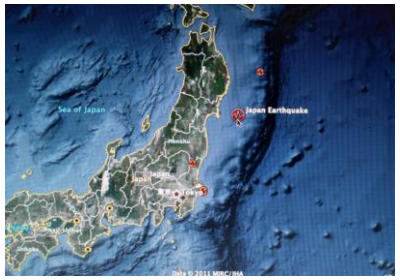
CROSSGATES PRIMARY SCHOOL SUBJECT - GEOGRAPHY MEDIUM TERM PLAN

	Autumn	Spring		Summer	Blocks
Reception	**Our School** 1. To explore our school grounds 2. To look at an aerial view map of our school and recognise key areas – playground, building, field 3. To observe seasonal change in our playground and surrounding areas 4. To observe the weather and choose appropriate clothing	Local areas 1.To know the places in the local area 2.To explore the local area 3.To draw maps of the local area 4. To observe seasonal change in our playground and surrounding areas		1. Recognise England on a simple map of the Uk 2. Know that the flag of England is the St. George's Cross 3. Talk about London as the capital city. 4. Explore famous landmark such as Big Ben and Buckingham Palace. 5. Begin to understand similarities and differences between England and other countries- link to books	Block 1 (2 year cycle)
Year 1	**Is Milnrow a good place to live?** Lesson Objectives: 1. Identify 4 countries in the United Kingdom and their capital cities and label on a map (Also introduce daily weather chart for Milnrow) 2. Place Milnrow on a Map. What do we have in Milnrow? Identify human and physical features. 3. To understand what the Coop is and to understand who the Rochdale Pioneers were – discuss simple compass directions. 4. Journey to the Co-op – identify human and physical features 5. Create a route map of the journey to the Co-op 6. What's the weather like in Milnrow? (Look back at the weather chart and summarise findings) Key Vocabulary: The Co-operative, Human features, Physical features, United Kingdom, Location Key Person: The Pioneers Key Place: Milnrow	**All about the UK** Lesson Objectives: 1. Identify a human feature of the four countries of the UK (Big Ben, Forth Bridge, Caernarfon Castle and Titanic Museum) 2. Identify a physical feature of the four countries of the UK (for example: Pennines, Snowdon, Ben Nevis, Thames, Lochs) 3. Use a simple key to label compass points, physical and human features of the UK on a map Key Vocabulary:	**Where would you rather be – Milnrow or Tanta?** Lesson Objectives: 1. Identify different weather in Milnrow and Tanta 2. Use an atlas to locate Tanta and Milnrow 3. Identify geographical similarities and differences between Milnrow and Tanta. Key Vocabulary: Country weather, compare Link to Meercat Mail Key Place: Tanta	The World Around Us Lesson objectives Prior learning- UK and other contrasting locations. 1. Use atlases to name and locate the 7 continents on a world map and a globe. 2. Use atlases to name and locate the 5 oceans of the world. 3. Identify animals that live in each continent and ocean. 4. World Oceans day- Raise awareness of the oceans role in life- pollution, climate change. 5. To find out about Nellie Bly and her trip around the world. 6. Draw a simple map of the journey. Key vocabulary- continents, oceans, pollution, climate change, journey, World Ocean Day – 8th June Key Person – Nellie Bly World Oceans Day is celebrated annually on 8 June to raise awareness of the ocean's crucial role in life and the threats it faces, such as plastic pollution and climate change.	

