

**Geography MTP**      **Engages with debate**      **Vocabulary**      **Locational Knowledge**      **Place knowledge (Similarities and difference)**      **Geography skills and fieldwork**      **Human and physical geography**

**Phase 2**  
**3 Year Rolling Plan**  
 Year A 2023 - 2024  
 Year A 2025 - 2026

**Autumn 2**

Can you name some important places that should be on a map of our local area?

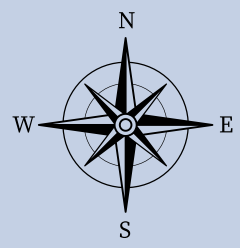
**change** 

- Near
- Far
- Left
- Right
- Map
- Landmark
- Route
- Compass
- North
- South
- Human features
- Physical features
- Town
- Village
- Coast
- Sea
- River
- Shop
- Park
- Beach


Identify simple physical and human features in the local area.  
 Use directional language (near/far, left/right).

Use simple compass directions (N/S/E/W).  
 Use basic map symbols to describe locations.


Explain positions of features using grid references (A1, B1).  
 Describe the school's location in relation to nearby towns/cities.



Explain what people do in the local area.



Explain own views on which important physical and human features should be on a map of our local area.

**culture & community** 

Use fieldwork observations to identify features.

Look at pictorial maps and aerial photos.

Use maps, atlases, globes and digital mapping to locate Winterton.




Use grid reference and keys to read maps accurately.

Identify basic human landmarks.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Devise a simple map; construct basic symbols in a key.



**Phase 2**  
**3 Year Rolling Plan**  
 Year A 2023 - 2024  
 Year A 2025 - 2026

**Spring 2**


Would you prefer to live in Australia or the UK?

Comparison

**comparison** 


- Climate
- Equator
- Desert
- Weather
- Biome
- Human Features
- Physical Features
- City
- County
- Harbour
- Opera House
- Beach
- Ocean
- River
- Capital City

Identify the UK on a world map.

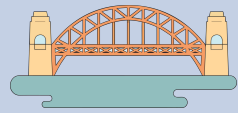


Identify Australia and the UK on a world map.


Explain whether Sydney is a city, coastal or rural (coastal city).



Identify simple features of the UK.



Explain similarities and differences between Sydney and the UK.



Explain your reasons for choosing to live in Sydney or the UK.

Look at photographs and identify simple features of Sydney (climate, lifestyle, environment).

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



Ask and answer geographical questions about the physical and human characteristics of a location.

**Phase 2**  
**3 Year Rolling Plan**  
 Year A 2023 - 2024  
 Year A 2025 - 2026

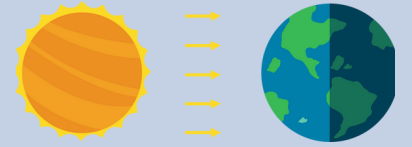
**Summer 2**

Where are rainforests located and which animals live there?

**comparison** 


- Equator
- Deforestation
- Latitude
- Longitude
- Northern Hemisphere
- Southern Hemisphere
- Tropics of Cancer
- Tropics of Capricorn
- Biome
- Climate
- Continent
- Journey

Locate the equator on the globe.

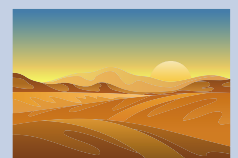


Identify where rainforests are located on world maps.


Identify the position and significance of latitude, longitude, Equator and Northern and Southern Hemisphere.




Describe what you might see in a rainforest.



Introduce the idea of hot and cold climates.




Describe how human actions affect rainforest areas.





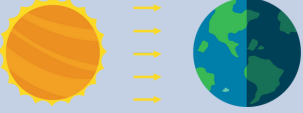



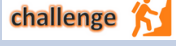









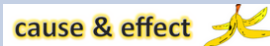




**challenge** 

Use simple maps to find the Amazon and the Congo.

Use maps, atlases, globes and digital/computer mapping to locate the Congo or Amazon and recognise basic geographical features.



Identify the seasonal and daily weather patterns of the Congo in relation to the Equator.

