

CHERRY TREE ACADEMY

GEOGRAPHY



Subject Statement

Geography



Rationale	At Cherry Tree Academy, we have developed our own carefully sequenced scheme of work to ensure full coverage of the National Curriculum. This provides pupils with a clear progression of geographical knowledge, skills and vocabulary from Year 1 onwards. Each child has a discrete Geography book, supporting the subject's identity and the building of prior learning over time. Our scheme also makes purposeful use of the local area, enabling pupils to explore and make sense of the geography that surrounds them before extending to national and global contexts. This approach equips children with transferable skills and encourages them to think critically, ask questions, and develop informed perspectives. By engaging with the human and physical world in meaningful ways, pupils gain a deeper understanding of their place within it and the connections that shape communities locally and beyond.
Vision for the curriculum	At Cherry Tree Academy, our vision for Geography is to ignite children's curiosity about the world and inspire them to explore the relationships between people, places and environments. We want pupils to feel confident in asking questions, developing opinions and debating issues that shape both their local area and the wider world. Our curriculum encourages children to enquire, reflect and think critically, helping them to understand their own place in the world while recognising and respecting different perspectives and cultures. We make purposeful use of the local area to build secure foundations of geographical knowledge, which children then use to make meaningful comparisons with contrasting regions nationally and globally. Through engaging, creative and practical experiences – including fieldwork, mapping, discussion and research – children are immersed in their learning and challenged to think deeply about the connections between human and physical geography. Our vision is for all pupils to leave Cherry Tree Academy with a sense of responsibility, confidence and curiosity, equipped to make informed choices and to contribute thoughtfully to an ever-changing world.
Intent	At Cherry Tree Academy, our Geography curriculum aims to foster a lifelong curiosity and love of learning about the world around us. Through the study of diverse places, people, resources, and both natural and human environments, pupils develop a secure knowledge and understanding of the world at different scales. Our curriculum encourages children to see themselves as global citizens, promoting an awareness of different cultures, a sense of belonging, and a responsibility for the planet and its people. We aim to equip all pupils with progressive and transferable geographical skills that enable them to question, explore and make informed decisions about the world they live in.
Implementation	At Cherry Tree Academy, Geography is taught weekly in alternate half-terms as a discrete subject. Our broad and balanced curriculum is carefully sequenced so that each unit builds on prior learning and prepares pupils for future topics, enabling them to develop a secure and connected web of geographical knowledge. The curriculum follows the progression of knowledge and skills set out in our school documents, ensuring coverage of key concepts, vocabulary and fieldwork skills across all year groups. Every lesson begins with an enquiry question, designed to spark curiosity and promote critical thinking. Lessons are structured using the CTA Way approach to learning, with purposeful opportunities for partner talk woven throughout. This emphasis on collaboration and dialogue helps pupils to deepen their understanding, practise oracy skills and expand their geographical vocabulary. All children from Year 1 to Year 6 record their work in a dedicated Geography book, allowing them to see and build upon their learning journey over time. Practical resources such as atlases, globes, maps, digital tools and photographs are used to support and enrich learning.

	Fieldwork and visits in the local area provide pupils with meaningful, 'real-life' opportunities to explore and apply their geographical knowledge and skills beyond the classroom.
Impact	Children at Cherry Tree Academy will leave with secure geographical knowledge and transferable skills that enable them to understand the world, its environments and the processes that shape them. • The majority of children will achieve age-related expectations or above by the end of each year. • Pupils will retain key knowledge and vocabulary, applying it in meaningful, real-life contexts. • They will recognise how Geography is evident in their local area as well as across the wider world. • Children will understand the interdependence of people, places and environments, and the links between human and physical processes. • They will be confident in using fieldwork and geographical techniques to investigate and interpret their surroundings. • Pupils will interrogate and evaluate a range of sources, including atlases, globes, maps, photographs and digital tools. • They will communicate geographical information clearly and in different forms, including writing, diagrams, maps and oral debate. • Pupils will be able to discuss and debate geographical and environmental issues with curiosity, respect and critical thinking. Through this approach, children develop a strong sense of place, belonging and responsibility, equipping them to engage thoughtfully with an ever-changing world.
Pedagogical Approach	At Cherry Tree Academy, we follow the CTA Way of teaching, underpinned by Rosenshine's Principles of Instruction. Geography is taught through well-sequenced, enquiry-led questions that both engage pupils and develop their knowledge and skills in line with the National Curriculum. Areas of learning are deliberately spaced across the year to strengthen retrieval and ensure that knowledge is stored in pupils' long-term memory. Each year group studies three Geography units, enabling pupils to develop a secure understanding of locational knowledge, geographical processes and key concepts in depth. Fieldwork opportunities are planned for every year group, ensuring pupils learn to investigate, collect and analyse data, and present findings using maps, graphs and digital tools. Enquiry-based fieldwork emphasises geographical skills such as observation, questioning, mapping and data interpretation, giving children first-hand experience of geography in action. • To support retention and mastery, our teaching incorporates: • Daily review of prior and current learning • Purposeful, contextual presentation of new content and skills • Challenging questions to deepen thinking • Clear models and examples • Opportunities for structured talk and rehearsal to strengthen oracy and vocabulary • Regular checks for understanding • High success rates through scaffolds, resources and guided practice • Independent practice to embed knowledge and skills This approach ensures pupils gain confidence as geographers, developing the curiosity, critical thinking and transferable skills needed to interpret and engage with the world around them.
Adaptation for SEND learners	At Cherry Tree Academy, we recognise that high-quality Geography teaching must be accessible to every child. Adaptations are carefully planned to remove barriers for pupils with SEND while enriching learning for all. This includes breaking down enquiry questions into manageable steps, providing visual supports such as maps, diagrams and word banks, and modelling geographical vocabulary through structured talk. Scaffolds, practical resources and

