



Belton Primary School Geography KSI Medium Term Plan



Key Stage 1 Geography: Unit 1 A

Enquiry: What is the geography of where I live like?

Enquiry: what is the geography of where I live like?				
What the pupils will know	Geographical te	echniques the pupils will learn and apply		
 The physical and human features of a range of significant locations around the world The physical and human features of their local area What land use refers to How to carry out fieldwork to identify, describe and record the main types of land use in their locality How to present their results graphically and as a land use map That the main types of land use are <i>transport, residential, economic activity, public services and open space</i> Where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world Ways in which the environment of the local area is changing and the likely reasons for this How to plan and plot a geographical walk around the local area that includes its key physical and human features 	Data representation: Bar Graph; Line Grap Mapwork: World maps; Atlases GIS Google Earth Pro Disciplinary	 interpret land use data relating to the local area bh; Pictogram; Tally Chart; Land Use map c; Globe; Terrestrial, Aerial and Satellite photographs. b and Google Street View y thinking skills the pupils will use to nderstand what they know Name and point out who or what something is Distinguish something or someone from others that may be similar 'Say what you see'. Give an account in words of something or someone Identify and distinguish with a degree of analysis 	 Pupils making a good I Describe the different Identify, describe and features of a range of Identify, describe and features they observed Categorise their observed Categorise their observed Describe what each the residential, economication in the intermediate of the second describe four nations, largest of the larges	
 Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of 	Select Categorise/Classify Sequence Compare and contrast	some things that may potentially be more noteworthy or important than othersDecide upon and choose that information considered most suitable or relevantArrange information into particular groups according to shared qualities or characteristicsPlace a set of related events or things that follow each other into an orderFind similarities and differences	Pupils working at grea Use Google Earth Pro and offerences similarities and differences locality of other schools at Prior Learning	
 the United Kingdom Human and physical geography Use basic geographical vocabulary to refer to key physical and human features Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents 	Recall Reason/speculate Summarise	Remember and recount something learnedThinking and forming ideas about something without necessarily firm evidence yet to back it up - conjecture, suppositionOutline or sum up briefly the main points about something	 Earlier in Key Stage 1 pupi The physical and huma The distinction betwee Some of the negative That the United Kingd What the environmen To observe, record, pr 	
 and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments 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. 	SEND In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.		fieldwork (Weather) In Nursery and Reception Understood the differ the school grounds an Located key features o Observed the school g Gathered information Observed the location Learned that they live	

End Points of Learning

l level of progress will:

ence between physical and human features

and compare and contrast the physical and human e of significant locations around the world

and compare and contrast the physical and human rve and record in the locality

oservations into the five main types of land use

h of these land use categories is – transport, nic activity, public services and open space

ngs using a range of graphs, charts and maps

test reasons for what their results show **be** where they live in the United Kingdom in relation its st cities and the continents of the world **test reasons** for ways in which they observe the e local area changing

ater depth will also:

d Google Street View to **describe and explain** the tes in the land uses of their locality and those of the at different locations in the United Kingdom

pils learned:

man features of the coast and seaside areas veen rural and urban environments

e impacts people can have on environments gdom is one country of Europe

ents of temperate, polar and tropical regions are like present and interpret information collected through)

n pupils have:

erence between natural and human made features of and local area

s of the school grounds on an outline plan

grounds and local area on Google Erath Pro

on from a map and drawn their own simple maps on the United Kingdom is on a world map and globe ve in the United Kingdom

