



Cherry Tree Academy Medium Term Geography Cycle A

Autumn 1		
KS1	Continents and Oceans	
	Year 1	Year 2
	<p>L1: What are the seven continents? L2: Which continent do we live in and what are the characteristics of Europe? L3: What are the characteristics of Africa? L4: What are the characteristics of Oceania? L5: What are the characteristics of Antarctica? L6: What is an ocean? What are the five oceans of the world? L7: Where are the hot and cold places of the world?</p>	<p>L1: What are the seven continents? L2: Which continent do we live in and what are the characteristics of Europe? L3: What are the characteristics of Africa? L4: What are the characteristics of Oceania? L5: What are the characteristics of Antarctica? L6: What is an ocean? What are the five oceans of the world? L7: Where are the hot and cold places of the world?</p>
<p>Key Concepts to assess</p> <p>L1: Children can name the seven continents of the world? L2: Children know they live in Europe. L3: Children can locate the continent of Africa and know that this is a hot continent. L4: Children can locate the continent of Oceania and know about some of the animals that live there. L5: Children can locate the continent of Antarctica and know about some of the animals that live there. L6: Children know what an ocean is and can name and five oceans. L7: Children know where the equator, the North Pole and the South Pole are and can locate them on the globe. They know where hot and cold places are.</p>	<p>L1: Children can name and locate the seven continents of the world? L2: Children know they live in Europe and can name some of the characteristics of Europe including some important landmarks. L3: Children can locate the continent of Africa, know that it is hot and name some of the animals that are native. L4: Children can locate the continent of Oceania and name some of the animals and landmarks. L5: Children can locate the continent of Antarctica and know about some of the animals that live there. They can compare the continents with other ones they have found out about. L6: Children know what an ocean is and can name and locate the five oceans. L7: Children can locate the equator, the North Pole and the South Pole on a globe. They know where hot and cold places are in relation to the equator.</p>	
<p>Vocabulary</p> <p>Continent, Europe, Africa, Asia, North America, South America, Oceania, Ocean, Pacific, Atlantic, India, Sothern, Arctic, equator, county, North Pole, South Pole</p>	<p>Continent, Europe, Africa, Asia, North America, South America, Oceania, Ocean, Pacific, Atlantic, India, Sothern, Arctic, equator, county, North Pole, South Pole, Location, climate, northern hemisphere, southern hemisphere, map, globe</p>	
<p>Experiences</p>		
<p>SMSC</p> <p>Cultural – how things are different in different places.</p>		
<p>British Values</p>		
<p>School Values</p> <p>Considerate – looking after our planet.</p>		



Cherry Tree Academy Medium Term Geography Cycle A

Spring 1		
KS1	The UK	
	Year 1	Year 2
	<p>L1: What are the countries that make up the United Kingdom and what are the seas surrounding the United Kingdom?</p> <p>L2: What are the capital cities of the United Kingdom?</p> <p>L3: What are the characteristics of England?</p> <p>L4: What are the characteristics of Wales?</p> <p>L5: What are the characteristics of Scotland?</p> <p>L6: What are the characteristics of Northern Ireland?</p>	<p>L1: What are the countries that make up the United Kingdom and what are the seas surrounding the United Kingdom?</p> <p>L2: What are the capital cities of the United Kingdom?</p> <p>L3: What are the characteristics of England?</p> <p>L4: What are the characteristics of Wales?</p> <p>L5: What are the characteristics of Scotland?</p> <p>L6: What are the characteristics of Northern Ireland?</p>
Key Concepts to assess	<p>L1: Children know that the UK is made up of four countries and can name them. They can name the seas that surround the UK.</p> <p>L2: Children know the names of the capital cities of the four countries of the UK.</p> <p>L3: Children know some of the key features of England.</p> <p>L4: Children know some of the key features of Wales.</p> <p>L5: Children know some of the key features of Scotland.</p> <p>L6: Children know some of the key features of Northern Ireland.</p>	<p>L1: Children know that the UK is made up of four countries and can name them and locate them on a map. They can name the seas that surround the UK and locate them on a map.</p> <p>L2: Children know the names of the capital cities of the four countries of the UK and can talk about some things that are found there. They know the houses of parliament are in London.</p> <p>L3: Children know some of the key features of England and can describe them and talk about why they are significant.</p> <p>L4: Children know some of the key features of Wales and can describe them and talk about why they are significant.</p> <p>L5: Children know some of the key features of Scotland and can describe them and talk about why they are significant.</p> <p>L6: Children know some of the key features of Northern Ireland and can describe them and talk about why they are significant.</p>
Vocabulary	country, capital city, sea, beach, human, physical, United Kingdom, England, Scotland, Northern Ireland, Wales, North, East, South, West, London, Edinburgh, Cardiff, Belfast, landmark, Irish Sea, North Sea, English Channel	country, capital city, sea, beach, human, physical, United Kingdom, England, Scotland, Northern Ireland, Wales, North, East, South, West, London, Edinburgh, Cardiff, Belfast, landmark, Irish Sea, North Sea, English Channel, Coast, landmark, urban, rural, government, parliament,
Experiences		
SMSC	Cultural – important landmarks in our country	
British Values	Democracy: Houses of Parliament in London. This is where the government meets. Mutual Respect – for all the people who live in our country.	
School Values	Inclusive – we are an inclusive country made up of many different types of people and this makes our country a special place. Why?	



