
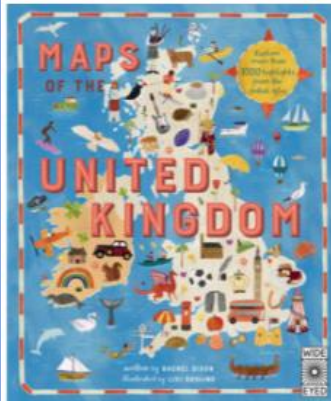

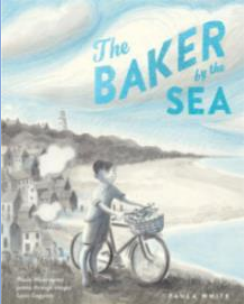





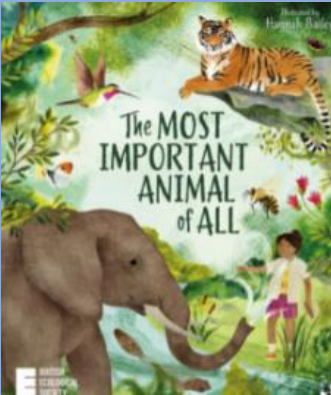

MTP Autumn 2024- 2025		Vocabulary	Locational Knowledge	Place Knowledge (Similarities and Differences)	Geography Skills and Fieldwork	Human & Physical Geography	Links
KS1	<p>What is at our local park? How do people get there? Y1 Our Local Park Lessons 1 – 3</p> 	<p>Grid reference Compass Human features Physical features Land use</p>	<p>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 the school in relation to the coast and the nearest town or city</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Compare plans and maps to their observations of the local area</p>	<p>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 observation).</p> <p>The basic symbols used in a key on a map to identify human and physical features (rivers, forests, towns, villages, farms, houses)</p> <p>How to use and apply basic grid references (A1, B1) and basic compass directions (north, south, east and west)</p>	<p>Use aerial photographs to recognise landmarks and basic human and physical features in the local area</p>	 <p>Links to maths and science</p>
LKS2	<p>What are the key geographical characteristics of the UK and my region?</p>	<p>aerial photograph, atlas, beach, characteristics, city, coast,</p>	<p>Children learn about the key geographical</p>	<p>Children look at how types of land use have changed</p>	<p>Children explore different types of maps and</p>	<p>Children explore the human and physical</p>	

	<p>Y3 The United Kingdom Lessons 1 - 6</p> 	<p>compass, compass rose, continent, country, county, eastings, elevation, factory, farm, forest, harbour, hill, house, human processes, landmark, landscape, land use, locality, location, map, mountains, northings, ocean, office, pattern, physical, population, processes, region, river, rural, scale, shop, symbol, topographical, urban, valley, village.</p>	<p>characteristics of the United Kingdom.</p> <p>Children learn about the different countries of the United Kingdom and the regions within England.</p> <p>Children will use maps and atlases to explore the UK and their local region while learning to use a compass, four-figure grid references, keys and symbols.</p>	<p>over time.</p>	<p>compare, e.g. political maps and OS maps explore how maps of local areas have changed over time</p> <p>Children begin to explore six-figure grid references</p>	<p>features of the UK, including the types of settlements, key topographical features</p>	 <p>Links to history and historical maps</p>
<p>UKS2</p>	<p>What will our coastline look like in 50 years? Y4 Coastal Erosion Fieldwork Lessons 1 - 4</p>  <p>https://www.edp24.co.uk/news/business/20764103.shocking-global-warming-map-shows-swathes-east-anglia-water-2050/</p>	<p>Erosion Four figure grid references Physical features Eight points of a compass</p>	<p>How to identify the key physical features of Gt Yarmouth coastline using symbols on a map.</p> <p>How to use the eight points of a compass, four-figure grid references, to communicate knowledge of Gt Yarmouth in relation to the</p>	<p>Explain own views about Gt Yarmouth and what is happening there to answer the lead question</p> <p>Look at what the coastline will look like in 50 years</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate Gt Yarmouth and surrounding areas</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. Know how some aspects of the land/coast have changed over time (erosion)</p>	 <p>Links to history – Reedham church and historical water lines</p>




