




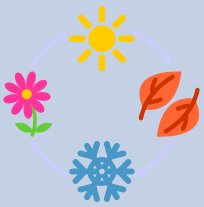




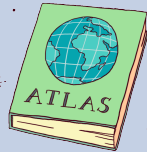










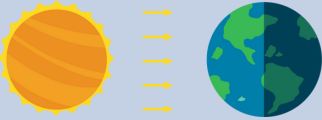





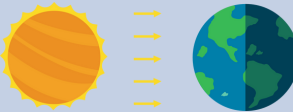




























<div>  Geography MTP </div>	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<div> Phase 1 1 year rolling plan Autumn 1 </div>	<div> What makes our local area special? Community and Culture </div>	<div> Cliff Beach Coast Sea Map Key Observe Town Village Bungalow Detached Semi -Detached Cottage Terrace Shop Post Office Tea Room Park </div>	<div>  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. </div>	<div>  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?  </div>	<div> 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). </div>	<div> Use aerial photographs to recognise landmarks and basic human and physical features in the local area. </div>
<div> Phase 1 1 year rolling plan Autumn 2 </div>	<div> Is the UK like a Jigsaw? Comparison Community and Culture </div>	<div> Map City Country River Hill Forests Mountain Hill Castle Capital City </div>	<div> 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.  </div>	<div> 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? </div>	<div>  Children can identify seasonal and weather patterns in the UK. </div>	<div> Use maps to identify whether a location is a city, town, village, coastal or rural area.  </div>












<div>  Geograhcy MTP </div>	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<div> Phase 1 1 year rolling plan Spring 2 </div>	<p>How are homes around the world different to ours?</p> <p>Comparison</p>	<p>Climate</p> <p>Equator</p> <p>Artic</p> <p>Antarctic</p> <p>Continents</p> <p>Asia</p> <p>China</p> <p>Europe</p> <p>Journey</p>	<p>Know the geographical similarities and difference of a small area of the United Kingdom and a contrasting (non-European) country.</p> <p>Know how to use the features of a location to say whether it is a city, town, coastal or rural area.</p> <div>  </div>	<p>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?).</p>	<p>Know the geographical similarities and differences of a small area of the United Kingdom and of a contrasting (non-European) country.</p> <p>Know how physical and human geography affects the opportunities and lives of children in contrasting places.</p>	<div>  <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> <div>  </div> </div>
<div>  Geograhcy MTP </div>	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<div> Phase 2 2 Year Rolling Plan Year A 2023 - 2024 Year A 2025 - 2026 Autumn 1 </div>	<p>Can you name some important places that should be on a map of our local area?</p> <p>Community and Culture</p> <p>Change</p>	<p>Compass</p> <p>Physical Features</p> <p>Human Features</p> <p>Map Key</p> <p>Direction</p>	<div>  <p>Know how to identify the key physical features of our local area on a map.</p> <p>Use simple compass directions to describe the location of features and routes on a map.</p> <div>  </div> </div>	<p>Explain own views on which important physical and human features should be on a map of our local area.</p>	<div>  <p>Use maps, atlases, globes and digital/computer mapping to locate Winterton and our local area.</p> <p>How to use a basic grid references (A1, B1) and basic compass directions (north, south, east and west).</p> <div>  </div> </div>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; construct basic symbols in a key.</p>