Enquiry: How does the geography of Kampong Ayer compare with the geography of where I live? What the pupils will know Geographical techniques the pupils will learn and apply **End Points of Learning** Data representation: • The location of Brunei within the continent of Asia and in Pupils making a good level of progress will: Bar Graph; Line Graph; Pictogram; Tally Chart. relation to the Equator, North Pole and South Pole The location of the capital city Banda Seri Bagawan and Identify and describe the location of Brunei within the continent of Asia and in relation to the Mapwork: Kampong Ayer within Brunei Equator, North Pole and South Pole World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs. Why Brunei and Kampong Ayer have a tropical climate and Identify and describe the location of the capital city Banda Seri Bagawan and Kampong Ayer why tropical rain forest is the dominant vegetation within Brunei **GIS:** Google Earth Pro and Google Street View, Street Plans The distribution of tropical climate in the world **Explain** why Brunei has a tropical climate and why tropical rain forest is the dominant vegetation The main features of a tropical climate Describe and explain the distribution of tropical climate in the world ٠ How the tropical climate of Brunei compares with the • Disciplinary thinking skills the pupils will use Describe and explain the main features of a tropical climate • temperate climate of the United Kingdom to understand what they know Compare and contrast the climate of Brunei with the temperate climate of the United Kingdom ٠ The structure of tropical rain forest vegetation Describe and explain the structure of tropical rain forest vegetation The weather conditions experienced on a typical day in Identify and describe the weather conditions experienced on a typical day in Banda Seri Begawan Name and point out who or what something ٠ Recognise Banda Seri Begawan using Identify and describe the main physical and human features of Kampong Ayer The main physical and human features of Kampong Ayer Distinguish something or someone from Compare and contrast these features with those of their locality Identify How the human and physical geographical features of Draw a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of others that may be similar Kampong Ayer compare with those of their locality their own home Describe 'Say what you see'. Give an account in words How to create a scale floor plan for a typical home in Describe the most common forms of transport in the United Kingdom of something or someone Kampong Ayer and compare it with one drawn of their Observe Identify and distinguish with a degree of Explain why boats and boat building are so important in Kampong Ayer own home Identify and describe how school life in Kampong Ayer compares with their own analysis some things that may potentially be How the most common forms of transport in the United • more noteworthy or important than others Kingdom compare with those at Kampong Ayer and why Select Decide upon and choose that information Pupils working at greater depth will also: boats and boat building are so important considered most suitable or relevant How and why school life in Kampong Ayer has both Explain what an ecosystem is and identify and describe the main elements of the rain forest Categorise/Classify Arrange information into particular groups similarities and differences to the United Kingdom ecosystem in Brunei according to shared qualities or Describe the main features of deciduous woods and forests in the United Kingdom and compare National Curriculum Coverage characteristics them with tropical rain forests Place a set of related events or things that Sequence follow each other into an order **Prior Learning** Name and locate the world's seven continents and five Compare and contrast Find similarities and differences oceans Remember and recount something learned Recall Earlier in Key Stage 1 pupils learned: Reason/speculate Thinking and forming ideas about something • The world's continents and oceans and the location of the North Pole and South Pole without necessarily firm evidence yet to back Understand geographical similarities and differences it up – conjecture, supposition The distinction between physical and human features through studying the human and physical geography of a Summarise Outline or sum up briefly the main points • The main physical and human characteristics of their own locality small area in a contrasting non-European country about something The main elements of the weather • The difference between weather and climate • Human and physical geography The distribution of polar, temperate and tropical regions SEND Identify the location of hot and cold areas of the world in How weather changes during the four seasons in the United Kingdom In line with our school policy, we ensure inclusion through constructing relation to the Equator and the North and South Poles enquiries which are graduated in 'bite size' steps allowing for the setting of Use basic geographical vocabulary to refer to key physical In Nursery and Reception pupils have: personalised targets, a broad range of learning and teaching strategies and human geographical features including questioning, working with additional adults where appropriate and a Understood the difference between natural and human made features of the school grounds and Geographical skills and fieldwork holistic approach to assessing achievement. local area Use world maps, atlases and globes to identify the United Located key features of the school grounds on an outline plan Kingdom and its countries as well as the countries, Observed the school grounds and local area on Google Earth Pro continents and oceans studied at this key stage Gathered information from a map and drawn their own simple maps

- Observed the location the United Kingdom is on a world map and globe
- Learned that they live in the United Kingdom

Locational knowledge

Place knowledge

- •

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Use simple observational skills to study key human and physical features of environments

Enquiry: How does the weather affect our lives?

What the pupils will know	Geographi	cal techniques the pupils will learn and apply	
 The names and location of the continents of the world The location of the Equator, North Pole and South Pole The elements that make up the weather How to observe and measure elements of the weather using simple instruments How to record their results and display them graphically How and why the weather changes over time How and why the weather changes during the four seasons The location of hot and cold places in the world How the weather is different in countries located in the hot 	Geographical techniques the pupils will learn and apply Fieldwork data collection: Maximum and minimum thermometer; Anemometer; Weather vane; Eight points of compass; cloud cover – oktas. Data representation: Bar Graph; Line Graph; Pictogram; Tally chart; Venn diagram; Wind rose. Mapwork: World maps; Atlases; Globe; Aerial and satellite photographs; GIS Google Earth Pro Disciplinary thinking skills the pupils will use to understand what they know		 Pupils making Correctly reand oceans Correctly reand South P Identify and Observe and days Present the
 and cold places of the world How and why temperatures decrease from the Equator towards the North and South Pole. The features of the environments of Antarctica and Sahara desert Why Antarctica and the Sahara are both classified as deserts National Curriculum Coverage Locational knowledge Name and locate the world's seven continents and five oceans Human and physical geography Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human features Geographical skills and fieldwork Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple fieldwork and observational skills to study key human and physical features of environments 	Recognise Identify Describe Observe Select Categorise/Classify Sequence	Name and point out who or what something isDistinguish something or someone from others that may be similar'Say what you see'. Give an account in words of something or someoneIdentify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than othersDecide upon and choose that information considered most suitable or relevantArrange information into particular groups according to shared qualities or characteristicsPlace a set of related events or things that follow each other into an order	 Describe an show Describe ho four season Identify and map Describe ho the hot and Describe an changes bet Pole Compare ar Sahara Pupils working
	are graduated in 'bite size range of learning and tea	Find similarities and differences Remember and recount something learned Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition Outline or sum up briefly the main points about something SEND blicy, we ensure inclusion through constructing enquiries which e' steps allowing for the setting of personalised targets, a broad aching strategies including questioning, working with additional e and a holistic approach to assessing achievement.	 Explain diffulives Explain why Explain the Understand as deserts Prior Learning In Nursery and R Experienced the clothes Observed a day and fou Observed a Located the Know that o there are m