	https://coastal.climatecentral.org/map/1/1/-0.1212/51.4848/?theme=sea_level_rise&map_type=year&basemap=roadmap&contiguous=true&elevation_model=best_available&forecast_year=2050&pathway=ssp3rcp70&percentile=p50&refresh=true&return_level=return_level_1&rl_model=coast_rp&slr_model=ipcc_2021_med		rest of the United Kingdom				
MTP Spring 2024-2025		Vocabulary	Locational Knowledge	Place Knowledge (Similarities and Differences)	Geography Skills and Fieldwork	Human & Physical Geography	Links
KS1	<p>Where in the world are we? Y1 The World and my school Lessons 1 – 6</p> 	<p>atlas, beach, capital, city, climate, coast, continent, country, factory, farm, forest, hill, house, landmark, land use, location, map, mountains, ocean, office, plan perspective, river, seasonal, shop, town, trade, valley, village, volcano, weather</p>	<p>Children look at space and scale by looking at their classroom location using a planned perspective of the school.</p> <p>Children explore the location of their town within the United Kingdom and learn about the UK's four countries and capital cities.</p>	<p>Children look at the location of their school on their street, including some of the other key human and physical features of the area.</p> <p>Children look at where the United Kingdom is in the world, learn the names of the continents and oceans and look at weather and climate across the globe.</p>	<p>Children use atlases, maps and globes to explore the world</p>	<p>Children build human and physical landmarks from Lego or junk modelling</p> <p>Children identify human and physical features in the street where their house is</p> <p>Children learn about the weather in other contrasting countries in the world</p>	 <p>How people live together in harmony</p>
LKS2	<p>What is the weather like on my school grounds? Y4 Weather and Climate Lessons 1 – 5</p>	<p>atmosphere, climate, climate zone, equator, forecast, meteorologist, mild, precipitation, temperate, temperature, weather, analyse, anemometer,</p>	<p>Children understand weather forecasts, children will learn about the symbols used to display weather conditions. They will also be</p>	<p>Children will learn about the six main climate zones and the weather conditions in each. For instance, they will understand</p>	<p>Children will be encouraged to make informed choices to decide which weather phenomena they want to observe and</p>	<p>Children research previous weather trends and patterns in their local area. Children explore the effects of</p>	 <p>Links to science</p>


		<p>axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line graph, monitor, North Pole, observe, okta, record, reflect, pictogram, poles, present, rain gauge, reflect, South Pole, table, thermometer, vertical, weathervane</p>	<p>introduced to various weather instruments such as anemometers, rain gauges, and thermometers, and their uses in measuring wind speed, rainfall, and temperature respectively.</p>	<p>that the UK falls under the temperate climate zone, while other countries may have different climate zones</p>	<p>measure. They will collect and record weather data from the school grounds using these instruments. They will analyse the collected data and identify weather trends and patterns. Children will evaluate the fieldwork they have carried out.</p>	<p>climate change in their local area.</p>	
UKS2	<p>What the differences and similarities between Norfolk and W. America? Y5 My Region and Western America Lessons 2, 3, 4, 7, 8, 9</p> 	<p>The Equator Northern & Southern Hemisphere Tropics of Cancer & Capricorn Arctic and Antarctic Circle Longitude & Latitude Time zones (including day and night)</p>	<p>Know how countries and geographical regions are interconnected and interdependent.</p>	<p>Compare and debate the geographical diversity of England with a contrasting country in a different Hemisphere</p>	<p>Use atlases, tables and graphs to understand time zones and temperature differences in the tropics</p>	<p>Know how choices made by humans in diverse populations impact climate, pollution and the environment</p>	 <p>Links to PSHE</p>
MTP Summer 2024- 2025		Vocabulary	Locational Knowledge	Place Knowledge (Similarities and Differences)	Geography Skills and Fieldwork	Human & Physical Geography	Links