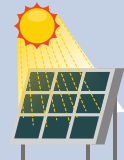




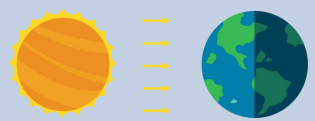

Geograhry MTP	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<p>Phase 2</p> <p>2 Year Rolling Plan</p> <p>Year A 2023 - 2024</p> <p>Year A 2025 - 2026</p> <p>Spring 2</p>	<p>Would you prefer to live in Dubai or the UK?</p> <p>Comparison</p>	<p>Climate</p> <p>Equator</p> <p>Desert</p> <p>Weather</p> <p>Biome</p> <p>Human Features</p>	 <p>Know the geographical similarities and difference of a small area of the United Kingdom and a contrasting (non-European) country.</p> <p>Know how to use the features of a location to say whether it is a city, town, coastal or rural area.</p> 	 <p>Explain your reasons for choosing to live in Dubai or the UK.</p> 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> 	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>
<p>Phase 2</p> <p>2 Year Rolling Plan</p> <p>Year A 2023 - 2024</p> <p>Year A 2025 - 2026</p> <p>Summer 2</p>	<p>Where are rainforests located?</p> <p>Comparison</p> <p>Challenge</p>	<p>Equator</p> <p>Deforestation</p> <p>Laititude</p> <p>Longitude</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Tropics of Cancer Tropics of Capricorn</p> <p>Biome</p> <p>Climate</p>	 <p>Identify the position and significance of latitude, longitude, Equator and Northern and Southern Hemisphere.</p> 	<p>Explain how the climate in a rainforest effect the plants and animals that live there.</p> 	 <p>Use maps, atlases, globes and digital/computer mapping to locate Dubai and recognise basic geographical features.</p>	<p>Identify the seasonal and daily weather patterns of the Congo in relation to the Equator.</p>









Geograhly MTP	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<p>Phase 2</p> <p>2 Year Rolling Plan</p> <p>Year B 2024 - 2025</p> <p>Year B 2026 - 2027</p> <p>Autumn 2</p>	<p>Continents and Oceans</p> <p>Comparison</p>	<p>Continents</p> <p>Equator</p> <p>Europe</p> <p>Africa</p> <p>Asia</p> <p>Antartica</p> <p>Australia</p> <p>North America</p> <p>South America</p> <p>Inidan Ocean</p> <p>Pacific Ocean</p> <p>Atlantic Ocean</p> <p>Sothern Ocean</p> <p>Artic Ocean</p>	<p>Name 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>Know the similarities and differences between two different localities.</p>	 <p>Describe and understand the climate zone of different continents and how this effects the weather.</p> 	<p>Locate the world’s continents and oceans on a world map.</p> 
<p>Phase 2</p> <p>2 Year Rolling Plan</p> <p>Year B 2024 - 2025</p> <p>Year B 2026 - 2027</p> <p>Summer 1</p>	<p>Does Human activity increase the risk of natural disasters?</p> <p>Challenge</p> <p>Cause and Consequence</p>	<p>Volcano</p> <p>Earthquake</p> <p>Tsunami</p> <p>Water Cycle</p> <p>Natural Disaster</p> <p>Crust</p> <p>Core</p> <p>Mantle</p> <p>Layers</p> <p>Erupt</p> <p>Richter scale</p> <p>Tremor</p> <p>Active Volcano</p> <p>Dormant Volcano</p>	 <p>Identify areas across the world that are prone to natural disasters.</p>	<p>Know how human settlement and land use in areas prone to natural disasters, are at risk.</p> <p>Understand the systems that are in place to support humans after natural 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> 

<div>  <div> Consortium Develop • Create • Engage </div> </div> <div>Geograhhy MTP</div>	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<div>Phase 2</div> <div>2 Year Rolling Plan</div> <div>Year B 2024 - 2025</div> <div>Year B 2026 - 2027</div> <div>Summer 2</div>	How diverse are local and UK landscapes?	<div>Farming</div> <div>Human Geography</div> <div>Physical Geography</div> <div>Digital Map</div> <div>Settlements</div> <div>Scale</div> <div>Map Key</div> <div>Livestock</div> <div>Agriculture</div>	<div>  </div> <div>Children know the names of the countries that make up the UK.</div>	<div>  </div> <div>Compare land use in the UK and how agricultural produce is distributed.</div> <div>  </div>	<div>  </div> <div>Explain the wide range of land use in the UK.</div> <div>  </div>	<div>Use the eight points of a compass, four and six digit references, symbols and key to build their knowledge of the UK.</div> <div>  </div> <div>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.</div>
<div>  <div> Consortium Develop • Create • Engage </div> </div> <div>Geograhhy MTP</div>	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<div>Phase 3</div> <div>4 Year Rolling Plan</div> <div>Year A 2022 - 2023</div> <div>Year A 2026 -2027</div> <div>Autumn 1</div>	<div>  </div> <div>How can rivers change the landscape around them?</div> <div>Cause and Effect</div> <div>Changes</div>	<div>Delta</div> <div>Estuary</div> <div>Source</div> <div>Mouth</div> <div>Meander</div> <div>Course</div> <div>Confluence</div> <div>Tributaries</div> <div>Transportation</div> <div>Deposition</div> <div>Formation</div> <div>Ox bow lake</div> <div>Minerals</div> <div>Erosion</div> <div>Rapids</div> <div>Basin</div>	<div>Identify the start and end of a local river using maps and where possible visits.</div>	<div>Identify key rivers across the globe and in the UK.</div> <div>Compare how rivers are different in each of their three stages.</div>	<div>Describe and understand the key aspects of rivers and vegetation belts.</div> <div>  </div>	<div>  </div> <div>Use maps, atlases and computer mapping to identify the location of rivers.</div> <div>Use fieldwork to observe features of a river.</div>

