & End Points

- To describe and understand key physical and human features of Mediterranean Europe.
- To know that Mediterranean Europe is located in southern Europe.
- To know the Mediterranean climate is warm and dry in the summer, cool and wet in the winter.
- To know that the warm, dry climate in Mediterranean Europe allows olives to grow.
- To know that there are several mountain ranges in Mediterranean Europe.

Key Vocabulary

Mediterranean Europe - an area of Europe near the Mediterranean Sea (from the Latin meaning 'middle of the land').
Equator - an imaginary line around the middle of the Earth: the sun's rays hit the equator directly, making the places located near to it very warm.
Latitude - latitude is a measurement that gives the location of a place on Earth north or south of the equator: maps sometimes show imaginary lines of latitude to help us locate places.
Ecosystem – a community of plants and animals found in a particular area.
The Gulf Stream – a current of warm water that flows from the Gulf of Mexico in Central America, all the way across the Atlantic Ocean to Europe.
The Colosseum - an ancient, giant, oval shaped amphitheatre located in the centre of Rome: it was built during ancient Roman times and gladiators fought there.
Peninsula – a region of land that sticks out in a body of water, with water on three sides.
Inhabit - to live or dwell in a place, as people or animals.

Concepts

Substantive- place, space, climate and trade

Disciplinary- geographers use maps to communicate information and to represent the world around us

National Curriculum Coverage

- Locate the world's countries, using maps to focus on Europe.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

	Knowledge	As geographers, we will...	
Session 1: Mediterranean Europe – Key Places	*To know that Mediterranean Europe is located in southern Europe.* • Mediterranean Europe is the southern part of Europe and is almost completely surrounded by land. • 'Mediterranean' comes from the Latin words meaning the middle of the land. • Millions of years ago the sea had dried up and it then flooded back.	Locate the Mediterranean Sea and the countries surrounding it. Look at coastlines and identify Cyprus and Malta, islands located in the Mediterranean Sea.	**Assessment opportunity** Prior learning task: What do we know about Europe? (Link back to Year 2 Northern Europe and Year 3 Western Europe). Locate Europe on a map of the world. Which places do we recognise?
Session 2: Climate	*To understand that the Mediterranean climate is warm and dry in the summer, cool and wet in the winter.* • We can find out information about climate from graphs that show temperature and rainfall. • The latitude of Mediterranean Europe is one reason why the climate is warm and dry. • The Gulf Stream keeps the temperature of Mediterranean Europe warm in the summer and mild in the winter.	Look at the climate of Mediterranean Europe. Look at climate graphs and will consider rainfall in the region.	
Session 3: Food and Farming	*To understand that the warm, dry climate in Mediterranean Europe allows olives to grow.* • Plants have to be tough to survive the hot, dry summers in Mediterranean Europe. • Olive trees grow very well in hot, dry places. • The Mediterranean climate is good for growing oranges, lemons, limes, grapes and olives.	Look at food and farming in Mediterranean Europe. Explore the connection between climate and agriculture.	

Session 4: Landscape	*To know there are many mountain ranges in Europe.* • A mountain range is a series of mountains or hills. • There are many mountain ranges in Mediterranean Europe including the Alps, the Apennines and the Pyrenees mountains. • There are active volcanoes in Italy.	Look at the landscape in the Mediterranean region and will identify mountain ranges using an atlas. Follow the path of the River Po from its source to its mouth.	
Session 5: Settlements	*To know that Athens and Venice are settlements in Mediterranean Europe.* • Mediterranean Europe has several large settlements including Lisbon, Madrid, Rome, Venice and Athens. • Athens is the capital city of Greece. • Venice is a city in Italy located in a lagoon.	Study Athens and Venice and compare and contrast the two cities.	
Session 6: Assessment	To describe and understand key physical and human features of Mediterranean Europe. To locate countries in Europe.	Locate countries in Europe on a map. Identify and describe key physical and human features of Mediterranean Europe.	**Assessment opportunity** End of unit task: Answer the essay question: Mediterranean Europe is very similar to the rest of Europe. Do you agree or disagree with this statement? Label a map of Mediterranean Europe.