 <b>Geograhly MTP</b>	<b>Engages with debate</b>	<b>Vocabulary</b>	<b>Locational Knowledge</b>	<b>Place knowledge (Similarities and difference)</b>	<b>Geography skills and fieldwork</b>	<b>Human and physical geography</b>
<p><b>Phase 2</b>  <b>3 Year Rolling Plan</b>            Year B 2024 - 2025            Year B 2026 - 2027</p> <p><b>Autumn 2</b></p>	<p>Continents and Oceans</p> 	<p>Continents            Equator            Europe            Africa            Asia            Antartica            Australia            North America            South America            Inidan Ocean            Pacific Ocean            Atlantic Ocean            Sothern Ocean            Artic Ocean            Hot and Cold Regions            Climate Zone            Hemisphere</p>	 <p>Name and locate the world’s continents and oceans.</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Identify what is found on each continent (landmarks/Animals)</p>  <p>Know the similarities and differences between two different continents or world localities.</p>	<p>Use a globe to spot continents.</p>  <p>Introduce idea of hot/cold climates linked to Equator.</p> 	 <p>Locate the world’s continents and oceans on a world map and globe.</p> 
<p><b>Phase 2</b>  <b>3 Year Rolling Plan</b>            Year B 2024 - 2025            Year B 2026 - 2027</p> <p><b>Summer 1</b></p>	<p>Does Human activity increase the risk of natural disasters?</p>  	<p>Volcano            Earthquake            Tsunami            Water Cycle            Natural Disaster            Crust            Core            Mantle            Layers            Erupt            Richter scale            Tremor            Active Volcano            Dormant Volcano</p>	<p>Identify places with volcanoes.</p> <p>Locate earthquake zones on a map.</p>  <p>Identify areas across the world that are prone to natural disasters.</p>	<p>Describe what natural disatsters look like.</p> <p>Describe how people live in disaster-prone areas.</p> <p>Explain what systems help people prepare for disasters.</p>  	 <p>Know the physical geography of countries/places that experience natural disasters – Earthquakes leading to Tsunami’s and therefore flooding.</p>	 <p>Know the elements of the water cycle</p>
<p><b>Phase 2</b>  <b>3 Year Rolling Plan</b>            Year B 2024 - 2025            Year B 2026 - 2027</p> <p><b>Summer 2</b></p>	<p>How are landscapes different across the UK?</p> 	<p>Farming            Settlements            Human Geography            Physical Geography            Digital Map            Scale            Key            Hills            Mountain            Settlements            Scale            Map Key            Livestock            Agriculture</p>	 <p>Name the countries and four capitals of the UK.</p>	<p>Describe the features of the local area and compare them with another small area in the UK.</p>  <p>Compare land use in the UK and how agricultural produce is distributed.</p>  	<p>Identify and describe simple human and physical features (e.g., beach, hill, house, farm).</p>  <p>Explain the wide range of land use in the UK.</p> 	<p>Use simple maps and basic directions (left, right, near, far) to find and describe places.</p>  <p>Use the eight points of a compass, four and six digit references, symbols and key to build their knowledge of the UK.</p> <p>Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>

**Engages with debate**

**Vocabulary**

**Locational Knowledge**

**Place knowledge (Similarities and difference)**

**Geography skills and fieldwork**

**Human and physical geography**

**Phase 2**  
**3 year rolling plan**  
Year C 2027 - 2028  
  
**Autumn 1**

What makes our local area special?

- Cliff
- Beach
- Coast
- Sea
- Map
- Key
- Observe
- Town
- Village
- Bungalow
- Detached
- Semi -Detached
- Cottage
- Terrace
- Shop
- Post Office
- Tea Room
- Park

Know 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 school in relation to the coast and nearest town or city.



Compare our local area with another contrasting location in the UK, describing at least one similarity and one difference.



Ask and answer geographical questions:

What is the local area like?

What or who will I see in the local area?

What do people do in our local area?



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 observations).

The basic symbols used in a key on a map to identify human and physical features (rivers, forests, towns, villages, farms, houses).

Use simple directional language (north, south, east, west) to follow and give directions on a map.



Use aerial photographs to recognise landmarks and basic human and physical features in the local area.



Describe how human features (e.g., homes, shops, roads) and physical features (e.g., hills, rivers, beaches) influence how people live in the local area.

**Phase 2**  
**3 year rolling plan**  
Year C 2027 - 2028  
  
**Autumn 2**

Is the UK like a Jigsaw?  
  
Comparison



- Map
- City
- Country
- River
- Hill
- Forests
- Mountain
- Hill
- Castle
- Capital City
- Coast
- Village
- Island

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.

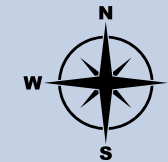
Know the 4 main compass points and can show this on a map.