<div>  Geograhry MTP </div>	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 A 2022 - 2023 Year A 2026 -2027 Spring 1	<p>How can locations so close together be so different?</p> <p>Changes</p> <p>Comparison</p> 	Longitude Latitude Equator Continent Tropics Climate Average Weather temperature Biome Flora Fauna Rewilding	<p>Know how countries and geographical regions are interconnected and interdependent.</p>	<p>Locate the world’s countries.</p> <p>Understand the similarities and differences through the study of human and physical geography of the UK and an area of South America.</p> 	<p>Describe and understand key aspects of physical geography such as climate zones and biomes.</p>  <p>Describe and understand key aspects of human geography including land use, settlements and economic activity.</p>	<p>Use maps, atlases and computer mapping to identify countries and describe features studied.</p> <p>Use longitude and latitude to describe the locations of Darwin’s voyage.</p>
Phase 3 4 Year Rolling Plan Year A 2022 - 2023 Year A 2026 -2027 Summer 2	<p>How is Climate change effecting the Artic and Antarctic?</p> <p>Challenge</p> <p>Cause and Effect</p> 	Inuit Glacier Iceberg Daylight Customs Methane Global warming Climate change Flora Fauna Pole Southern Expedition Explorer Natural resources Tundra	<p>Know that some locations across the world are changing and explain some of the reasons of change.</p>	<p>Locate the Arctic and Antarctic, concentrating on key physical characteristics.</p> <p>Identify the similarities and differences between the Arctic and Antarctic.</p> 	 <p>Identify how human geography is impacting the Arctic and Antarctic.</p> <p>Identify different types of ice formation.</p>	<p>Use digital mapping to identify how areas of the Arctic and Antarctic have changed over time.</p>
Phase 3 4 Year Rolling Plan Year B 2023- 2024 Year B 2027 -2028 Autumn 2	 <p>What are the key geographical features of the UK?</p> <p>Comparison</p> 	Human Physical Grid reference Compass Climate Weather Capital Population Settlement		<p>Use maps and atlases to identify key physical and human areas of geography in the UK.</p> <p>To compare areas in the UK including the local area.</p> 	<p>Human and Physical Geography</p> <p>Identify the key human and physical features in the UK.</p>	<p>To present human and physical features in the local area following fieldwork.</p> <p>Use the eight point compasss, grid references and map symbols to build their knowledge of the UK.</p>

