

Medium Term Plan – Geography

Year group	Topic title	Key question & concepts	Vocabulary			Prior learning	Future learning
1/2/3	Rainforests	Can we protect our planet? <ul style="list-style-type: none"> • Conservation • Responsibility • Curiosity • Beauty 	Rainforest Climate Map River Habitat Mountain Lowlands	Equator Continent Humid Density	Ocean	Year 2/3 children will have learnt about the UK, its four countries and surrounding seas. In their Antarctic topic, children learnt about a different continent, the poles of the Earth, the equator and the temperature in a cold place on Earth. They've also undertaken local fieldwork and map making. They've used maps of the UK to plot lighthouses and considered best places for these by linking geographical features to need. Year 1 have learnt about hot and cold places and looked at aerial and photographic maps but done limited map making.	Children will learn more heavily later in the year about local physical features including river systems, how humans have shaped the landscape.

Locational knowledge

Year 1/2

- Name and locate the continent of the Americas and the oceans between the UK and the Americas (the Atlantic).
- To know the names of the local river (the test), and the Amazon river.

Year 3

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place knowledge

Year 1/2

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (the Amazon and Rio).

Year 3

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical knowledge

- Use basic geographical vocabulary to refer to key physical features, including forest, river, hill, vegetation, season, weather.

Visits/
visitors

The Living
Rainforest – 4th
October
(Newbury)

Hampshire
Countryside
Service - TBC

Analyse task



Children to have two different maps/aerial photographs of the River Test and River Amazon.

What is the source?

Two different maps/aerial photographs of rivers.

Why might the source be useful?

Picture 1 shows us the River Test in our local area (Stockbridge, Hampshire, United Kingdom) and the picture shows us the River Amazon (Brazil, South America).

This source is useful because it allows us to compare the different features of the rivers and their locations.

How does the source add to our understanding?

There is a key which helps us see different landmarks, countries, oceans and features. We can see the physical and human features of the two places and

<ul style="list-style-type: none"> To use key vocabulary to refer to human features, such as: city, town, and village, school, shops, and houses.
<u>Skills and fieldwork</u> <ul style="list-style-type: none"> To use aerial photographs, maps, atlases and globes to recognise landmarks and basic human and physical features. To be able to use, create and interpret a map.

<u>Resources</u> Farleigh mount River test School's woodland A range of books on the rainforest Range of books on deforestation A range of books on UK woodlands Book on common wildflowers (for identification during woodland walks) Globe Atlas Local maps

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gives us a birds eye view from above. It helps us to see where everything is and where the rivers travel to and from. We can also tell what the land is like around both the rivers. What other questions might we have? Population, animals, habitats
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Key question / LO	Which geography content is relevant, logical and fascinating?	Which fieldwork skills and vocabulary will be used? Which resources will support the learning?	What knowledge, understanding and skills will they take away?	What evidence will there be in children's work to support this?	Tickled pink	Growing greens
What is the difference between human and physical features? <u>LO: To use basic geographical vocabulary to refer to key physical and human features in the local area.</u>	Taking a walk through Stockbridge.	Recap/learn what a human feature is and what a physical feature is. Children to walk through Stockbridge, looking at the shops, church, school, houses, etc for human features and woodland area, lowland and river for physical features.	<i>To describe human features and identify them in our local area.</i> <i>To describe physical features and identify them in our local area.</i>			

<p>To identify the characteristics of a local woodland.</p>						
<p>To identify characteristics of a local river.</p> <p><u>Year 2 - LO: To use an atlas/map to identify where rivers are and what they're like.</u></p> <p><u>Year 3 - LO: To compare and contrast rivers</u></p> <p>SC: locate rivers on an atlas/map identify features of rivers</p>	<p>Exploring the river test.</p>	<p>Look on atlas and maps at rivers, what does a river look like on a map? Is there a river in Stockbridge? Find it on the map then walk to it. What are the features of the river bank and river? What animals do we think live there? Watch video on creatures that live in the river. Have a blank picture of a river with a bank. Children to draw what sort of things belong in a river (frogs, fish, insects, reeds), and label all of these, as well as labelling the river bank.</p> <p>Watch rivers clip</p> <p>Discuss language of source, meander and mouth – model on board (physical features)</p> <p>Chn to go back to their tables with their partner – can you explain our three words?</p> <p>JH to scribe for Maxi & George</p> <p>Come back to carpet - Begin by looking at Google Earth – what do rivers look like from above?</p> <p>Find the Amazon river</p> <p>Can we find the source, a meander and the mouth?</p> <p>Add arrows to our map on the flip</p>	<p><i>To know physical features of a river and to be able to give examples.</i></p> <p><i>To know what animals belong in a river and to give examples.</i></p> <p><i>To use an atlas/map to identify where rivers are and what they're like.</i></p>			

