| **Geography**  **Medium Term Planning**  **Year A**  **Class 4 – Year 5&6** | | | | |
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|  | **Autumn Term** | **Spring term** | **Summer Term** | |
| **Unit of work** | **Anglo-Saxons, Scots and Vikings -**  **Locational Knowledge**  What are some of the counties and cities of the UK and where are they located? | **South America**  **Beeston Castle Stone Age to Modern Day –Place knowledge** | **Why are water and rivers so important? How does the water cycle affect our region?** | |
| **Key Geography disciplinary**  **concepts** | **space,**  **environment (physical and human processes)** | **scale, space, place,**  **environment (physical and human processes) environmental impact/sustainability** | | **scale, space, place, interconnections, environment (physical and human processes) environmental impact/sustainability and cultural awareness and diversity** |
| **Golden thread…**  **substantive knowledge** | **Settlement / cities**  **Monarchy – Power of Rulers**  **Diversity** | **Settlement / cities / rivers** | | **Settlement / cities / river** |
| **Links to Prior Learning** | In KS1 children have studied their local location and studied the UK with capital cities and countries.  In lower KS2 children have knowledge of Europe. | In lower Key Stage 2 the children have studied the Stone Age and the Iron Age through to the Bronze Age. Settlements has been a substantive concept that has run through both the history and geography curriculum. Children will use their prior knowledge of settlements to further build on.  Children can use their knowledge and skills learnt through these units of work to support further geography locational skills in the UK and the world. | | In Year 3 & 4 the children have learned about the importance of rivers and settlements through the ages. |
| **Links to Future Learning** | In the summer term children will further learn about our local knowledge of the NW and use comparison of another place.  They will study further reasoning for placement. | In Year B children will study in depth a region of South America - Brazil in greater depth. | | In Year B children will return to settlement and placement when covering Shrewsbury and River Severn. |
| **Links to History** | * linked to studying the History of the impacts of Anglo saxons and vikings and life beyond living memory. | * link to studying the Mayans – how did their environmental region affect these people? | | * linked to war over time and the places these wars happened and why. Linking to the impact on Britain. |
| **5 Essential Key Knowledge**  **Nuggets** | * Where did the invaders (400-600AD) come from and where did they settle? * Who were the Vikings and where did they come from? * What do Anglo Saxon and Viking place names tell us? * Who settled where in England? * Were there any similarities between Anglo Saxons and Vikings other than the geographical locations? | **South America:**   * Where is South America and what countries can we find there? * How do the lines on latitude vary South America’s human and physical characteristics? * What is the Amazon? * What contributes to why people choose to live in different places? * Is living in South America the same for everyone? * What did Charles Darwin see? * What and where is Christ the Reedemer? What surrounds this area? | * What is the process of the water cycle? * Where does the rain fall most in the UK? * How does the water cycle effect different places? * How do our own actions affect our planet? * What can we do to help maintain the effects the water cycle has? | |
| **Progression of Learning in lessons-Objectives covered** | 1. Can I describe why, where and when the Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were? 2. Can I explain when and where the Vikings came from and why they raided Britain? 3. Can I understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings? 4. Can I explain the similarities and difference between Anglo Saxons and Vikings? 5. Can I demonstrate prior knowledge of The United Kingdom? Can I use maps and atlases to locate countries? 6. Can I locate the countries, using maps to focus on United Kingdom, concentrating on the major cities? 7. Do I know the definition of a city in the UK? Can I apply my knowledge of historical towns to a map? 8. Can I use place name endings to identify Anglo- Saxon and Viking towns and cities in the UK? 9. Can I write an extended analysis of the location of places from the Anglo-Saxon and Viking periods? 10. Can I name and locate the cities of the UK? Can I use the 8 compass points to describe the location of cities in relation to each? 11. Can I notice and comment on the location of the cities of the UK? 12. Can I name and locate counties of the UK building on my knowledge of cities? Can I use a map to locate some of the counties of the UK? 13. Can I name and locate counties of the UK? Can I use a map to locate some of the counties of the UK? Can I name more counties from memory? 14. Can I present the main physical and human features of a county? Can I annotate a map with notes? | **South America:**   1. Can I demonstrate prior knowledge of South America? Can use maps and atlases to locate countries. What do I already know about South America? 2. Can I locate the world’s countries, using maps to focus on South America, concentrating on the capital cities?   How many different countries make up  South America and what are their capital  cities?   1. Can I locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions and key physical and human characteristics? Can identify the position and significance of latitude to the environmental region? What is the significance of the lines of latitude on South America? 2. Can I use precise geographical words when describing geographical places? What is so amazing about the Amazon? 3. Can I understand why people choose to live in different environments? 4. How is life the same and different for people living in contrasting locations in Brazil? 5. Can I understand the physical geography of different environments? What did Mr Darwin see? 6. Can I use digital computer maps and can use the eight compass points (and bearings)? 7. Can I understand geographical similarities and differences? What do you see from the Christ the Redeemer statue? | 1. Can I explain the physical process of the water cycle? 2. Can I set up an investigation looking at rainfall across the UK? 3. Can I explain the effect of the water cycle on British cities? 4. Can I describe aspects of physical geography and use 4 figure grid references to record the path of a river? 5. Can I match a definition to the correct vocabulary? 6. Can I describe and demonstrate the features of erosion, deposition and transportation? 7. Can I explain why we need to be careful about how much water we consume? 8. Can I say why sustainability is important? 9. Can I OS maps and google earth to follow the course of the River Mersey? 10. Can I explain the importance of the Thames Barrier? 11. Can I write a persuasive leaflet about why rivers and water are so important and why we need to look after both to avoid problems? | |
| **Vocabulary** | longship, pillage, raid, norse, Lindisfarne, root meaning village, town, county, kingdom, migration,  topographical, United Kingdom, atlas, regions, cities, inland, coast, route, trade, county, town, city, roman place name suffix, settle, prefix, influence, hamlet, settlement, locate, major city, route, region, river, location, border, borough, council, physical feature , human feature | Topographical South America Atlas Regions Cities  Capital City Inland Coast Country Location  Tundra Desert Grassland Forest Mountain Biome  Equator Capricorn  Amazon Basin Tropical Rainforest Canopy  Indigenous Tribe Region Migrate Lifestyle  Topography Climate Desert Mountain Cape  Compass Points Digital mapping  Geographical Information Systems (GIS) Rio  Brazil | evaporation, precipitation, condensation, rainfall, location, mountain, wind direction, precipitation, grid reference, coordinates, source, estuary, tributary, meander, confluence, source, estuary, tributary, meander, confluence, deposition, transportation, erosion, sediment, Borehole, community, reservoir, well, water tank, symbol, river thames, water feature, Thames Barrier | |
| **Personal Development** | Children will gain a deeper understand of the Geographical understanding of placement | Children will be able to apply knowledge and understanding of life in other countries. | Children to gain a wider understanding and accountability for the sustainability of our planet. | |
| **Quick Quiz**  **Assessment**  **Speak like a Geographer** | Can you explain the reasons for the place names around Britain?  What were the main impacts of the anglo-saxons?  What are the main impacts of the vikings? | South America  What are the:  • Countries and major cities  • Key physical and human characteristics  • Environmental regions | Can I explain the processes of the water cycle?  Can I discuss the effects the water cycle has to our physical world?  Can I show how to become more sustainable?  How can we educate others about sustainability of the planet? poster, debate, | |