Year 5 - Medium Term Planning - Geography - Autumn 2
Mountains

Prior Learning Links

- Children learned about the seven continents in Year 1.
- In Year 3, children studied Rivers.
- Children studied Western Europe.
- Children identified the Alps in Year 3 Mediterranean Europe and learned about the Ural Mountains in Year 4 Eastern Europe.

Essential Knowledge & End Points

- To know that a mountain is a large landform that rises above surrounding land.
- To know that the Alps are the largest mountain range in Western Europe.
- To know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world's tallest mountain (above sea level).
- To know there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America.
- To know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range.

Key Vocabulary

Peak – the highest point of a mountain.
Range – a group of mountains connected by high ground.
Erosion – the process of something being worn down or destroyed overtime.
Topography – the study of the surface of the earth: topography can look at the shape of the land, hills, mountains, valleys, rivers etc.
Plate boundary - scientists believe the earth's crust is split into plates, and where these plates meet (at a plate boundary) there can be mountain ranges formed.
Machu Picchu – a famous Inca city built on top of a mountain in the Andes.
Mount Kilimanjaro – the tallest mountain in Africa.

Concepts

Substantive- location, landforms, interconnection
Disciplinary- geographers and how they study natural landforms

National Curriculum Coverage

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

	Knowledge	As geographers, we will...	
Session 1: Mountains of the World	*To know a mountain is a large landform that rises high above the land around it.* • A mountain is a large landform that rises above surrounding land. • Mountains are often found in groups called mountain ranges. • There are many mountains around the world including the Andes, Mount Everest and the Rocky Mountains.	Using a map, children will identify mountain ranges around the world including the Andes, Alps and Rocky Mountains.	**Assessment opportunity** Prior learning task: Ash children what they know about mountains. Review relief maps and how relief maps & mountains are linked (relief maps show the height of the land and mountains are larger landforms).
Session 2: The Alps	*To know the Alps are a mountain range in Europe that crosses into several countries.* • The Alps are a mountain range in Europe. • Mont Blanc is the highest mountain in the Alps. • Otzi was a 5000 year old man found in the Alps.	Identify Mont Blanc as the tallest mountain in the Alps. Learn about Otzi, the 5,000-year-old man who was found in 1991 by some hikers. Learn how geography helped to preserve his body and reveal some clues about how he lived and where he travelled.	
Session 3: The High Peaks of the Himalayas	*To know that Mount Everest, in the Himalayas, is the world's tallest mountain.* • Mount Everest, in the Himalayas is the world's tallest mountain (above sea level). • The Himalaya's are 'young' mountains. They are approximately 50 million years old.	Learn about the Himalayan mountains and Mount Everest; the world's tallest mountain. Learn about the challenges of climbing very high mountains and how Sir Edmund Hillary and Tenzing Norgay were the first to reach the summit of Mount Everest.	

	• In 1953, Edmund Hillary and Tenzing Norgay were the first people to climb to the peak of Mount Everest.		
Session 4: American Mountains	*To identify North and South American mountain ranges.* • There are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America. • The Andes are the world's longest mountain range and were home to the Inca civilization. • The Appalachians were once as high as the Alps, but are so ancient they have weathered down.	Look at the Andes in South America and the Appalachian Mountains in North America. Learn how the age of mountains can be very different and how older mountains are often more effected by the wind and rain causing erosion.	
Session 5: African Mountains	*To locate the Ethiopian Highlands and Mount Kilimanjaro.* • Mount Kilimanjaro is not part of a mountain range. • The Ethiopian Highlands are full of incredible wildlife, as well as geological features like lava lakes. • The Ethiopian highlands lead into the Great Rift Valley, where it is believed that humanity first evolved.	Explore Mount Kilimanjaro, a mountain that is not part of a range, but stands alone. Locate the Ethiopian Highlands and the Great Rift Valley where humans first originated.	
Session 6: Assessment	To explore different examples of mountains and look at their location, formation, height and age. To define 'mountain' and 'mountain range' with a labelled diagram to support including labels for valley, peak, summit etc.	Identify and describe different mountains and define their features using labelled diagrams.	**Assessment opportunity** End of unit task: Complete a multiple-choice quiz about mountains. Answer the essay question: Explain how mountains on earth are diverse.

