



Cherry Tree Academy Medium Term Geography Cycle A

Autumn 2		
LKS2	Settlements and Land Use in West Yorkshire	
	Year 3	Year 4
		<p>L1: What are settlements? L2: Where is the best place to site a settlement? L3: How are Settlements placed into a hierarchy? L4: What are the different settlement types and shapes? L5: Can I design a settlement and write up a settlement design?</p>
Key Concepts to assess	<p>L1: Children will know that a settlement is where people live and can be as small as one house in a remote area to large cities. Children understand some settlements also have a special use, or function eg Port in Hull due to human and physical features L2: Children can identify human and physical characteristics of West Yorkshire and understand that facilities such as schools, motorways, leisure facilities make places more appealing. L3: Children will learn that settlement hierarchy is a way of arranging settlements into a hierarchy based upon their population. L4: Children will learn that the main types of settlement are rural and urban, and the main shapes are nucleated and dispersed. L5: Children to design a rural or urban settlement and write about the function and facilities.</p>	<p>L1: Children will know that a settlement is where people live and can be as small as one house in a remote area to large cities. Children will understand some settlements also have a function e.g. Port in Hull due to human and physical features. Children will research functions of other settlements in West Yorkshire. L2: Children can identify human and physical characteristics of West Yorkshire and understand that facilities such as schools, motorways, leisure facilities make places more appealing. Children to compare the facilities in Pontefract and Leeds. L3: Children will learn that settlement hierarchy is a way of arranging settlements into a hierarchy based upon their population. Children will put settlements in west Yorkshire in the order of hierarchy. L4: Children will learn that the main types of settlement are rural and urban and the main shapes are nucleated and dispersed. Children will label maps of settlements in West Yorkshire as rural, urban, nucleated or dispersed. L5: Children to design a rural and urban settlement and write about the function and facilities and shape of settlement.</p>
Vocabulary	Settlement, remote, large, function, human and physical features, West Yorkshire, facilities, hierarchy, Hamlet, village, town, city, metropolis, population, dense, rural, urban, shapes, nucleated, dispersed, design.	Settlement, remote, large, function, human and physical features, West Yorkshire, Pontefract, Leeds , facilities, order , hierarchy, Hamlet, village, town, city, metropolis, population, dense, rural, urban, shapes, nucleated, dispersed, design.
Experiences	Trip to York	
SMSC		
British Values		
School Values		



Cherry Tree Academy Medium Term Geography Cycle A

Spring 2		
Europe with a Study of Italy		
LKS2	Year 3	Year 4
	<p>L1: Where is Europe? L2: What are Europe's climate zones and biomes? L3: What is Europe like? L4: Where is Italy? L5: What is Rome like?</p>	<p>L1: Where is Europe? L2: What are Europe's climate zones and biomes? L3: What is Europe like? L4: Where is Italy? L5: What is Rome like?</p>
Key Concepts to assess	<p>L1: Children can locate and name European countries. L2: Children know that biomes are areas of the planet with similar climates, landscapes, animals and plants. They know that what lives in each biome depends on how warm or cold it is, how dry or wet it is, how fertile the soil is. Children will describe the European climate. L3: Children can identify and describe the environmental regions of Europe based on physical features e.g. coniferous/deciduous forest regions, tundra, mountains, Mediterranean areas. L4: Children locate Italy on a map of Europe and use 8 compass points to describe the location of Italy in relation to the UK. L5: Children can identify the human and physical features of Rome.</p>	<p>L1: Children can locate and name European countries and their capital cities. L2: Children know that biomes are areas of the planet with similar climates, landscapes, animals and plants. They know that what lives in each biome depends on how warm or cold it is, how dry or wet it is, how fertile the soil is. Children will learn about the European climate. Children can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. L3: Children can identify and describe the environmental regions of Europe based on physical features e.g. coniferous/deciduous forest regions, tundra, mountains, Mediterranean areas. Children will compare physical features of Scandinavia and Spain. L4: Children locate Italy on a map of Europe and use 8 compass points to describe the location of Italy in relation to the UK, Spain and Scandinavia. L5: Children can identify the human and physical features of Rome and Vatican City. Children know that Vatican City is a country within Rome.</p>
Vocabulary	<p>Europe, countries, biomes, climate, landscape, warm, cold, wet, dry, fertile, regions, physical, coniferous, deciduous, tundra, Mediterranean, Italy, compass, north, northeast, east, southeast, south, southwest, west, northwest, human features, Rome.</p>	<p>Europe, countries, capital, biomes, climate, landscape, warm, cold, wet, dry, fertile, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, regions, physical, coniferous, deciduous, tundra, Mediterranean, compare, Scandinavia, Spain, Italy, compass, north, north east, east, south east, south, south west, west, north west, human features, Rome, Vatican City.</p>
Experiences		
SMSC	Through learning about European countries, biomes, and environmental regions, children develop an appreciation for global diversity and environmental stewardship.	
British Values	Exploring the human and physical features of Rome fosters an understanding of cultural heritage and diversity, promoting respect and tolerance among children.	
School Values		