Cherry Tree Academy Medium Term Geography Cycle A

Summer 1		
KS1	My Place / Weather	
	Year 1	Year 2
	<p>L1: What is a map? L2: What is an aerial view? L3: Where do we live and go to school? L4: What is the weather like where we live? L5: How can we find out more about what the weather is like where we live?</p>	<p>L1: What is a map? L2: What is an aerial view? L3: Where do we live and go to school? L4: What is the weather like where we live? L5: How can we find out more about what the weather is like where we live?</p>
<p>Key Concepts to assess</p> <p>L1: Children know that a map is a representation of an area and that maps can look different. L2: Children understand what an aerial view is and can create an aerial view picture of objects. L3: Children can locate the school on a map of Pontefract. L4: Children know that the UK has a temperate climate and that weather changes according to the seasons. L5: Children can measure the local weather.</p>	<p>L1: Children know that a map is a representation of an area and that maps can look different. They know how to read a simple map and can create their own simple maps. L2: Children understand what an aerial view is and can create an aerial view picture of a 3d map they have made. L3: Children can locate the school on a map of Pontefract and can create a map of their route to school. L4: Children know that the UK has a temperate climate and that weather changes according to the seasons. They can compare the different types of weather. L5: Children can measure and record the local weather.</p>	
<p>Vocabulary</p>	<p>Aerial view, above, birds eye view, plan, map, weather, Pontefract, forecast</p>	<p>aerial view, above, birds eye view, plan, map, key, weather, Pontefract, climate, zoom, forecast</p>
<p>Experiences</p>	<p>Local area walk</p>	
<p>SMSC</p>		
<p>British Values</p>		
<p>School Values</p>		



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		



Cherry Tree Academy Medium Term Geography

Autumn 2		
Global Trade – North America		
UKS2	Year 5	Year 6
	<p>L1: Where in the world is North America?</p> <p>L2: Can you identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn?</p> <p>L3: What are the physical and human features of North America?</p> <p>L4: Where is Niagara Falls and the Great Lakes?</p> <p>L5: Can you make comparisons between a lake in the UK and Lake Michigan?</p>	<p>L1: Where in the world is North America?</p> <p>L2: Can you identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn?</p> <p>L3: What are the physical and human features of North America?</p> <p>L4: Where is Niagara Falls and the Great Lakes?</p> <p>L5: Can you make comparisons between Lake Windermere and lake Michigan?</p>
Key Concepts to assess	<p>L1: Children can identify and locate where North America is on a world map</p> <p>L2: Children identify prime meridian and line of latitude and longitude</p> <p>L3: Children understand the physical geography of a region of the United Kingdom and a region within North America</p> <p>L4: Children can name and locate Niagara Falls and the Great Lakes</p> <p>L5: Children can compare a lake in the UK and Lake Michigan</p>	<p>L1: Children can identify and locate where North America is on a world map and describe its position in relation to the UK</p> <p>L2: Children identify prime meridian, line of latitude and longitude and the Tropics of Cancer and Capricorn</p> <p>L3: Children understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America</p> <p>L4: Children can name and locate Niagara Falls and the Great Lakes</p> <p>L5: Children can compare a lake in the UK and Lake Michigan drawing conclusions as to why.</p>
Vocabulary	Continent, Great Lakes, Human Features, Physical Features, Niagara Falls, Hemisphere, North America	Continent, Great Lakes, Human Features, Physical Features, Niagara Falls, Hemisphere, North America, Topic of Cancer, Tropic of Capricorn, compass
Experiences		
SMSC	<p>Spiritual – awe and wonder of human and physical geography in North American</p> <p>Moral – effects of humans on the environment – agriculture, trade, settlements</p> <p>Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable</p>	
British Values	<p>Respect and tolerance of other cultures and their values by learning about places and people in North America</p> <p>Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints</p> <p>Rule of law – competition and conflict in parts of the world compared to the UK.</p> <p>Individual liberty - children are taught to begin to express their feelings and understanding</p>	
School Values	Consideration – how does global trade demonstrate they are being considerate to the environment?	