Ask and answer geographical questions:

What is this place like?

Who or what will I see at this place?

What do people do in this place?



Children can identify seasonal and weather patterns in the UK.



Use maps to identify whether a location is a city, town, village, coastal or rural area.

Children can use the 8 points of a compass (N, NE, E, SE, S, SW, W, NW) to describe the location of places in the UK.



**Phase 1**  
**3 year rolling plan**  
Year C 2027 - 2028  
  
**Spring 2**

How are homes around the world different to ours?



- Climate
- Equator
- Arctic
- Antarctic
- Continents
- Asia
- China
- Europe
- Journey
- Hemisphere
- Capital City
- Climate Zone
- Human Features
- Physical Features
- Land Use

Know the geographical similarities and difference of a small area of the United Kingdom and a contrasting (non-European) country.

Know how to use the features of a location to say whether it is a city, town, coastal or rural area.



Ask and answer geographical questions (such as: What is this place like? Who or what will I see at this place? What do people do in this place?).

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.

Children can explain how different climates (hot, cold, tropical, desert, polar) influence building materials, house shapes, and how homes are adapted in contrasting countries.



Use world maps, atlases and globes to identify the United Kingdom and its countries. Use maps to identify a contrasting non-European country.



**Phase 3**  
**4 Year Rolling Plan**  
 Year A 2022 - 2023  
 Year A 2026 -2027  
  
 Autumn 1

How can rivers change the landscape around them?

**cause & effect**

**change**

- Delta
- Estuary
- Source
- Mouth
- Meander
- Course
- Confluence
- Tributaries
- Transportation
- Deposition
- Formation
- Ox bow lake
- Minerals
- Erosion
- Rapids
- Basin

Identify the start and end of a local river using maps and where possible visits.

Identify key rivers across the globe and in the UK.  
 Compare how rivers are different in each of their three stages.

Describe and understand the key aspects of rivers and vegetation belts.

Use maps, atlases and computer mapping to identify the location of rivers.  
 Use fieldwork to observe features of a river.

**Phase 3**  
**4 Year Rolling Plan**  
 Year A 2022 - 2023  
 Year A 2026 -2027  
  
 Spring 1

**change**

How can locations so close together be so different?

- Longitude
- Latitude
- Equator
- Continent
- Tropics
- Climate
- Average
- Weather temperature Biome
- Flora
- Fauna
- Rewilding

Know how countries and geographical regions are interconnected and interdependent.

Locate the world's countries.  
 Understand the similarities and differences through the study of human and physical geography of the UK and an area of South America.

Describe and understand key aspects of physical geography such as climate zones and biomes.  
 Describe and understand key aspects of human geography including land use, settlements and economic activity.

Use maps, atlases and computer mapping to identify countries and describe features studied.  
 Use longitude and latitude to describe the locations of Darwin's voyage.

**Phase 3**  
**4 Year Rolling Plan**  
 Year A 2022 - 2023  
 Year A 2026 -2027  
  
 Summer 2

**challenge**

How is Climate change effecting the Arctic and Antarctic?

- Inuit
- Glacier
- Iceberg
- Daylight Customs
- Methane
- Global warming
- Climate change
- Flora
- Fauna
- Pole
- Southern Expedition Explorer
- Natural resources
- Tundra

**cause & effect**

Know that some locations across the world are changing and explain some of the reasons of change.

Locate the Arctic and Antarctic, concentrating on key physical characteristics.  
 Identify the similarities and differences between the Arctic and Antarctic.

Identify how human geography is impacting the Arctic and Antarctic.  
 Identify different types of ice formation.

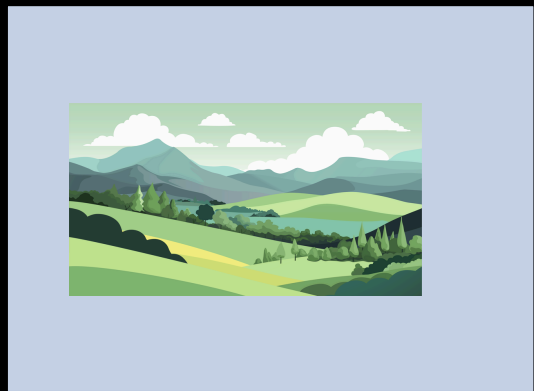
Use digital mapping to identify how areas of the Arctic and Antarctic have changed over time.