Cherry Tree Academy Medium Term Geography Cycle A

Summer 2		
Comparison of West Yorkshire and region in Italy		
LKS2	Year 3	Year 4
	<p>L1: How can Italy and the UK be compared?</p> <p>L2: What are the similarities and differences between Italy and the UK?</p> <p>L3: What are the similarities and differences between the West Yorkshire and Lazio?</p> <p>L4: What are the similarities and differences between Rome and Pontefract?</p> <p>L5: How do the case studies compare?</p>	<p>L1: How can Italy and the UK be compared?</p> <p>L2: What are the similarities and differences between Italy and the UK?</p> <p>L3: What are the similarities and differences between the West Yorkshire and Lazio?</p> <p>L4: What are the similarities and differences between Rome and Pontefract?</p> <p>L5: How do the case studies compare?</p>
Key Concepts to assess	<p>L1: Children will compare and contrast the climate and landscape of the UK and Italy.</p> <p>L2: Children will compare and contrast geographical similarities and differences of human and physical geography in West Yorkshire and a region in a European country in Italy e.g. Tuscany.</p> <p>L3: Children will compare and contrast geographical similarities and differences of human and physical geography in West Yorkshire and a region in a European country in Italy e.g. Lazio.</p> <p>L4: Children will compare human features of Pontefract and Rome.</p> <p>L5: Children will compare the climate, population and settlement types of Pontefract and Rome.</p>	<p>L1: Children will compare and contrast the climate, landscape and population of the UK and Italy.</p> <p>L2: Children will compare and contrast geographical similarities and differences of human and physical geography in West Yorkshire and a region in a European country in Italy e.g. Tuscany. Children will locate and label physical features such as rivers, mountains and coastal areas on a map.</p> <p>L3: Children will compare and contrast geographical similarities and differences of human and physical geography in West Yorkshire and a region in a European country in Italy e.g. Lazio. Children will locate and label physical features such as rivers, mountains and coastal areas on a map.</p> <p>L4: Children will compare human features of Pontefract, Rome and Vatican City.</p> <p>L5: Children will compare the climate, population and settlement type and shape of Pontefract and Rome.</p>
Vocabulary	Climate, landscape, UK, Italy, compare, similarities, differences, European, region, West Yorkshire, Tuscany, human, physical, Lazio, Pontefract, Rome, population, settlement, rural, urban.	Climate, landscape, population, UK, Italy, compare, similarities, differences, rivers, mountains, coastal, European, region, West Yorkshire, Tuscany, human, physical, Lazio, Pontefract, Rome, Vatican City, population, settlement, rural, urban, nucleated, dispersed
Experiences	Local walk to Pontefract	
SMSC	By comparing the climate and landscape of the UK and Italy, children gain an appreciation for different environments and cultures across Europe.	
British Values	Exploring similarities and differences between Pontefract and Rome in terms of human geography promotes understanding and respect for diverse communities and lifestyles.	
School Values		