		globe, directions, hill, city, river, Key Person: Key Place: The Pennines – we can see them!			
Year 2/3 Cycle 1	The Uk and surrounding Seas: Prior knowledge: Compass points, Oceans recap, Countries of the Uk, Capital city Lesson Objectives: 1. Name, locate and identify key cities in the United Kingdom 2. What is a sea? Name seas that surround United Kingdom. 3. Coasts – look at the cities of Liverpool, Blackpool and Formby – look at differences between human and physical geography. 4. Southport – Fieldwork trip – focus on landuse. 5. Who is it for? Are the coastlines for tourism or trade? Key Vocab: Coast, cliff, beaches, sea, tourist Key Place: Southport	Hot and Cold **Continents and oceans** **Prior Knowledge** **All about the UK** **Weather** **Similarities and Differences between places** Lesson objectives 1. Use world maps, atlases and globes to identify the 7 continents and 5 oceans of the world. Label on a map. 2. Locate the North Pole, South Pole and Equator on a map. 3. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 4. Locate significant landmarks and animals specific to each continent. 5. Compare the climates of a polar region and the Rainforest 6. To find out about famous explorers and why people explore polar regions. Key Vocab continent, ocean, polar region, Equator, Southern Hemisphere, Expedition, Climates Key Person: Ernest Shackleton (Polar Expedition) Key Location: Antarctica, Amazon Rainforest	Greece Prior Knowledge: continents and oceans, role of the oceans, use of globes and atlases. Lesson Objectives **1.** Locate Greece on a world map and globe. **2.** Name the capital city Athens- link to History. **3.** To describe what Greece is like- hot summers, beaches, mountains, islands **4.** Identify physical and human features of Greece. **5.** Compare Greece to our local area- weather, houses, food, landscape. **6.** Explore Greek culture and celebrations. Key vocabulary: Europe, Mediterranean Sea, landscape, island, mainland, culture, Hook- have Greek party- food, celebrations etc.	Block 2 (2 year cycle)

Year 2/3 Cycle 2	The Uk – Countries and Cities 1. To be able to name, locate, and identify the four countries of the United Kingdom and their capital cities on a map. 2.To use a map, atlas, or digital globe to locate the city of Manchester and identify which UK country and region it belongs to (England, North West) focus on compass direction skills (e.g., "Manchester is north of London"). 3.To identify and describe key human geographical features of Manchester, including famous landmarks, transport links, and land use. (*Focus:* Recognising structures like the Manchester Town Hall, the canals, tram networks, and football stadiums.) 4.To identify the key physical geographical features surrounding Manchester and explain how they impact the area. (*Focus:* Looking at the River Irwell, the River Medlock, and the city's proximity to the Pennines (and how this historically contributed to its rainy reputation and textile industry). 5. To compare and contrast the human and physical features of Manchester with a UK capital city (such as London or Edinburgh). *Focus:* Spotting similarities and differences in size, landmarks, population, and geography. 6.To use a simple key, four-cardinal compass points, and aerial photographs to create a basic map of a Manchester locality or landmark.	Contrasting localities- Rural and Urban 1. Identify, compare, and categorize key physical features (e.g., rivers, hills, woodlands) and human features (e.g., roads, housing types, skyscrapers, farms) in a contrasting urban and rural locality. 2. Use geographical vocabulary to describe and compare land use, settlement patterns, and built environments in a bustling town/city versus a countryside village. 3. Use directional language (North, South, East, West), simple grid references, and map keys to locate key landmarks on aerial maps of both a rural area and an urban area. 4. Compare how people live, work, and travel in both environments, identifying differences in transport links, community facilities, employment types, and access to services. 5. Conduct a simple fieldwork enquiry (e.g., a traffic count, noise survey, or land-use survey) in the local area and contrast the findings with secondary data from the contrasting locality.	Natural disasters – flooding, tsunami 1. To understand what a natural hazard is and how extreme weather causes flooding. 2. To investigate human and physical causes of flooding in the UK. 3. To discover what a tsunami is and how underwater earthquakes trigger massive waves. 4. To compare a normal ocean wave with a tsunami wave. 5. To explore how people prepare for and protect communities from floods and tsunamis. 6. To create a safety guide and emergency plan for a flood or tsunami scenario. Key person- **Tilly Smith (Inspirational Real-Life Figure)** • **Who she is:** A 10-year-old British schoolgirl who saved over 100 tourists in Thailand during the 2004 Indian Ocean tsunami Key location Tsunami (Global Focus): Tōhoku Region, Japan (2011 Tsunami) • **Why it works:** Japan is famous for advanced disaster preparation and sea	

