



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?*

What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<div><ul style="list-style-type: none"><li>The physical and human features of a range of significant locations around the world</li><li>The physical and human features of their local area</li><li>What land use refers to</li><li>How to carry out fieldwork to identify, describe and record the main types of land use in their locality</li><li>How to present their results graphically and as a land use map</li><li>That the main types of land use are <i>transport, residential, economic activity, public services and open space</i></li><li>Where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world</li><li>Ways in which the environment of the local area is changing and the likely reasons for this</li><li>How to plan and plot a geographical walk around the local area that includes its key physical and human features</li></ul></div> <div>National Curriculum Coverage</div> <div><div>Locational knowledge</div><ul style="list-style-type: none"><li>Name and locate the world’s seven continents and five oceans</li><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li></ul></div> <div><div>Place knowledge</div><ul style="list-style-type: none"><li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li></ul></div> <div><div>Human and physical geography</div><ul style="list-style-type: none"><li>Use basic geographical vocabulary to refer to key physical and human features</li></ul></div> <div><div>Geographical skills and fieldwork</div><ul style="list-style-type: none"><li>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</li><li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>Use simple observational skills to study key human and physical features of environments</li><li>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.</li></ul></div>	<div><div>Fieldwork data collection:</div><div>Observe, record and interpret land use data relating to the local area</div><div>Data representation:</div><div>Bar Graph; Line Graph; Pictogram; Tally Chart; Land Use map</div><div>Mapwork:</div><div>World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs. GIS Google Earth Pro and Google Street View</div></div> <div><div>Disciplinary thinking skills the pupils will use to understand what they know</div><table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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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																						
<ul style="list-style-type: none"><li>The location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole</li><li>The location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei</li><li>Why Brunei and Kampong Ayer have a tropical climate and why tropical rain forest is the dominant vegetation</li><li>The distribution of tropical climate in the world</li><li>The main features of a tropical climate</li><li>How the tropical climate of Brunei compares with the temperate climate of the United Kingdom</li><li>The structure of tropical rain forest vegetation</li><li>The weather conditions experienced on a typical day in Banda Seri Begawan using</li><li>The main physical and human features of Kampong Ayer</li><li>How the human and physical geographical features of Kampong Ayer compare with those of their locality</li><li>How to create a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home</li><li>How the most common forms of transport in the United Kingdom compare with those at Kampong Ayer and why boats and boat building are so important</li><li>How and why school life in Kampong Ayer has both similarities and differences to the United Kingdom</li></ul> <p><b>National Curriculum Coverage</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"><li>Name and locate the world’s seven continents and five oceans</li></ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"><li>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li></ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"><li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li>Use basic geographical vocabulary to refer to key physical and human geographical features</li></ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>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</li><li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>Use simple observational skills to study key human and physical features of environments</li></ul>	<p><b>Data representation:</b> Bar Graph; Line Graph; Pictogram; Tally Chart.</p> <p><b>Mapwork:</b> World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs.</p> <p><b>GIS:</b> Google Earth Pro and Google Street View, Street Plans</p> <p><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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## KS1 – Unit 3: Year A

### Enquiry: *How does the weather affect our lives?*

What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none"><li>• The names and location of the continents of the world</li><li>• The location of the Equator, North Pole and South Pole</li><li>• The elements that make up the weather</li><li>• How to observe and measure elements of the weather using simple instruments</li><li>• How to record their results and display them graphically</li><li>• How and why the weather changes over time</li><li>• How and why the weather changes during the four seasons</li><li>• The location of hot and cold places in the world</li><li>• How the weather is different in countries located in the hot and cold places of the world</li><li>• How and why temperatures decrease from the Equator towards the North and South Pole.</li><li>• The features of the environments of Antarctica and Sahara desert</li><li>• Why Antarctica and the Sahara are both classified as deserts</li></ul> <p><b>National Curriculum Coverage</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"><li>• Name and locate the world’s seven continents and five oceans</li></ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Use basic geographical vocabulary to refer to key physical and human features</li></ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li><li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>• Use simple fieldwork and observational skills to study key human and physical features of environments</li></ul>	<p><b>Fieldwork data collection:</b></p> <p>Maximum and minimum thermometer; Anemometer; Weather vane; Eight points of compass; cloud cover – oktas.</p> <p><b>Data representation:</b></p> <p>Bar Graph; Line Graph; Pictogram; Tally chart; Venn diagram; Wind rose.</p> <p><b>Mapwork:</b></p> <p>World maps; Atlases; Globe; Aerial and satellite photographs; GIS Google Earth Pro</p> <p><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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KS1 – Year B: Unit 1