**Phase 3**  
**4 Year Rolling Plan**  
 Year B 2023- 2024  
 Year B 2027 -2028  
  
 Autumn 2

**comparison**

What are the key geographical features of the UK?

- Human
- Physical
- Grid reference
- Compass
- Climate
- Weather
- Capital
- Population
- Settlement



Use maps and atlases to identify key physical and human areas of geography in the UK.  
 To compare areas in the UK including the local area.

Human and Physical Geography  
 Identify the key human and physical features in the UK.

To present human and physical features in the local area following fieldwork.  
 Use the eight point compass, grid references and map symbols to build their knowledge of the UK.

**Geography MTP**

**Engages with debate**

**Vocabulary**

**Locational Knowledge**

**Place knowledge  
(Similarities and  
difference)**

**Geography skills and  
fieldwork**

**Human and physical  
geography**

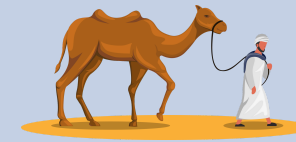
**Phase 3**  
**4 Year Rolling Plan**  
Year B 2023- 2024  
Year B 2027 -2028  
  
**Spring 1**



Can countries develop and protect the world around them?

Geographical  
Ordinance survey  
Climate  
Resource  
Political  
Latitude  
Longitude  
Gulf  
Desert  
Population density Sustainable

Explain own views about Scandinavia and Dubai and what is happening there to answer the lead question.



Describe and compare different climates found in the Middle East and Scandinavia.



Identify and compare human and physical geography in the Middle East and Scandinavia.

Consider why people move to the cities to live.

Consider if Dubai is a sustainable city.

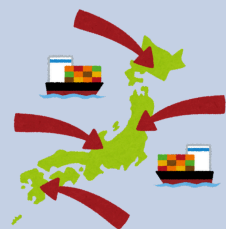


Compare locations of latitude and longitude.

Use population density maps to decode information.

**Phase 3**  
**4 Year Rolling Plan**  
Year B 2023- 2024  
Year B 2027 -2028  
  
**Summer 1**

How did the Silk Road facilitate exploration and trade between different cultures and civilizations?



Trade  
Export  
Import  
Empire  
Occupiers  
Plague  
Merchants  
Civilisations  
Biomes  
Climate  
Mountainous



Children can locate the world's countries from China to Europe using a map. They identify key location of the silk road route.



Locate the world's countries from China to Europe.

Understand how the globe and the understanding of the earth has changed over time.

Identify key locations of the Silk Road Route.

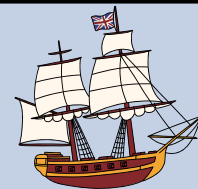


Consider how and why the Silk Road was a significant trade route.

Identify who and what was traded along the Silk Road.

Use maps and atlases to locate countries.

**Phase 3**  
**4 Year Rolling Plan**  
Year C 2024- 2025  
Year C 2028 -2029  
  
**Autumn 2**



How did the British Empire alter areas around the world?

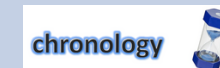


Empire  
Infrastructure  
Landscape  
Aqueducts  
Urbanisation  
Engineering  
Expansion  
Windrush



Understand how geographical diversity affects the lives of people today and where they live.


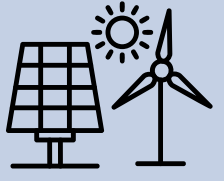


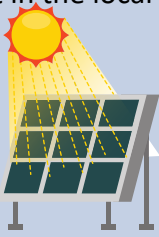






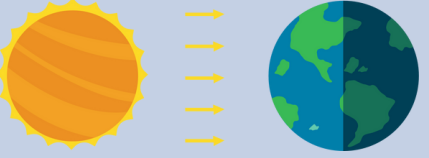

Locate countries of the world at different times in the history of the British Empire.





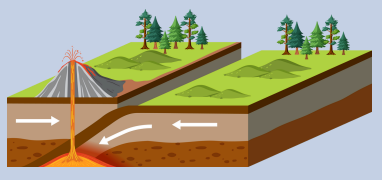
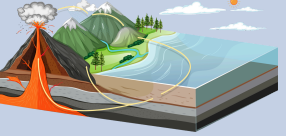


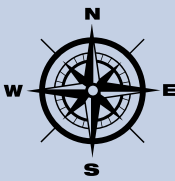


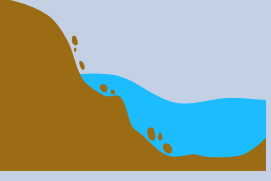



Compare countries of the world at different times in the history of the British Empire.