End Points of Learning

ig a good level of progress will:

- recognise, name and locate the world's continents ns on a world map
- recognise, name and locate the Equator, North Pole Pole on a world map
- nd describe the main elements of the weather and record elements of daily weather over several

neir results using a range of simple techniques and suggest reasons for the changes their results

- now weather conditions change in the UK during the ons
- nd locate hot and cold areas of the world on a world
- now the weather is different in some countries in nd cold areas of the world
- and suggest reasons for how the temperature between the Equator and the North Pole and South

and contrast the environments of Antarctica and

ng at greater depth will also:

fferent ways in which weather can affect our daily

- hy there are seasonal changes in weather
- ne distribution of hot and cold places in the world nd why Antarctica and the Sahara are both classified

g

Reception pupils have:

- ed different weather conditions when outside and es they wear accordingly
- and discussed how the weather changes during the our seasons
- and discussed seasonal signs in the natural world ne UK on a globe, world map and in an atlas
- continents are land and oceans water and that many countries in the world

Enquiry: Why don't penguins need to fly?

What pupils will know	Geographical techniques the pupils will learn and apply		End Poi	
 The geographical features of Antarctica including its polar climate How living things are adapted to survive in such an extreme environment How the geographical features of the Sahara Desert compare with those of Antarctica The location of Zambia in Africa Why Antarctica is a desert even though it is the coldest place on earth 	Mapwork: World maps; Atlases; Globe; Terrestrial photographs. Aerial and satellite photographs. GIS: Google Earth Pro Disciplinary thinking skills the pupils will use to understand what they know		 Pupils making a good level of progr Observe, name and describe a range o Describe what a polar climate is like Identify and locate the seven continen Equator, North Pole and South Pole Identify and describe some of the way Identify, describe and compare the material 	
 The geographical features of the Arctic Ocean and the North Pole environment How the Arctic and the North Pole is geographically different from Antarctica and the South Pole 	Recognise Identify Describe	Name and point out who or what something isDistinguish something or someone from othersthat may be similar'Say what you see'. Give an account in words ofsomething or someone	 Antarctica Observe and describe how ice at the Ai Describe what a food chain is and ident Plan and describe an expedition from C and oceans that a traveller would pass 	
 What a food chain is and identify and describe the main elements in the food chain of a polar bear Why polar bears are not found in Antarctica How to use atlas maps and GIS to plan an expedition from 	Observe Select	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others Decide upon and choose that information	Describe what it means for some count compare its features with a polar climate compare its features with a p	
 Canada to Antarctica Why penguins would not survive in tropical areas of the world National Curriculum Coverage 	Categorise/Classify Sequence	considered most suitable or relevantArrange information into particular groups according to shared qualities or characteristicsPlace a set of related events or things that	 Pupils working at greater depth wil Explain why both Antarctica and the Sa the other polar Explain why the location of the North P 	
 Locational knowledge Name and locate the world's seven continents and five oceans Human and physical geography 	Compare and contrast Recall Reason/speculate	follow each other into an order Find similarities and differences Remember and recount something learned Thinking and forming ideas about something	 South Pole is fixed Explain how the temperate climate of t polar places 	
 Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and 	Summarise	without necessarily firm evidence yet to back it up – conjecture, supposition Outline or sum up briefly the main points about something	 Prior Learning Earlier in Key Stage 1 pupils learned: The location of hot and cold places in the distribution of polar, tropical and to the distribution of polar. 	
 human geographical features Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments 	enquiries which are grad personalised targets, a bi	SEND licy, we ensure inclusion through constructing uated in 'bite size' steps allowing for the setting of road range of learning and teaching strategies orking with additional adults where appropriate and a	 The location of the world's continents a How weather influences farming and th Where different types of tropical import In Nursery and Reception pupils learned: Experienced different weather condition 	

oints of Learning

gress will:

- e of physical features of Antarctica
- ents and five oceans of the world together with the
- ays that living things are adapted to survive in Antarctica main physical features of the Sahara Desert with
- e Arctic is different from the ice covering Antarctica entify the main parts of the food chain of a polar bear m Canada to Antarctica identifying the countries, seas ass through
- untries such as Zambia to have a tropical climate and mate

vill also:

- Sahara Desert are deserts despite one being tropical and
- h Pole is constantly moving whilst the position of the
- of the United Kingdom compares with both tropical and
- n the world d temperate areas of the world ts and oceans, Equator, North Pole and South Pole d the types of food that can be grown in the UK ported fruit come from
- itions when outside and the clothes they wear
- eather changes during the day and four seasons
- gns in the natural world
- ap and in an atlas
- ceans water and that there are many countries in the

Enquiry: Why does it matter where my food comes from?

What pupils will know	Geographical techniq	ues the pupils will learn and apply	End Points of Learning
 What a farm is and what happens on a dairy farm How milk is used as a raw material of dairy products The physical and human features of the rural and urban landscapes of Devon in the UK Why the weather in Devon makes it an ideal place for dairy farming How weather conditions in Devon compare with those of the UK as a whole 	Mapwork: World maps; maps of the United Kingdom; Atlases; Globe. Terrestrial photographs; Aerial and satellite photographs. GIS: Google Earth Pro Disciplinary thinking skills the pupils will use to understand what they know		 Pupils making a good level of pro Recognise that food comes from p Describe what a farm is Identify and describe what happe Describe and suggest reasons why for dairy farming Compare the weather conditions it
 What trade is and what importing and exporting means The most popular fruits consumed in the UK and where in the world they are produced 	Recognise	Name and point out who or what something is	 Describe how cheese is made from Identify, describe and rank order give reasons why half of these are
 The stages of growing bananas and exporting them to the UK 	Identify	Distinguish something or someone from others that may be similar	 Identify where Costa Rica is and s and not in the UK
 How sugar is refined from sugar beet Some of the benefits of buying food locally 	Describe	'Say what you see'. Give an account in words of something or someone	 Describe how sugar is made from Identify and describe different kir
• The different meet much used by primels in Dritein	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Identify and describe the animals
National Curriculum Coverage	Select	Decide upon and choose that information considered most suitable or relevant	 Pupils working at greater depth Identify and describe the features
countries and capital cities of the United Kingdom and	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	 Locate the main farming regions of Explain why buying locally product
its surrounding seas Human and physical geography	Sequence	Place a set of related events or things that follow each other into an order	Prior Learning Earlier in Key Stage 1 pupils learned:
	Compare and contrast	Find similarities and differences	• The elements that make up the w
 United Kingdom Use basic geographical vocabulary to refer to key 	Recall	Remember and recount something learnedThinking and forming ideas about something	changed locally over timeAbout the different weather association
physical and human features Geographical skills and fieldwork	Reason/speculate	without necessarily firm evidence yet to back it up – conjecture, supposition	 About the different weather asso The location of hot and cold place A range of vocabulary and concept
United Kingdom and its countries as well as the	Summarise	Outline or sum up briefly the main points about something	organiser)
basic human and physical features	enquiries which are gradu personalised targets, a br ncluding questioning, wo	SEND licy, we ensure inclusion through constructing uated in 'bite size' steps allowing for the setting of road range of learning and teaching strategies orking with additional adults where appropriate assessing achievement.	 In Nursery and Reception pupils learn Experienced different weather conwear accordingly Observed and discussed how the seasons Observed and discussed seasonal Located the UK on a globe, world Know that continents are land and countries in the world

progress will:

m plants and animals

pens on a dairy farm why the weather in Devon makes it a good place

ns in Devon with those in other regions of the UK om milk

er the top ten most popular fruits in the UK and are imported

suggest reasons why bananas can be grown here

m sugar beet kinds of vegetables

als from which different types of meat originates

th will also:

res of the four main types of farm in the UK is on a map of the UK

luced and 'free range' food can be beneficial

weather and observed and recorded how these

sociated with the four seasons of the year aces in the world

epts related to the weather (see learning

arned:

conditions when outside and the clothes they

ne weather changes during the day and four

nal signs in the natural world

ld map and in an atlas

and oceans water and that there are many

Enquiry: What do we find at places where the land meets the sea?

