

PICKHURST ACADEMY

GEOGRAPHY MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Prroud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

INTENT

Rising Stars Geography provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on geographical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions. Before embarking on implementing the Rising Stars Geography Curriculum it is important for the teacher to take some time to consider carefully if these principles are consistent with the broader school curriculum and apply to their pupils. They can then adapt and make any necessary changes to the content prior to teaching.

Year 3

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 2	Climate and Weather To explore the difference between weather and climate.	Climate and Weather To recognise some characteristics of the polar climate and the tundra biome.	Climate and Weather To explore the geographical features of the tropical desert climate zone.	Climate and Weather To explore the geographical features of the tropical rainforest climate zone.	Climate and Weather To demonstrate knowledge of climate, biomes and weather and how they affect lives.	Climate and Weather Big Finish To evaluate my learning progression of climate and weather.
Spring 2	Our World: Where on Earth are we? To understand that	Our World: Where on Earth are we? To demonstrate the	Our World: Where on Earth are we? To be able to	Our World: Where on Earth are we? To learn more about	Our World: Where on Earth are we? To understand the	Our World: Where on Earth are we? Big Finish

	flat 2D maps and spherical 3D physical and political globes all represent our world, but in different ways.	relationship between maps and globes and how they relate to addresses	identify the position of lines of latitude considering the aspects of the Northern and the Southern hemispheres.	longitude and the Earth's daily rotation and its effects.	importance of the International Date Line and time around the world.	To describe the significance of latitude and longitude and their relation to co-ordinates.
Summer 2	Coasts To name and locate (some) counties and cities of the UK.	Coasts To know about key topographical or physical features of a coastal area	Coasts To describe, compare and contrast natural features of coasts using geographical vocabulary	Coasts To identify economic activities found in built coastal areas	Coasts To research a coastal area and identify tourism opportunities	Coasts Big Finish To present my research and reflect on knowledge of coastal areas
Year 4						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 2	The Americas – Can you come on a Great American Road Trip? To use the eight points of the compass, with an atlas, map and/or Google Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states.	The Americas – Can you come on a Great American Road Trip? To research South American regions, countries and cities, and improve knowledge about the differences between continent, country and city.	The Americas – Can you come on a Great American Road Trip? To research some countries and cities in North and South America, and identify similarities and differences.	The Americas – Can you come on a Great American Road Trip? To be able to name, locate and describe some of the main environmental regions of North and South America.	The Americas – Can you come on a Great American Road Trip? To research the historic Route 66 and some of the cities it went/goes through.	The Americas – Can you come on a Great American Road Trip? To present my research reflecting the human and physical geography of Route 66
Spring 2	Rivers and the Water Cycle – How does water go round and round? To introduce the land part of the water cycle using geographical vocabulary.	Rivers and the Water Cycle – How does water go round and round? To introduce the sky (atmosphere) and its role in the water cycle.	Rivers and the Water Cycle – How does water go round and round? To learn about a major UK river – the River Thames – and to follow a river from source to mouth.	Rivers and the Water Cycle – How does water go round and round? To explore the ways in which people use and change some of the world's major rivers.	Rivers and the Water Cycle – How does water go round and round? To introduce the land part of the water cycle using geographical vocabulary.	Rivers and the Water Cycle – How does water go round and round? To model a river or stream, and to see how changes in water flow affect the river or stream.

Summer 2	Earthquakes and Volcanoes – How does the Earth shake, rattle and roll? To understand the causes, outcomes and location of earthquakes.	Earthquakes and Volcanoes – How does the Earth shake, rattle and roll? To understand the causes, outcomes and locations of volcanoes.	Earthquakes and Volcanoes – How does the Earth shake, rattle and roll? To understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today.	Earthquakes and Volcanoes – How does the Earth shake, rattle and roll? To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones.	Earthquakes and Volcanoes – How does the Earth shake, rattle and roll? To provide an opportunity to investigate recent earthquakes, volcanic eruptions and the associated issues.	Earthquakes and Volcanoes – How does the Earth shake, rattle and roll? To create a Big Finish by making a working model of a volcano
Year 5						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 2	Changes in our Local Environment To name and locate some key topographical features of the UK and your own region.	Changes in our Local Environment To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable.	Changes in our Local Environment To understand that regions change over time and that change is continual.	Changes in our Local Environment To understand that change is happening in the local area, and that changes will continue to happen.	Changes in our Local Environment To explain how the local area has changed and how it might change in the future.	Changes in our Local Environment To understand how the local area has changed and to consider what it might be like in the future.
Spring 2	Study of the Alpine Region To use physical and political maps to identify a region in Europe.	Study of the Alpine Region To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing.	Study of the Alpine Region To understand how homes are designed to suit their physical location.	Study of the Alpine Region To understand the importance of the tourist industry to Alpine communities and to understand that tourism brings advantages and disadvantages.	Study of the Alpine Region To understand how avalanches have influenced the Alpine landscape.	Study of the Alpine Region To create a resource to inform tourists about the Alpine region.
Summer 2	Journeys- Clothes and Trade To understand that	Journeys- Clothes and Trade To understand that	Journeys- Clothes and Trade To understand that	Journeys- Clothes and Trade To investigate	Journeys- Clothes and Trade To understand the	Journeys- Clothes and Trade To explain the

	our food and clothes can come from all over the world	each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl	clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed	locally made and grown products available in our area, and to investigate locally imported products available in our area	perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others	journey of a product to your home.
Year 6						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 2	South America: The Amazon To understand what the Amazon is, and where it is located	South America: The Amazon To understand the Amazon's climate, and how the native animals are adapted to it	South America: The Amazon To research the Amazonian city of Manaus	South America: The Amazon To understand what life is like in the Amazon, and how it is changing	South America: The Amazon To understand how the Amazon is being damaged and how it can be protected	South America: The Amazon To understand the value of the Amazon and how it can be protected
Spring 2	Protecting The Environment To understand the threats to the health of our planet and some possible solutions	Protecting The Environment To understand what minerals are and question if they can be used sustainably	Protecting The Environment To understand the different types of energy available, and their advantages and disadvantages	Protecting The Environment To understand the importance of protecting the oceans	Protecting The Environment To carry out an enquiry into sustainability	Protecting The Environment To be able to explain how a particular environmental issue has been caused and suggest some possible solutions
Summer 2	Residential Trip	Our world in the Future - To understand the different topographical features of an area. - To plan and carry out fieldwork to answer a given enquiry question	Our world in the Future To understand how and why housing needs change over time	Our world in the Future To understand the importance of local work opportunities to the community	Our world in the Future To understand that communities need a range of accessible amenities and public services	Our world in the Future To plan for a sustainable future for our area