	opportunities for repetition and overlearning help pupils to secure key knowledge and skills. Teachers also make purposeful use of partner work and discussion to develop oracy and confidence, ensuring all children can contribute meaningfully. We believe that what is essential for some learners often enhances learning for everyone; therefore, these approaches are woven throughout our Geography teaching, supporting inclusion and enabling every pupil to make progress as a geographer.
Strengths	Geography at Cherry Tree Academy benefits from a well-sequenced curriculum that ensures full coverage of the National Curriculum and clear progression of knowledge, skills and vocabulary across year groups. Opportunities for fieldwork are embedded within the curriculum, enabling pupils to apply their learning in meaningful, practical contexts both within the school grounds and the wider local area. The use of ICT, including digital mapping tools, enhances teaching and learning by helping children to visualise and interrogate geographical information. As part of the Trust sustainability team, our school council leads work as an Eco Team, giving pupils an active role in promoting environmental responsibility and linking global geographical issues to school life. These strengths provide a solid foundation on which to continue developing excellence in geography across the school.



MEDIUM TERM PLAN

Cycle A





Autumn 1		
KS1	Continents and Oceans	
	Year 1	Year 2
	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?	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?
Key Concepts to assess	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.	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.
Vocabulary	Continent, Europe, Africa, Asia, North America, South America, Oceania, Ocean, Pacific, Atlantic, India, Sothern, Arctic, equator, county, North Pole, South Pole	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
Experiences		
SMSC	Cultural – how things are different in different places.	
British Values		
School Values	Considerate – looking after our planet.	



Spring 1		
KS1	The UK	
	Year 1	Year 2
	L1: What are the countries that make up the United Kingdom and what are the seas surrounding the United Kingdom? L2: What are the capital cities of the United Kingdom? L3: What are the characteristics of England? L4: What are the characteristics of Wales? L5: What are the characteristics of Scotland? L6: What are the characteristics of Northern Ireland?	L1: What are the countries that make up the United Kingdom and what are the seas surrounding the United Kingdom? L2: What are the capital cities of the United Kingdom? L3: What are the characteristics of England? L4: What are the characteristics of Wales? L5: What are the characteristics of Scotland? L6: What are the characteristics of Northern Ireland?
Key Concepts to assess	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. L2: Children know the names of the capital cities of the four countries of the UK. L3: Children know some of the key features of England. L4: Children know some of the key features of Wales. L5: Children know some of the key features of Scotland. L6: Children know some of the key features of Northern Ireland.	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. 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. L3: Children know some of the key features of England and can describe them and talk about why they are significant. L4: Children know some of the key features of Wales and can describe them and talk about why they are significant. L5: Children know some of the key features of Scotland and can describe them and talk about why they are significant. L6: Children know some of the key features of Northern Ireland and can describe them and talk about why they are significant.
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?	



Summer 1		
KS1	My Place / Weather	
	Year 1	Year 2
	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?	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?
Key Concepts to assess	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.	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.
Vocabulary	Aerial view, above, birds eye view, plan, map, weather, Pontefract, forecast	aerial view, above, birds eye view, plan, map, key, weather, Pontefract, climate, zoom, forecast
Experiences	Local area walk	
SMSC		
British Values		
School Values		



Cherry Tree Academy Medium Term - Geography

Autumn 2		
LKS2	Settlements and Land Use in West Yorkshire	
	Year 3	Year 4
	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?	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?
Key Concepts to assess	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.	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.
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

Spring 2		
Europe with a Study of Italy		
LKS2	Year 3	Year 4
	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?	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?
Key Concepts to assess	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.	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.
Vocabulary	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.	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.
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		