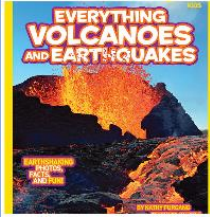

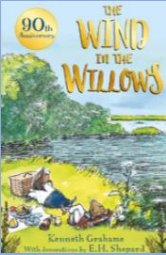



KS1	<p>Do our school grounds support plant life? Y1 School Grounds Lessons 1 – 3</p> 	<p>aerial view, cardinal points, collection methods, compass, data, direction, facilities, fieldwork, human features, investigation, journey, maps, map key, observations, physical features, pictogram, plant life, position, record, route, sketch map, symbols, tally chart</p>	<p>Children explore the school grounds naming and describing what they see (e.g. different areas: buildings, playgrounds, planters, sensory gardens, field, forest school) and how these areas are used.</p> <p>Children will learn about compasses and the simple use of directional language.</p>	<p>Children will devise simple maps, including map symbols to represent their observations.</p> <p>Investigate environmental issues such as the conservation of plant life.</p>	<p>Children will study data collection methods and choose appropriate methods according to their enquiry.</p> <p>They will use first-hand sensory exploration and observations to investigate the key features of their school grounds.</p>	<p>Children will reflect upon the data collected to answer how their school grounds support and encourage plant life.</p> <p>Children will present their data to answer their enquiry.</p>	 <p>Links to mathematics include handling, collecting and interpreting data, shape, space and measure (coordinates).</p> <p>Links to ICT, including using internet search engines.</p> <p>Investigate environmental issues such as the conservation of plant life.</p> <p>Links to science identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees.</p>
LKS2	<p>How can we make our school environment more bee friendly?</p>	<p>analyse, bar chart, biodegrade, blueprint, cardinal</p>	<p>Children will observe bees in their natural</p>	<p>Children investigate the key issues</p>	<p>Children learn how important bees are for</p>	<p>Children record and evaluate the</p>	<p>links to mathematics include</p>

	<p>Y3 The Conservation of Bees Lessons 1-5</p> 	<p>points, colony, compass, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis</p>	<p>habitat and carry out improvement works on school grounds to help conserve and protect bees.</p>	<p>affecting bees using a case study in East of England</p>	<p>humans and the natural world</p> <p>Children learn the dangers facing bees and how they can be conserved.</p>	<p>effectiveness of bee conservation in school</p>	 <p>handling, collecting and interpreting data, shape, space and measure (coordinates)</p> <p>links to ICT, including using internet search engines</p> <p>citizenship issues such as topical social issues, expressing and explaining viewpoints</p> <p>Science: the life cycle of bees</p>
<p>UKS2</p>	<p>How can our school reduce its plastic waste? Y6 Sustainability Lessons 1 – 4</p>	<p>audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery,</p>	<p>Children learn what plastic is and its uses.</p>	<p>Children look at places where plastic is a problem: India, Great Pacific Garbage Patch</p>	<p>Children will investigate ways to reduce plastic waste in school and conduct fieldwork before recording, presenting and evaluating the collected data.</p>	<p>Children will learn about the problems associated with plastic relating to human geography</p>	 <p>Links to mathematics include handling, collecting and interpreting data, shape, space and</p>