Enquiry: *Why don’t penguins need to fly?*

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What pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none"><li>• The geographical features of Antarctica including its polar climate</li><li>• How living things are adapted to survive in such an extreme environment</li><li>• How the geographical features of the Sahara Desert compare with those of Antarctica</li><li>• The location of Zambia in Africa</li><li>• Why Antarctica is a desert even though it is the coldest place on earth</li><li>• The geographical features of the Arctic Ocean and the North Pole environment</li><li>• How the Arctic and the North Pole is geographically different from Antarctica and the South Pole</li><li>• What a food chain is and identify and describe the main elements in the food chain of a polar bear</li><li>• Why polar bears are not found in Antarctica</li><li>• How to use atlas maps and GIS to plan an expedition from Canada to Antarctica</li><li>• Why penguins would not survive in tropical areas of the world</li></ul> <p><b>National Curriculum Coverage</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"><li>• Name and locate the world’s seven continents and five oceans</li></ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Use basic geographical vocabulary to refer to key physical and human geographical features</li></ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>• Use simple observational skills to study key human and physical features of environments</li></ul>	<p><b>Mapwork:</b> World maps; Atlases; Globe; Terrestrial photographs. 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## Unit 2: Year B

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

What pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<div><ul style="list-style-type: none"><li>What a farm is and what happens on a dairy farm</li><li>How milk is used as a raw material of dairy products</li><li>The physical and human features of the rural and urban landscapes of Devon in the UK</li><li>Why the weather in Devon makes it an ideal place for dairy farming</li><li>How weather conditions in Devon compare with those of the UK as a whole</li><li>What trade is and what importing and exporting means</li><li>The most popular fruits consumed in the UK and where in the world they are produced</li><li>The stages of growing bananas and exporting them to the UK</li><li>How sugar is refined from sugar beet</li><li>Some of the benefits of buying food locally</li><li>The different meat produced by animals in Britain</li><li>What ‘free range’ means</li></ul></div> <div><div>National Curriculum Coverage</div><div>Locational knowledge<ul style="list-style-type: none"><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li></ul></div><div>Human and physical geography<ul style="list-style-type: none"><li>Identify daily and seasonal weather patterns in the United Kingdom</li><li>Use basic geographical vocabulary to refer to key physical and human features</li></ul></div><div>Geographical skills and fieldwork<ul style="list-style-type: none"><li>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</li><li>Use aerial photographs to recognise landmarks and basic human and physical features</li></ul></div></div>	<div><div>Mapwork:<div>World maps; maps of the United Kingdom; Atlases; Globe.</div><div>Terrestrial photographs; Aerial and satellite photographs.</div></div><div>GIS:<div>Google Earth Pro</div></div></div> <div><div>Disciplinary thinking skills the pupils will use to understand what they know</div><table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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## Unit 3: Year B

### Enquiry: *Why do we love being beside the seaside so much?*

What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<div><ul style="list-style-type: none"><li>• The difference between the physical and human geographical features of the seaside, countryside and towns and cities</li><li>• The distinction between the concepts of ‘coast’, ‘rural’ and ‘urban’</li><li>• A range of different physical features of coastlines</li><li>• What is meant by the terms ‘high tide’ and ‘low tide’</li><li>• Why the seaside is such an attractive place for people to visit</li><li>• Why it is important that seaside environments are conserved</li><li>• That there are many different habitats at the seaside</li><li>• How creatures at the seaside are adapted to their environment</li><li>• Different ways in which people can impact negatively on or pollute seaside environments</li><li>• The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator</li><li>• That continents are divided up into countries and that the United Kingdom and Spain are located in Europe</li><li>• The four countries and capital cities of the United Kingdom and its surrounding seas</li><li>• How traditional seaside holidays in the United Kingdom have changed within living memory</li></ul></div> <div><h3>National Curriculum Coverage</h3><h4>Locational knowledge</h4><ul style="list-style-type: none"><li>• Name and locate the world’s seven continents and five oceans</li><li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li></ul><h4>Human and physical geography</h4><ul style="list-style-type: none"><li>• Use basic geographical vocabulary to refer to key physical and human features</li></ul><h4>Geographical skills and fieldwork</h4><ul style="list-style-type: none"><li>• 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</li><li>• Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li><li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li></ul></div>	<div><p><b>Fieldwork data collection:</b> Eight points of compass</p><p><b>Data representation:</b> Bar Graph; Line Graph; Pictogram</p><p><b>Mapwork:</b> World maps; Atlases; Globe; Aerial and satellite photographs.</p><p><b>GIS:</b> Google Earth Pro</p></div> <div><h3>Disciplinary thinking skills the pupils will use to understand what they know</h3><table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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