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|  Squirrels Class Medium Term Planning for **Geography Summer 2023** |
| **Topic: Flight*** Mapping out migration patterns of birds
* Locating places on a map
 | Children will transition around the school with increasing independence each day/week/ Children will also access the local community by walking and minibus. |

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| **Lesson 1 - Link it.****Where have we been?**Exploring maps, globes, atlases, flags, country names. Practicing key vocabulary.Identify on a map places we have been – ask families for photos or information so we can plot it on a large map. | **Lesson 2 - Learn it****Native animals**Discuss our favourite animals and find out where they are native too. Plot our favourite animals and countries on a world map.What continent is it?What country is it?Is it near or far? | **Lesson 3 - Learn it.****Hibernate or Migrate?**Discover what migration is and which animals migrate.Sort animals by migrate or hibernate. Where do these animals live or move to? | **Lesson 4 – Check it Migration**Find on a globe/map where some migrating animals live and which direction they move.Introduce compass points and talk about which direction the animals move. Explore compass points in our outdoor area. | **Lesson 5 – Show it****Migration Maps**Children to draw simple migration maps showing where animals live and migrate to. Label map with animal, place names and direction. | **Lesson 6 - Know it****Human Migration**Now we know about animal migration, we will apply this to human migration.Discover key migration routes for humans – use compass direction and place names. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS - Understanding the World (People and Communities)**Children know about similarities and differences between themselves and others, and among families, communities and traditions.**EYFS - Understanding the World (The World)**Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.**KS1 – Geography**Geographic Skills and FieldworkPupils should be taught to:**a** use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; **b** use simple compass directions and locational and directional to describe the location of features and routes on a map; **c** devise a simple map; and use and construct basic symbols in a key; **d** use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; **e** use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.Place Knowledgea compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. Locational Knowledgea name and locate the world’s seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.  | **ELG – Investigating Places*** Talk about features of the immediate environment and how environments may differ from one another.
* Talk about changes in environments.

**ELG – Investigating Patterns*** Know about similarities in relation to places, objects, materials and living things.
* Show some understanding of environmental awareness and how it relates to everyday life

**ELG – Communicating*** Use simple geographical language to communicate ideas about various locations, functions and roles.

Recognise simple symbols or representations on maps and plans.**Y1/2 – Investigating Places*** Ask and answer geographical questions.
* Identify key features of a location to say whether it is a city, town, village, coastal or rural area.
* Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied.
* Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
* Name and locate the world’s continents and oceans.

Use aerial images and plan perspectives to recognize landmarks and basic physical features.**Y1/2 – Investigating Patetrns*** Understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country
* Identify seasonal and daily 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.

**Y1/2 – Communicating*** Use basic geographical vocabulary to refer to key physical and human features.
* Use compass directions and locational language to describe the location of features and routes on a map.
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Recapping key vocabulary and knowledge location to world geography. Identify places we have visited. | Learn about places names via animals. Plot them on world maps. Discover migration. | Use compass directions to describe migration and movements.  | Create our own migration patterns and maps. | Application of knowledge to learn about human migration patterns. |