Cherry Tree Academy Medium Term Geography

Spring 2		
UKS2	What is Global Trade?	
	Year 5	Year 6
	L1: Where do the products we buy come from? L2: What is a supply chain? L3: What are the UK's biggest imports? L4: What are other countries highest exports? L5: How has trading changed? L6: Is the banana trade fair?	L1: Where do the products we buy come from? L2: What is a supply chain? L3: What are the UK's biggest imports? L4: What are other countries highest exports? L5: How has trading changed? L6: Is the banana trade fair?
Key Concepts to assess	L1: Children understand where the products we buy come from. L2: Children build on their knowledge from L1 to be able to describe the supply chain from field to consumer L3: Through research children will be able to order exports from the UK and can identify the highest exports L4: Buildng on L3, children will look at global exports and identify their highest exports L5: Children will be able to compare how trading has developed over time L6: Children will be able to express their opinion on the banana trade	L1: Children understand where the products we buy come from and can order them from largest to smallest. L2: Children build on their knowledge from L1 to be able to describe the supply chain from field to consumer, detailing each stage L3: Through research children will be able to order exports from the UK and can identify the highest exports L4: Buildng on L3, children will look at global exports and identify their highest exports and compare these to those from the UK L5: Children will be able to compare how trading has developed over time and give reasons why some of the changes have happened L6: Children will be able to express their opinion on the banana trade with reasons to support their answer
Vocabulary	Global trade, exports, fair trade, free trade, supply chain	Global trade, exports, fair trade, free trade, supply chain, imports, consumer, compare
Experiences		
SMSC	Spiritual – awe and wonder of human and physical geography in North America Moral – effects of humans on the environment – agriculture, trade, settlements Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable	



Cherry Tree Academy Medium Term Geography

British Values	Respect and tolerance of other cultures and their values by learning about places and people in North America Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints Rule of law – competition and conflict in parts of the world compared to the UK. Individual liberty - children are taught to begin to express their feelings and understanding
School Values	Considerate – do global companies show consideration to the welfare of farmers Healthy – how do the imports and exports affect people's long term physical health?



Cherry Tree Academy Medium Term Geography

Summer 2		
How can we save our planet for future generations?		
UKS2	Year 5	Year 6
	L1: What can we do to reduce deforestation? L2: How can we reduce, reuse and recycle waste? L3: How can we generate and use renewable energy? L4: How can we look after our oceans? L5: What are the sustainable solutions? L6: What are the global goals?	L1: What can we do to reduce deforestation? L2: How can we reduce, reuse and recycle waste? L3: How can we generate and use renewable energy? L4: How can we look after our oceans? L5: What are the sustainable solutions? L6: What are the global goals?
Key Concepts to assess	L1: Children to identify ways humans' impact negatively on forests across the world L2: Children can explain why we need to reduce, reuse and recycle L3: Children to understand the difference between renewable and non-renewable energy L4: Children can explain the different ways plastic pollution affects marine life L5: Children will understand the main sustainable solutions L6: Children will be able to make links from the previous learning in this topic to create a persuasive argument to meet the global goals	L1: children to identify ways humans' impact negatively on forests across the world and make connection with the Amazon from previous learning L2: Children can explain why we need to reduce, reuse and recycle and explain the benefits for doing so L3: Children to understand the difference between renewable and non-renewable energy and can explain how renewable energy will impact positively on the planet L4: Children can explain the different ways plastic pollution affects marine life and understand the impact of microplastics on food webs L5: Children will understand the main sustainable solutions and explain how the fit into the UK's pledge to become carbon neutral L6: Children will be able to make links from the previous learning in this topic to create a persuasive argument to meet the global goals
Vocabulary	Deforestation, energy, global goals, oceans, renewable energy, sustainability	Deforestation, energy, global goals, oceans, renewable energy, sustainability, solar, turbine,
Experiences		
SMSC	Spiritual – awe and wonder of human and physical geography in North America Moral – effects of humans on the environment – agriculture, trade, settlements Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable	



Cherry Tree Academy Medium Term Geography

British Values	Respect and tolerance of other cultures and their values by learning about places and people in North America Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints Individual liberty - children are taught to begin to express their feelings and understanding
School Values	Resilience – how are species adapting to survive in a polluted environment? Considerate – are humans considerate to the habitats of all living things?