	Key Location- Manchester Key Vocabulary Capital City, Human Feature, Physical Feature, Compass Points, The Pennines, Landmark	Key Locations Milnrow (Local) vs. Manchester City Centre (Urban) & Ogden/Piethorne Valley (Rural) Key Vocabulary Urban, Rural, Settlement, Land Use, Population Density, Transport Network	defences, making it ideal for discussing prevention (Lesson 5) -, Flooding (UK Focus): Boscastle, Cornwall (2004 Flash Flood)   Key Vocabulary Natural Hazard, Flood, Tsunami, Surface Runoff, Flood Defences, Evacuation	
Year 4/5 Cycle 1	Maps of Europe including Russia Prior knowledge: Countries of the Uk Continents and World Oceans Maps of Europe Lesson Objectives: 1. Identify and locate countries in Europe (France, Germany, Spain, Greece, Italy, Denmark, Norway, Russia) 2. Locate the Northern and Southern Hemisphere, equator, lines of latitude and longitude, Tropic of Cancer – identify and place on map. 3. Locate key mountain ranges, rivers and oceans in Europe on maps.	Rivers – trade and economics Water cycle Prior Knowledge Weather Contrasting locations Continents and Oceans Lesson objectives 1. Describe and understand key aspects of the water cycle. 2. Name and locate key rivers in the UK. 3. Recognise and label the key features of a river and how erosion and deposition affect them.	Volcanoes and Mountains Prior Knowledge: human and physical features of different areas, continents and oceans, Lesson Objectives 1. Explain how mountains are formed and compare mountains e.g. heights. 2. Describe how volcanoes are formed, the structure of the Earth and features of a volcano.	Block 3 (2 year cycle)

	4. Atlantic Ocean – focus on Amelia Earhart's journey over the Atlantic Ocean – focus on scale and distance on maps. 5. Writing outcome – Amelia Earharts Journey across the Atlantic. Key Vocabulary: Equator, Northern and Southern Hemispheres, Tropic of Cancer, Scale, Time Zones Key People: Amelia Earhart	4. Understand the human geography around rivers. Look at the types of settlements and land use around key rivers and understand how some of these aspects have changed over time. 5. Understand the importance of trade links using rivers and how this has changed over times. Compare the River Thymes and the River Nile (links to History). Key Vocabulary water cycle, river, erosion, deposition, settlements, trade Field trip to local river take photos and sketch. Key Place The River Thymes and the River Nile	3. To locate major mountain ranges and volcanic regions on a world map. Compare a mountain region and a volcanic region. 4. To identify the Ring of Fire and explain its global position. 5. Describe the risks and benefits of living near a volcano. 6. To find out about significant explorers- Sir Edmund Hillary and Tenzing Norgay. Key vocabulary volcano, mountain, Ring of fire, eruption, summit, ridge, altitude Key Person - Sir Edmund Hillary and Tenzing Norgay	
Year 4/5 Cycle 2	North and South America • **Identify and locate the countries of North and South America** on a world map, naming major capital cities, the equator, and the Tropics of Cancer and Capricorn. • **Identify the position and significance of major geographic features** across both continents, including the Amazon Rainforest, the Andes Mountains, the Rocky Mountains, and the Mississippi River.	Hills and Coasts Landuse Patterns **1. Mapwork & Topography: Identifying Elevation & Physical Features** Learn to read contour lines and map symbols on Ordnance Survey (OS) maps to identify landforms, elevation changes, and physical features of hills and coastal areas. **2. Physical Processes: Weathering, Erosion, & Deposition** Explain how physical processes (erosion, weathering, and deposition) shape coastal features and upland hill environments over time. **3. Land Use Mapping: Settlement & Agricultural Patterns**	Earthquakes and Tectonic Plates 1. **Internal Structure of the Earth** To describe and label the internal layers of the Earth (crust, mantle, outer core, inner core) and understand their basic properties **2. Tectonic Plates & Boundaries** To explain that the Earth's crust is broken into tectonic plates and describe how they move (convergent, divergent, and transform boundaries).- Use a practical model. **3. Locating the Ring of Fire & Earthquake Zones**	