	Liiquiiy	. What do we jind at places where t		
What the pupils will know	Geographical techniques the pupils will learn and apply Data representation: Bar Graph; Line Graph; Pictogram; Tally Chart; Venn Diagram; Map Symbols; Map Key; Annotated Map Mapwork: World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs. Map techniques Number – letter co-ordinates; 8 Points of Compass; Four Figure Grid References; scale line		End Po	
 The names and location of the world's seven continents and five oceans together with the Equator, North Pole and South Pole A range of physical and human features found at places around the coastline of Britain 			 Pupils making a good level of progree Identify and locate the world's seven composed and South Pole Identify, observe and describe a range of coastline of Britain 	
 Why people enjoy spending time at the seaside Why the United Kingdom has such a long coastline compared with most other countries of the world 	GIS Google Earth Pro	thinking skills the pupils will use	 Suggest reasons why people enjoy spendir Explain why the United Kingdom has such the world 	
How to use an Ordnance Survey map to interpret physical and human features of the coast		Name and point out who or what something	 Use an Ordnance Survey map to identify, of the coast 	
 How the physical and human features of the coastline at Bournemouth in the United Kingdom compare with those of the coastline of Townsville in Queensland, Australia 	Identify Describe	is Distinguish something or someone from others that may be similar 'Say what you see'. Give an account in words	 Compare and contrast the physical and hu United Kingdom with those of the coastline Suggest reasons for the similarities and dif 	
 The location and physical features of the Great Barrier Reef in Australia The distribution of hot and cold areas of the world 	Observe	of something or someone Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	 Identify and describe the physical features Describe the distribution of hot and cold a 	
• The location and characteristics of tropical, temperate and polar regions of the world	Select Categorise/Classify	Decide upon and choose that information considered most suitable or relevant Arrange information into particular groups according to shared qualities or	Describe the location and characteristics o	
How the distribution of coral reefs is influenced by climate	Sequence	characteristics Place a set of related events or things that follow each other into an order	 Pupils working at greater depth will a Explain how the distribution of coral reefs 	
National Curriculum Coverage Locational knowledge • Name and locate the world's seven continents and five	Compare and contrast Recall Reason/speculate	Find similarities and differencesRemember and recount something learnedThinking and forming ideas about something	 Explain now the distribution of coral reefs Explain some of human impacts on the Green statement of the Green statement	
oceans Place knowledge	Summarise	 without necessarily firm evidence yet to back it up – conjecture, supposition Outline or sum up briefly the main points about something 	Prior Learning Earlier in Key Stage 1 pupils learned:	
 Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country 		SEND icy, we ensure inclusion through constructing	The world's continents and oceans and theThe distinction between physical and huma	
 Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	personalised targets, a bro	ated in 'bite size' steps allowing for the setting of bad range of learning and teaching strategies king with additional adults where appropriate and a sing achievement.	The main physical and human characteristicThe main elements of the weather	
• Use basic geographical vocabulary to refer to key physical and human geographical features			 The difference between weather and clima The distribution of polar, temperate and tr 	
Geographical skills and fieldwork			How weather changes during the four seas	

• How weather changes during the four seasons in the United Kingdom

oints of Learning

ress will:

ntinents and five oceans together with the Equator, North

of physical and human features found at places around the

ding time at the seaside both in the past and presently

ch a long coastline compared with most other countries of

, observe and describe physical and human features of

human features of the coastline at Bournemouth in the line of Townsville in Queensland, Australia

- differences they observe
- res of the Great Barrier Reef in Australia
- l areas of the world

s of tropical, temperate and polar regions of the world

Il also:

efs in the world is influenced by climate

Great Barrier Reef

the location of the North Pole and South Pole

man features

istics of their own locality

mate

l tropical regions

• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries,	In Nursery and Reception pupils have learned
continents and oceans studied at this key stage	Understood the difference between natu
Use aerial photographs and plan perspectives to recognise	Experienced different weather conditions
landmarks and basic human and physical features	Observed and discussed how weather cha
 Use simple observational skills to study key human and physical features of environments 	Gathered information from a map and dr
	Observed the location the United Kingdo
	 Learned that they live in the United Kingo
	 Learned that continents are land and the
	 Learned that there are many countries in
	 Visited the seaside and talked about what

ed:

- tural and human made features
- ns when outside and the clothes they wear accordingly
- hanges during the day and four seasons
- drawn their own simple maps
- om is on a world map and globe
- gdom
- e oceans water
- in the world
- nat they observed and the activities they enjoyed