

KS1 Geography Medium Term Planning - Cycle B

KS1	Main Enquiry question	Coverage	Key Knowledge	Fieldwork element	Diversity	Enrichment	Assessment Focus
Autumn 1							
Autumn 2							
Spring 1	Where would you prefer to live: England or Kenya?	<ul style="list-style-type: none"> 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 Use maps, atlases and globes to identify areas studied 	<ul style="list-style-type: none"> Know the main differences (human and physical) between a place in England and that of a small place in a non-European country Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world 	<p>https://www.bbc.co.uk/bitesize/topics/zqj3n9g</p> <p>Do people in our area think England or Kenya is a better place to live? Public survey. Look at maps of the local area and decide on suitable location- give reasons why. Plan question and recording. This could be broken down into subcategories like better wildlife, better weather, better jobs etc or ask the public to choose England Kenya and record reasons. Analyse results</p> <p>Explore our school area/ local area- Compare and contrast</p>	BAME in the community.	Food tasting, African Drumming, animal actions and masks	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</p> <p>Use maps to locate places.</p>
Spring 2	<p>Ensure Misconceptions are not reinforced.</p>						
Summer 1							

<p>Summer 2</p>	<p>Why do we love to be beside the seaside?</p>	<ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<ul style="list-style-type: none"> • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Identify the following human geographical features: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q</p> <p>What type of shells and pebbles can you find on the beach?</p> <p>Use of hoops as an introduction to sampling.</p> <p>Classify and sort shells/ stones.</p> <p>Compare different areas of the beach</p> <p>How do people use our local coastline?</p> <p>Enquiry- see resources</p>	<p>How can we make the seaside accessible for all?</p>	<p>Trip to the seaside</p> <p>Make a beach in school.</p> <p>Beach items</p>	<p>U Primary School</p> <p>photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and</p> <p>construct basic symbols in a key.</p> <p>Label photos taken during beach trip with human and physical features/ memories/ experiences.</p> <p>Make a simple map of beach area.</p>
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<p>GDS Opportunities</p>	<ul style="list-style-type: none"> • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world? • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? • Can they explain how the weather affects different people? • Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass?
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