	• **Understand geographical similarities and differences** through a comparative study of a region in the UK and a region within North or South America (e.g., comparing the Lake District with the Amazon Basin or New York State). • **Describe and understand the key aspects of physical geography** in the Americas, including climate zones, biomes (such as rainforests and deserts), and vegetation belts. • **Describe and understand the key aspects of human geography** in the Americas, including types of settlement, land use, economic activity, and the distribution of natural resources like energy, food, and water. • **Use maps, atlases, globes, and digital/computer mapping** to locate countries and features, and use the eight compass points and four-figure grid references to describe the location of features on a map. Key person-Christopher Columbus. Key Location- Amazon Rainforest Key Vocabulary Continents, Biome, Rainforest, Hemisphere, Mountain Range, Urbanisation	Investigate how humans use land differently in hill environments compared to coastal zones. **4. Historical Geography: Settlements & Human Settlement Factors** Analyze why settlements developed where they did in hilly and coastal regions. **5. Environmental Change & Coastal Management** Evaluate how human activity and natural processes impact coastal and upland environments, and explore ways humans manage these changes. **6. Fieldwork & Data Collection: Local Land Use Analysis** Use fieldwork techniques to record, measure, and present land use patterns and physical features in a local or studied environment. **Key vocabulary** Topography, Contour Line, Erosion, Land Use, Coastal Defence, Settlement Pattern Key location, Milnrow, The Pennines, Blackpool and the Fylde coast	To locate major tectonic plate boundaries and identify global patterns in earthquake locations using world maps and atlases. **4. How Earthquakes Occur (Focus, Epicentre, & Seismic Waves)** To explain how seismic energy builds up and releases along fault lines, defining key terms including focus, epicentre, and seismic waves. **5.Measuring Earthquakes & Human Impact** To compare the severity of earthquakes using the Richter and Mercalli scales and evaluate the impact on human settlements. **6. Earthquake Preparedness & Resilient Design** To investigate how communities prepare for tectonic hazards through building design, emergency planning, and early warning systems. Key vocabulary Crust, Tectonic plate, fault, Epicentre, seismic waves, Ring of Fire **Key Location San Andreas Fault** *(California, USA)* **Christchurch / Canterbury** *(New Zealand)* A key primary case study showing real-world impacts, recovery, and how modern towns rebuild with earthquake-resistant structures **Mid-Atlantic Ridge** Underwater mountain range down the centre of the Atlantic Ocean.	

Year 6	Mapwork Prior learning: 8 compass points, symbols and key, scale and direction 1. Map symbols and keys 2. Physical features that are represented on maps – contours, water and wooded areas 3. Using direction, orientation and scale 4. 4 and 6 grid figure references 5. Do orienteering outside school – assessment Key vocabulary: contour, grid reference, ordinance survey, orientation, key Key Location: Local area	**<u>Biomes and Climate zones</u>** **<u>Vegetation Belts</u>** **Prior Learning** **Water cycle, rivers, settlements around rivers, trade** **<u>Lesson Objectives:</u>** 1. Identify the position and significance of latitude, longitudes, equator, southern and northern hemisphere, tropics and arctic and Antarctic circle. 2. Identify different types of climate across the world using the Koppen System 3. Identify and describe different types of biomes on maps 4. Compare and contrast 2 different climates 5. Does the climate impact the human features/ land use of an area of interest? Key vocabulary: latitude, longitude, biomes, Koppen System, vegetation Key Location: Australia Key Person: Wladimir Koppen	Our Changing World Focus – Pollution and Climate Change World Environment Day – 5th June Prior Knowledge Oceans role, Water cycle, biomes, landuse Lesson Objectives 1. Identify causes of climate change and the role of greenhouse gases. 2. Identify effects of climate change (Rising temperatures, melting ice caps, extreme weather, rising sea levels) 3. Explain how human activities cause pollution and how it affects people, animals and ecosystems. 4. Explore examples of environmental problems around the world. 5. Identify ways people can reduce pollution and protect the planet. 6. Interpret climate graphs and environmental statistics Key vocabulary: climate, pollution, sustainability, renewable energy, fossil fuels, environment. Key Person – Erin Brockovich, Greta Thunburg Key Location Trip to the recycling centre	Block 4 (1 year cycle)