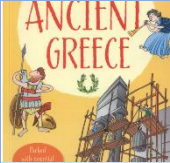


		survey, synthetic					<p>measure (coordinates).</p> <p>Links to ICT, including using internet search engines.</p> <p>Citizenship issues such as topical social issues, expressing and explaining viewpoints. Science: Rock formation, renewable and non-renewable energy sources.</p>
MTP Autumn 2025-2026		Vocabulary	Locational Knowledge	Place Knowledge (Similarities and Differences)	Geography Skills and Fieldwork	Human & Physical Geography	Links
KS1	<p>What is the weather like on my school grounds? Y2 Weather and Climate Lessons 1 – 5</p> 	analyse, atmosphere, axes, bar chart, climate, climate zone, equator, evaluate, forecast, key, meteorologist, mild, okta, pictogram, poles, precipitation, present, rain gauge, reflect, table, temperate, temperature, thermometer, symbol, weather, weathervane	Children learn about basic climate zones and the conditions in cold, hot and temperate climate zones.	Children learn about the differences between weather and climate.	<p>Children learn about weather forecasts and the symbols used to display weather conditions.</p> <p>Children will learn about various weather instruments before collecting and recording weather data from the</p>	Research a country in a different climate zone and make an information poster giving information about the location and the climate	 <p>Links to mathematics include handling, collecting and interpreting data, shape, space and measure (coordinates).</p>

					school grounds. Children will analyse the collected data and evaluate the fieldwork they have carried out.		Writing at length to create a fact file on the weather in the UK.
LKS2	<p>What are the similarities and differences between my region and Campania, Italy?</p> <p>Y4 My Region and Campania, Italy Lessons 1-4, 8, 10, 11</p> <p>Resources from Campangia - leaflets and maps chrome-extension://efaidnbnmnipcajpcglclefindmkaj/https://www.sunvil.co.uk/LiveSiteAssets/Brochures/Italy%20and%20Sicily/Amalfi-Coast-And-Campania.pdf</p>	<p>Population density Physical geography Land use Human geography</p> 	Children know the names and locations of some of the countries of Europe	Children can use geographical language and resources to compare the size of European countries. Children can compare the population density of some European countries	Children can graph findings to enable comparisons between human and physical characteristics. Children know why the physical geography of a country affects the population size	Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features	 <p>Links to science and ICT</p>
UKS2	<p>How sustainable is the UK's economic activity?</p> <p>Y6 The Economic activity of the UK</p> <p>Lessons 2 -6, 9</p>	<p>agriculture, artificial intelligence, automation, capture, chart, consumption, contaminate, controversial, desalination, disposal, drought, economy, economic activity, ecient, element, energy, environmental, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hierarchy,</p>	Children make an in-depth study into the economic activity of the United Kingdom.	<p>Children learn about the three main economic sectors and how each impacts the UK's economy and where these are most busy.</p> <p>Research the economic activity of a different country in Europe or North America.</p>	Children will learn about different economic activities in the United Kingdom and their sustainability.	Children will learn about different economic activities in the United Kingdom relating to human geography	 <p>Research an example of an economic activity in one of the sectors of the UK economy and create a presentation.</p>

		hydrologist, import, industry, industrial land, interview, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, sustainable, source, tax, topography, urban, virtual water, waste					
MTP Spring 2025 - 2026		Vocabulary	Locational Knowledge	Place Knowledge (Similarities and Differences)	Geography Skills and Fieldwork	Human & Physical Geography	Links
KS1	<p>What are the similarities and differences between my local area and Tromso, Norway?</p> <p>Y2 My Local Area and Tromso, Norway</p> <p>Lessons 1, 3, 5, 6, 7, 8</p> 	aerial photograph, atlas, beach, capital. characteristics, city, cliff, climate, coast, compass, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, key, landmark, locality, location, map, mountain, North Pole, ocean, office, port, river, sea, season, shop, soil, South Pole, symbol, temperate, town, valley, vegetation, village, weather	Children use atlases and globes to discover the world, including the seven continents and five oceans, the countries, capital cities and surrounding seas of the UK and the equator and poles.	Children learn the geographical human and physical features of Tromso in Norway and compare them to the geographical features of their own local area.	Children develop fieldwork and map skills, creating maps of the school and local area. Children explore different types of maps – political, physical, OS. Children create a map of their home or the area around their house.	Children learn the geographical human and physical features of Tromso in Norway and compare them to the geographical features of their own local area. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality area.	 <p>Links to art and maths</p> <p>Links to Xmas and PSHE through book – Mayor of Oslo true story</p>