Year 6 - Medium Term Planning - Geography - Autumn 2
British Geographical Issues

Prior Learning Links

- Builds on all of the previous knowledge of the UK that children have accumulated from Year 1 to Year 5.
- Builds on knowledge of the regions of the UK, their geographical features and changes that may have taken place over time.

Essential Knowledge & End Points

- To know that the air in many UK cities contains pollution that is harmful to people, plants and animals.
- To know that climate change causes more frequent and severe flooding in the UK.
- To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge.
- To understand that litter is waste left in open, public spaces. It can cause environmental damage.

Key Vocabulary

Air pollution - a mixture of synthetic (made by people) and natural substances in the air.
Climate change - a change in climate patterns in a region caused by increased levels of carbon dioxide in the atmosphere.
Waste- materials that are unwanted, or unusable and are disposed of.
Litter - waste le in open, public spaces.
Synthetic - made by people, not a naturally occurring substance.
Particles - a very tiny portion of matter, often smaller than our eyes can see.
DEFRA - Department for Environment, Food and Rural Affairs (UK government department).
WHO - World Health Organisation (global organisation).

Concepts

Substantive- sustainability and climate change
Disciplinary- geographers use maps and data to communicate issues that are important to our understanding of the environment

National Curriculum Coverage

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Knowledge	As geographers, we will...	
Session 1:	*The air in many UK cities contains pollution that is harmful to people, plants and animals.* • Air pollution is a mixture of synthetic and natural substances in the air. • Air pollution can cause allergies, disease and even death. • In the UK, the government is trying to reduce air pollution with the Clean Air Strategy.	Explore air pollution. Look at cities of the UK and find out how polluted they are. Find out about the work of DEFRA (Department or Environment, Food and Rural Affairs) and how their policies can impact upon issues such as air pollution.	**Assessment opportunity** Prior learning task: Show a map of the UK and identify countries, capital cities, regions.
Session 2:	*To know that climate change causes more frequent and severe flooding in the UK.* • Climate change causes heavy rain and sea-level rise. These cause flooding in the UK. • Many towns and cities in the UK are located on waterfronts and many areas of low-lying land are populated. • In early 2020 there were several cases of severe flooding in the UK after a series of storms.	Look at the impact of climate change on flooding in the UK and use graphs, maps and data to explore this issue. Think about how the disciplines of science and geography overlap when we study issues such as flooding.	
Session 3:	*To know that in UK we produce waste from our homes, businesses and industry; managing this waste is a challenge.* • Waste materials that are unwanted, or unusable are disposed of. • Some waste can be reused or recycled. • Some waste is disposed of in landfill sites. This can damage the environment and is not sustainable.	Learn about recycling and waste disposal such as the use of landfill sites. Explore data on the cost of waste management in the UK and will explore sustainable solutions for this issue.	

Session 4:	*Litter is waste left in open, public spaces. It can cause environmental damage.* • Litter is waste, or rubbish, left in public or open spaces. • Keeping our streets clean costs over £1 billion a year, this is a cost to taxpayers. • Common litter items include food packaging, sweet wrappers, drinks cans, bottles and cigarette butts.	Explore the issue of waste and litter. Look at data from the Marine Conservation Society and learn about beach cleaning projects and the positive impact they can have on the environment.	
Session 5:	*To understand how our local area responds to environmental challenges.* • Air pollution in London is dangerously high. • Our local area can be identified on an OS map and we can locate areas of high pollution. • Local councils are trying to combat air pollution through reducing traffic, encouraging cycling and adding plants to public areas	Explore a locally relevant geographical issue. Explore local maps, data and is possible visit a location that is relevant to the issue.	
Session 6:	To understand and explain some of the environmental challenges we face in Britain. Compare UK cities and how they respond to air pollution, flooding, waste and litter.	Compare how two UK cities respond to environmental issues, including air pollution, flooding, waste and litter.	**Assessment opportunity** End of unit task: Essay question- Children to choose from 2 UK cities (Manchester, York, Norfolk Coast and London) and compare how environmental issues might be a challenge in these places (air pollution, flooding, waste and litter).