



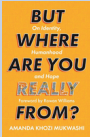















<p><i>MTP</i> <i>Spring</i> Planet Earth</p>	 	<p>Vocabulary</p>	<p>Locational Knowledge</p>	<p>Place Knowledge (Similarities and Differences)</p>	<p>Human &amp; Physical Geography</p>	<p>Geography Skills and Fieldwork</p>
<p>KS1</p>	<p>Could all animals live in the same place?</p> 	<p>Continent Ocean Equator Habitat Weather pattern</p>	<p>Name the world's continents and oceans. Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Know the similarities and differences between 2 different localities Explore seasonal and daily weather patterns in the United Kingdom (also covered in science)</p>	<p>Children discuss the habitat in hot and cold areas of the world in order to answer the lead question? Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? What is the weather like?).</p>	<p>Locate the world's continents and oceans on a world map</p>
<p>KS2</p>	<p>How do we want the future living conditions to be for each species? (Greta Thunberg)</p> 	<p>Species Biome Vegetation belt Climate change</p>	<p>Know how locations around the world are changing and explain some of the reasons for change</p>	<p>Compare the carbon footprint of two food items</p> 	<p>Research a range of human activities ie trade links, distribution of natural resources including energy, food and water supplies and discuss how these impact the living conditions for humans and animals</p>	 <p>Describe the key aspects of a range of biomes and vegetation belts</p>

<p><b>MTP Summer Britain</b></p>		<p><b>Vocabulary</b></p>	<p><b>Locational Knowledge</b></p>	<p><b>Place Knowledge (Similarities and Differences)</b></p>	<p><b>Human &amp; Physical Geography</b></p>	<p><b>Geography Skills and Fieldwork</b></p>
<p><b>KS1</b></p>	 <p><b>How is the United Kingdom like a puzzle?</b></p>	<p>United Kingdom (UK) Country Capital cities Surrounding Compass points</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Know the four countries that make the United Kingdom. Know the four capital cities of the United Kingdom Know the surrounding seas near the UK. Know the 4 main compass points and can show this on a map</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Children can identify seasonal and daily weather patterns in the UK</p> 	<p>Use a map to identify whether a location is a city, town, village, coastal or rural area.</p>
<p><b>KS2</b></p>	<p><b>What's the difference between where we live and where we originate from?</b> <b>Resource link</b> <b>Amanda Khozi</b> <b>Mukwashi</b></p> 	<p>Migration Human migration Geographical diversity</p> 	<p>Children understand the meaning of the term migration. How geographical diversity affects where people live.</p>	<p>The names and locations of countries that humans migrate from and to.</p>	<p>Children can explain the reasons why humans move country. Children begin to understand the social and cultural issues faced by migrants</p>	<p>Children use a range of geographical resources to give detailed descriptions and opinions of the physical and human features of a location</p>

<p><b>MTP</b> <b>Autumn</b> <b>Humankind</b></p>		<p><b>Vocabulary</b></p>	<p><b>Locational Knowledge</b></p>	<p><b>Place Knowledge (Similarities and Differences)</b></p>	<p><b>Geography Skills and Fieldwork</b></p>	<p><b>Human &amp; Physical Geography</b></p>
<p><b>KS1</b></p>	<p><b>How have humans changed our local area?</b></p> 	 <p>Grid reference Compass Human features Physical features Land use</p> 	<p>How to use locational language (e.g. near and far) to describe the location of features and routes on a map. Know the location of the school in relation to the coast and the nearest town or city</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Compare plans and maps to their observations of the local area</p>	<p>Use simple fieldwork and observational skills to study the geographic location of the school (Know what is near to the school based on local walks and observation). The basic symbols used in a key on a map to identify human and physical features (rivers, forests, towns, villages, farms, houses) How to use and apply basic grid references (A1, B1) and basic compass directions (north, south, east and west)</p>	<p>Use aerial photographs to recognise landmarks and basic human and physical features in the local area</p>
<p><b>KS2</b></p>	 <p><b>Do all societies impact the planet in the same way?</b></p> 	<p>The Equator Northern &amp; Southern Hemisphere Tropics of Cancer &amp; Capricorn Arctic and Antarctic Circle Longitude &amp; Latitude Time zones (including day and night)</p>	<p>Know how countries and geographical regions are interconnected and interdependent.</p>	<p>Compare and debate the geographical diversity of England with a contrasting country in a different Hemisphere</p>	<p>Use atlases, tables and graphs to understand time zones and temperature differences in the tropics</p> 	<p>Know how choices made by humans in diverse populations impact climate, pollution and the environment</p>

<p><b>MTP Summer Civilisations</b></p>	 	<p><b>Vocabulary</b></p>	<p><b>Locational Knowledge</b></p>	<p><b>Place Knowledge (Similarities and Differences)</b></p>	<p><b>Human &amp; Physical Geography</b></p>	<p><b>Geography Skills and Fieldwork</b></p>
<p><b>KS1</b></p>	 <p><b>How is life different for children across the world?</b></p>	<p>Similarities &amp; differences United Kingdom Contrasting Non- European country City, town, village, coastal Rural Physical geography Human geography</p>	<p>Know the geographical similarities and differences of a small area of the United Kingdom and of a contrasting (non-European) country Know how to use the key features of a location to say whether it is a city, town, village, coastal or rural area.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? How do children live in this place?).</p>	<p>Know the geographical similarities and differences of a small area of the United Kingdom and of a contrasting (non-European) country Know how physical and human geography affects the opportunities and lives of children in contrasting places</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries Use maps to identify a contrasting non- European country</p>
<p><b>KS2</b></p>	 <p><b>How have cartographers represented London over time?</b></p>	<p>Aerial images Topological maps - as in London's Tube map and Ordnance Survey maps). Human features Physical features Human activity</p>	 <p>Use a range of geographical resources to give detailed descriptions of features of a location</p>	<p>Know how physical features affect human activity within a location (London) over time. Know and compare the key features and uses of a range of maps such as aerial images, topological maps – as in London's Tube map and Ordnance Survey maps).</p>	 <p>Know how the physical and human features of London have changed over time – using maps to explain their understanding</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about how a location has changed Analyse and give views on the effectiveness of different geographical representations of a location.</p>