Geograhry MTP	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<p>Phase 3</p> <p>4 Year Rolling Plan</p> <p>Year B 2023- 2024</p> <p>Year B 2027 -2028</p> <p>Spring 1</p>	<p>Can countries develop and protect the world around them?</p> <p>Comparison</p>	<p>Geographical</p> <p>Ordinance survey</p> <p>Climate</p> <p>Resource</p> <p>Political</p> <p>Latitude</p> <p>Longitude</p> <p>Gulf</p> <p>Desert</p> <p>Population density</p> <p>Sustainable</p>	<p>Explain own views about Scandinavia and Dubai and what is happening there to answer the lead question.</p>	 <p>Describe and compare different climates found in the Middle East and Scandinavia.</p> 	 <p>Identify and compare human and physical geography in the Middle East and Scandinavia.</p> <p>Consider why people move to the cities to live.</p> <p>Consider if Dubai is a sustainable city.</p> 	 <p>Compare locations of latitude and longitude.</p> <p>Use population density maps to decude information.</p>
<p>Phase 3</p> <p>4 Year Rolling Plan</p> <p>Year B 2023- 2024</p> <p>Year B 2027 -2028</p> <p>Summer 1</p>	<p>How did the Silk Road facilitate exploration and trade between different cultures and civilizations?</p> 	<p>Trade</p> <p>Export</p> <p>Import</p> <p>Empire</p> <p>Occupiers</p> <p>Plague</p> <p>Merchants</p> <p>Civilisations</p> <p>Biomes</p> <p>Climate</p> <p>Mountainous</p>	 <p>Children can locate the world's countries from China to Europe using a map. They identify key location of the silk road route.</p>	<p>Locate the world's countries from China to Europe.</p> <p>Understand how the globe and the understanding of the earth has changed over time.</p> <p>Identify key locations of the Silk Road Route.</p>	 <p>Consider how and why the Silk Road was a significant trade route.</p> <p>Identify who and what was traded along the Silk Road.</p>	<p>Use maps and atlases to locate countries.</p>
<p>Phase 3</p> <p>4 Year Rolling Plan</p> <p>Year C 2024- 2025</p> <p>Year C 2028 -2029</p> <p>Autumn 2</p>	 <p>How did the British Empire alter areas around the world?</p>	<p>Empire</p> <p>Infrastructure</p> <p>Landscape</p> <p>Aqueducts</p> <p>Urbanisation</p> <p>Engineering</p> <p>Expansion</p> <p>Windrush</p>	 <p>Understand how geographical diversity affects the lives of people today and where they live.</p>	<p>Locate countries of the world at different times in the history of the British Empire.</p> 	<p>Compare countries of the world at different times in the history of the British Empire.</p> <p>Identify how the British empire led to changes in land use, trade and migration across the globe.</p>	<p>Use maps and computer mapping to locate areas.</p>

Geograhy 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 C 2024- 2025 Year C 2028 -2029 Spring 2	 <p>How can renewable sources of energy protect our planet?</p> <p>Challenge</p>	Renewable Non-renewable Finite Greenhouse gases Climate change Sustainable Geothermal Energy Wave energy Tidal energy Solar energy Wind energy	<p>Identify areas across the world that are prone to natural disasters.</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> 
Phase 3 4 Year Rolling Plan Year C 2024- 2025 Year C 2028 -2029 Summer 2	<p>What's the difference between where we live and where we originate from?</p> <p>Community and Culture</p>	Migration Immigration Refugee Asylum Seeker Settlement Economic Migration Seasonal Migration Integration War Evacuation	<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>
Phase 3 4 Year Rolling Plan Year D 2025- 2026 Year D 2029 -2030 Autumn 2	 <p>How does proximity to the equator change the geographical features of an area?</p> <p>Comparison</p>	Taiga Tundra Vegetation Desert Mountain Biome Climate zone Weather Jungle Rainforest Deciduous forest Wetlands Savannah,	<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>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>

<div>  Geograhry MTP </div>	Engages with debate	Vocabulary	Locational Knowledge	Place knowledge (Similarities and difference)	Geography skills and fieldwork	Human and physical geography
<div> Phase 3 4 Year Rolling Plan Year D 2025- 2026 Year D 2029 -2030 Spring 2 </div>	<p>How has movements of the tectonic plates, millions of years ago shaped our planet?</p>	<p> Tectonic Mantle Crust Pangea Biomes Savannah Grasslands Ecosystems Wetlands Alpine moorland Fauna Flora Elevation Depressions Lakes Diverted Strato volcano Shield Magma Caldera Cindercone </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>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> 
<div> Phase 3 4 Year Rolling Plan Year D 2025- 2026 Year D 2029 -2030 Summer 1 </div>	<p>How is coastal erosion changing our local area?</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>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>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>