LKS2	<p>Extreme Earth - Mountains, volcanoes and Earthquakes Y4 My Region and Campania, Italy</p> <p>Lessons 5-7</p> 	<p>Natural disaster Physical geography Earthquake Volcano Seismometer Tsunami Prone Settlement Water cycle</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 and Volcanoes</p>	<p>Know the elements of the water cycle</p>	 <p>Links to science Links to history</p>
UKS2	<p>What are the features of my local rivers? Y5 Rivers Lessons 1 – 4</p> 	<p>Mouth Source Meander Delta Tributary Northings Eastings</p>	<p>Identify the start and end of a local river using maps and visits</p> <p>Understand the water cycle</p>	<p>Describe the journey of a river comparing its size and use in different local places</p>	<p>Know and describe the physical features of rivers. Ask and answer questions about the physical and human characteristics of a location.</p>	<p>Know how to use the eight points of a compass and four-figure grid references to communicate knowledge of rivers and seas. Use fieldwork sketches of maps and digital technologies to observe and locate local rivers.</p>	 <p>Links to ICT and art</p>
MTP Summer 2025 - 2026		Vocabulary	Locational Knowledge	Place Knowledge (Similarities and Differences)	Geography Skills and Fieldwork	Human & Physical Geography	Links
KS1	<p>What are the similarities and differences between my local area and Tulum, Mexico? Y2 My Local Area and Mexico</p>	<p>aerial photograph, atlas, beach, capital, characteristics, city, cliff, climate, coast, compass, continent,</p>	<p>Children use atlases and globes to discover about the world, including the seven</p>	<p>Children will learn the geographical human and physical features of Tulum in Mexico</p>	<p>Begin to explore an 8 point compass.</p> <p>Explore different types</p>	<p>Explore some more advanced map features e.g. grid references.</p>	

	<p>Lessons 1 - 4, 7, 8</p> 	<p>country, equator, factory, farm, fieldwork, forest, harbour, hill, house, key, landmark, locality, location, map, mountain, North Pole, ocean, office, port, river, sea, season, shop, soil, South Pole, symbol, temperate, town, valley, vegetation, village, weather</p>	<p>continents and five oceans, the countries, capital cities and surrounding seas of the UK and the equator and poles.</p>	<p>and compare them to the geographical features of their own local area.</p>	<p>of maps – political, physical, OS.</p> <p>Children will develop fieldwork and map skills creating maps of the school and their local area.</p>	<p>Create a map of their home or the area around their house.</p>	<p>Links to PSHE, art and ICT</p>
	<p>What facilities are in my local area, and how do people travel there? Y4 Land Use Lessons 1 – 4</p> 	<p>analyse, bar chart, city, commuters, evaluate, facilities, hamlet, land use, line graph, population, questionnaire, raw materials, re-urbanisation, rural, semi-rural, settlement, site, suburb, suburban, tally chart, town, urban, village</p>	<p>Children learn about the places around them and begin looking for land use patterns.</p>	<p>Children learn about the places around them looking at what they have learned about other countries and begin looking for land use patterns.</p>	<p>Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing.</p>		 <p>Links to mathematics include handling, collecting and interpreting data, shape, space and measure (coordinates).</p> <p>Citizenship issues, such as topical social issues, expressing and explaining viewpoints.</p> <p>History links, including work on phases of</p>

							English settlement and transport developments.
UKS2	<p>What are similarities and differences between my region and the South Aegean, Greece? Y3 European region Comparison (South Aegean) Lessons 1 – 4, 8, 11</p>  	<p>Similarities Differences United Kingdom Contrasting Non- European Country City Town Village Coastal Rural Physical geography Human geography</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 to use the key features of a location to say whether it is a city, town, village, coastal or rural area.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place?)</p> <p>What do people do in this place? How do children live 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>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use maps to identify a contrasting non- European country</p>	 <p>Links to PSHE and cultural diversity</p> <p>Links to history</p>