		<p>Discuss the birds eye views of Test and Amazon river.</p> <p>Near villages? Woodland? Forest? How wide is it? Can we see the mouth? Is it near farms? Can you find a meander?</p> <p>Year 2 – discuss and note down what they notice about the River test and Amazon River</p> <p>Year 3 – to compare the views of the amazon river and Test Way</p> <p>Chn to explore atlas copies and different maps with rivers from a birds eye point of view</p> <p>Why might people live near rivers?</p> <p>Think about why we might live in Stockbridge? What’s good about it? Why do we think people would want to live in the Amazon rainforest? Read Fernando’s gift</p>				
<p>To identify where the Amazon rainforest is.</p> <p>Y2 – <u>LO: Name and locate the world’s continents and oceans on a world map or globe</u></p> <p>Y3 – <u>LO: Compare and contrast areas of vegetation and biomes in two different locations</u></p>	<p>Getting in a “plane” and use google earth to travel to the Amazon.</p>	<p>Y3 – next step contour lines</p> <p>Watch clip – continents & oceans</p> <p>Y2 – stick labels in correct places together</p> <p>Y3 – Use word bank to write correct labels in spaces</p> <p>Tell children they’re going on a big adventure today and they need to get in a plane. Open</p>	<p><i>To know which continent the Amazon rainforest is on.</i> <i>To know which oceans surrounds the continent the Amazon rainforest is on.</i> <i>To be able to identify the Amazon rainforest on an atlas/globe/map by using knowledge on what a forest looks like.</i> <i>To know that South America is south of the equator (and we are north of the equator).</i></p>			

		<p>google earth and travel from Stockbridge to the Amazon. What oceans have we had to fly over? What continents have we flown over? What continent are we in now? Have a look at where the Amazon is, what it's near, which country it is in.</p> <p>Children to be given a map of the world and to draw their flightpath they took to get to the rainforest and label what they flew over (continents and oceans) and what continent they're now in).</p> <p>Y2 – to use their maps from earlier to fill in the sentences</p> <p>Y3 – use their maps to answer our questions</p> <p>Y3 – to compare the vegetation and biomes of UK and South America speech bubbles</p>				
<p>To know why people settle in different places.</p> <p>Y3 – <u>LO: Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features</u></p>	<p>Reading “Fernando’s Gift” and “Rainforest People”.</p>	<p>Think about why we might live in Stockbridge? What’s good about it? Why do we think people would want to live in the Amazon rainforest? Read Fernando’s gift and some of Rainforest people. Why do they live there? What’s good about living there? Children to write a letter to Fernando and ask him questions and tell him how where he lives is different to where they live and why.</p>	<p><i>To understand why Stockbridge became a town.</i></p> <p><i>To link knowledge of why Stockbridge became a town, and think about why people may settle in the Amazon rainforest.</i></p> <p><i>To be able to identify how the physical features of the Amazon rainforest would make people want to settle there.</i></p>			
<p>To identify the characteristics of an Amazonian rainforest.</p>	<p>To read “Into the forest” and use what we learnt on our trip to living rainforest to compare to our walks round Stockbridge.</p>	<p>(Split into three lessons) Look at pictures of our school trip – what was it like in a rainforest? What are the trees like in a rainforest? How are they different to here? Using atlases, look at how it looks different to the UK. What is the weather like there? Read into the forest, what do the animals look like there? How are the animals in the river different there compared to here?</p>	<p><i>To know the key physical and human feature differences between our woodland and the Amazon.</i></p> <p><i>To know the key physical and human feature differences between the river Test and the river Amazon.</i></p> <p><i>To be able to understand what the Amazonian rainforest is like by identifying different animals that live there.</i></p>			

			<i>To understand what it is like in the Amazonian rainforest by looking at maps and atlases of it.</i>			
<p>How and why do people use the rainforest?</p> <p><u>Y2/3 - LO: To discuss the importance and uses of the rainforest</u> SC: explain the term deforestation Reflect on why we must conserve our forests and woodlands</p>	<p>Reading “why are jungles in danger?” and watching aerial clips of deforestation.</p>	<p>Start by talking about how people could use the rainforest, what resources are there that helps them live? Think back to Fernando’s gift and rainforest people, what did they use in the rainforest?</p> <p>Use pages from let’s save the Amazon – Why we must protect our planet. People, trees, food, medicine and animals</p> <p>Then have a think about deforestation – has anybody heard of it before? What is it? Look at aerial images of deforestation happening and read why are jungles in danger? https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk</p> <p>Children to make a poster on stopping deforestation, thinking about what we could do to stop it.</p> <p>Y2 – how can we protect our forests? What is deforestation? Y3 – how can we conserve our forests? How is deforestation a danger?</p>	<p><i>To use knowledge on why people settle in the rainforest to know how people may use it. To use aerial images to see how people damage the rainforest by using it unsustainably.</i></p>			
<p>To identify the similarities and differences between Brazil and the UK.</p> <p>Y2 – <u>LO: Describe and compare human and physical features seen in their local environment and other places in the world</u></p> <p>Y3 – LO: Make comparisons of the same geographical features in different countries</p>	<p>Watch a video clip on Rio.</p>	<p>Where is Rio? Have a look on maps and see – realise that it is in Brazil, where the rainforest is. Look at aerial images and maps and see how this looks different to the amazon rainforest we’ve been looking at. What features can we see using our skills on reading maps? Then watch video – what do we notice? Watch clip on flip</p> <p><u>Retrieval</u> – continents around the world Y2 – locating Brazil and features of a map</p> <p><u>Retrieval</u> – locating features on a map Y3 – sorting physical and human features from pictures</p>	<p><i>To understand and name the differences in human features between Rio and the Amazon rainforest. To understand and name the differences in human features between Rio and Stockbridge. To use an atlas and aerial images to describe these differences.</i></p>			

Multi-cultural focus – Tell daily story of life in Rio, how does it compare to ours?
Then look at the pictures and piece them together.

Comparison
Y2 – discussion together
Y3 – partner comparison

Think about how this is different to the UK – how does Rio differ from Stockbridge? What is the same and what is different? Have pictures of all three places (Stockbridge, Rio, rainforest), and get children to write about the differences and similarities between all of them.