Identify how the British empire led to changes in land use, trade and migration across the globe.

Use maps and computer mapping to locate areas.

 <b>Geography MTP</b>	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<p><b>Phase 3</b>  <b>4 Year Rolling Plan</b>            Year C 2024- 2025            Year C 2028 -2029</p> <p><b>Spring 2</b></p>	 <p>How can renewable sources of energy protect our planet?</p> 	<p>Renewable            Non-renewable            Finite            Greenhouse gases            Climate change Sustainable            Geothermal Energy            Wave energy            Tidal energy            Solar energy            Wind energy</p>	<p>Identify areas across the world that are prone to natural disasters.</p>	<p>Explain why climates different.</p> <p>Compare areas of the UK and globe which are suited for different renewable sources of energy.</p> 	<p>Describe and understand key aspects of human geography including the distribution and use of natural resources.</p>	<p>Identify energy sources present in the local area.</p> 
<p><b>Phase 3</b>  <b>4 Year Rolling Plan</b>            Year C 2024- 2025            Year C 2028 -2029</p> <p><b>Summer 2</b></p>	<p>What's the difference between where we live and where we originate from?</p> 	<p>Migration            Immigration            Refugee            Asylum Seeker            Settlement            Economic Migration            Seasonal Migration            Integration            War            Evacuation</p>	<p>Children understand the meaning of the term migration.</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.</p> <p>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>Phase 3</b>  <b>4 Year Rolling Plan</b>            Year D 2025- 2026            Year D 2029 -2030</p> <p><b>Autumn 2</b></p>	 <p>How does proximity to the equator change the geographical features of an area?</p> 	<p>Taiga            Tundra            Vegetation            Desert            Mountain            Biome            Climate zone            Weather            Jungle            Rainforest            Deciduous forest            Wetlands            Savannah,</p>	<p>Use a range of geographical resources to give detailed descriptions of features of a location.</p> 	<p>Name and locate geographical regions and identifying their human and physical characteristics, key topographical features and understand how some aspects have changed over time.</p>	<p>Explain why climate zones are different.</p> <p>Describe and understand key aspects of climate zones and biomes.</p> <p>Compare key aspects of climate zones and biomes.</p>	 <p>Use fieldwork to identify the biomes found in the local area.</p>

 <b>Geography MTP</b>	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<p><b>Phase 3</b>  <b>4 Year Rolling Plan</b>  Year D 2025- 2026  Year D 2029 -2030</p> <p><b>Spring 2</b></p>	<p>How has movements of the tectonic plates, millions of years ago shaped our planet?</p> <p><b>cause &amp; effect</b> </p>	<p>Crust  Mantle  Tectonic Plates  Magma  Stratovolcano  Shield Volcano  Biome  Ecosystem  Savannah  Grasslands</p>	 <p>Identify regions on a map that are susceptible to natural disasters and analyse the correlation between their location and the specific types of natural disasters they are prone to.</p> <p>Reinforce understanding of longitude and latitude by identifying global earthquake and volcano belts linked to tectonic plate boundaries</p>	 <p>Locate the continents and countries of the world and identify how this has changed over millions of years.</p>	<p>Describe and understand key aspects of physical geography including the formation of volcanoes and the movement of tectonic plates.</p> 	 <p>Use computer mapping software to identify patterns in the position of volcanoes.</p> 
<p><b>Phase 3</b>  <b>4 Year Rolling Plan</b>  Year D 2025- 2026  Year D 2029 -2030</p> <p><b>Summer 1</b></p>	<p>How is coastal erosion changing our local area?</p> <p><b>change</b> </p>	<p>Erosion  Sea-level  Defence  Bay  Structure  Wearing away  Caves  Arches  Stacks  Stumps  Gabions  Groynes  Breakwaters  Rock armour</p>	<p>How to use the eight points on a compass, four figure grid references, to communicate knowledge of the local area in relation to the rest of the United Kingdom.</p> 	<p><b>cause &amp; effect</b> </p> <p>Identify and compare key topographical features in the local area and its coastlines.</p> 	 <p>Describe and understand the key aspects and preventative measures used for coastal erosion.</p>	<p><b>change</b> </p> <p>Make observations about coastal erosion in the local area.</p> <p>Use secondary sources to create charts and present information about the landloss in the local area.</p>