Summer 2		
LKS2	Comparison of West Yorkshire and region in Italy	
	Year 3	Year 4
	L1: How can Italy and the UK be compared? L2: What are the similarities and differences between Italy and the UK? L3: What are the similarities and differences between the West Yorkshire and Lazio? L4: What are the similarities and differences between Rome and Pontefract? L5: How do the case studies compare?	L1: How can Italy and the UK be compared? L2: What are the similarities and differences between Italy and the UK? L3: What are the similarities and differences between the West Yorkshire and Lazio? L4: What are the similarities and differences between Rome and Pontefract? L5: How do the case studies compare?
Key Concepts to assess	L1: Children will compare and contrast the climate and landscape of the UK and Italy. 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. 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. L4: Children will compare human features of Pontefract and Rome. L5: Children will compare the climate, population and settlement types of Pontefract and Rome.	L1: Children will compare and contrast the climate, landscape and population of the UK and Italy. 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. 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. L4: Children will compare human features of Pontefract, Rome and Vatican City. L5: Children will compare the climate, population and settlement type and shape of Pontefract and Rome.
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
	L1: Where in the world is North America? L2: Can you identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn? L3: What are the physical and human features of North America? L4: Where is Niagara Falls and the Great Lakes? L5: Can you make comparisons between a lake in the UK and Lake Michigan?	L1: Where in the world is North America? L2: Can you identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn? L3: What are the physical and human features of North America? L4: Where is Niagara Falls and the Great Lakes? L5: Can you make comparisons between Lake Windermere and lake Michigan?
Key Concepts to assess	L1: Children can identify and locate where North America is on a world map L2: Children identify prime meridian and line of latitude and longitude L3: Children understand the physical geography of a region of the United Kingdom and a region within North America L4: Children can name and locate Niagara Falls and the Great Lakes L5: Children can compare a lake in the UK and Lake Michigan	L1: Children can identify and locate where North America is on a world map and describe its position in relation to the UK L2: Children identify prime meridian, line of latitude and longitude and the Tropics of Cancer and Capricorn 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 L4: Children can name and locate Niagara Falls and the Great Lakes L5: Children can compare a lake in the UK and Lake Michigan drawing conclusions as to why.
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	Spiritual – awe and wonder of human and physical geography in North American 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	
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	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	
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		
UKS2	How can we save our planet for future generations?	
	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 they 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	
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	
School Values	Resilience – how are species adapting to survive in a polluted environment? Considerate – are humans considerate to the habitats of all living things?	



MEDIUM TERM PLAN

Cycle B





Cherry Tree Academy Medium Term - Geography

Autumn 2		
KS1	My Place, My Area	
	Year 1	Year 2
	L1: What is a map? L2: What is a map? L3: What human and physical features can you see? L4: What human and physical features can you see? L5: What is field work?	L1: What is a map? L2: What is a map? L3: What human and physical features can you see? L4: What human and physical features can you see? L5: What is field work?
Key Concepts to assess	L1: Children can create a 3d model and draw a 2d map representation including a simple key. L2: Children can engage in simple fieldwork within the school grounds and create a map showing what they see. L3: Children can explain what a human and a physical feature is. L4: Children can study and name some human and physical features of the local area. L5: Children can explain what field work is and can carry out a given field work task to collect data or information.	L1: Children can work as part of a group to create a 3d model of a given place and draw a 2d map representation including a simple key. L2: Children can engage in simple fieldwork within the school grounds and create a map showing what they see. They can use aerial view in their work and include a key showing the main parts. L3: Children can explain what a human and a physical feature is and give examples of these that can be found in the local area. L4: Children can study and name some human and physical features of the local area. L5: Children can explain what field work is and can think of a question they want to find the answer to and collect data to answer it.
Vocabulary	Human Features, Field Work, Map, Physical Features	Human Features, Field Work, Map, plan, key, Physical Features, field work, data, information, tally chart
Experiences	Local area walk Mapping school grounds	
SMSC		
British Values		
School Values	Consideration – looking after the local area	



Cherry Tree Academy Medium Term - Geography

Spring 2		
KS1	West Yorkshire	
	Year 1	Year 2
	L1: Where is the UK located? L2: What is a county and what is a region? L3: What are human features and can you identify some human features of West Yorkshire? L4: What are physical features and can you identify some physical features of West Yorkshire? L5: Can you find out about the human and physical features of Pontefract?	L1: Where is the UK located? L2: What is a county and what is a region? L3: What are human features and can you identify some human features of West Yorkshire? L4: What are physical features and can you identify some physical features of West Yorkshire? L5: Can you find out about the human and physical features of Pontefract?
Key Concepts to assess	L1: Children can say that the UK is part of Europe. L2: Children can name Yorkshire and West Yorkshire and know what region they live in. L3: Children can define what a human feature is and name a human feature of West Yorkshire. L4: Children can define what a physical feature is and name a physical feature of West Yorkshire. L5: Children know that they live in the town of Pontefract and can name some human and physical features.	L1: Children can say that the UK is part of the continent of Europe and can identify and mark this on a map and a globe. L2: Children can identify Yorkshire and West Yorkshire on a map and they know what region and county they live in. L3: Children can define what a human feature is and name some human features of West Yorkshire. They can use geographical language to talk about them. L4: Children can define what a physical feature is and name some physical features of West Yorkshire. They can use geographical language to talk about them. L5: Children know they live in the town of Pontefract and can find this on a map. They can name some human and physical features found in Pontefract and ask geographical questions e.g. Why is this place like this?
Vocabulary	Europe, human features, Leeds, physical features, region, UK, West Yorkshire, Pontefract	Europe, human features, Leeds, physical features, region, UK, West Yorkshire, Pontefract, county, town, city
Experiences	Walk into Pontefract Town Centre (could include castle)	
SMSC	Cultural – Pontefract and its place in history.	
British Values		
School Values		



Cherry Tree Academy Medium Term - Geography

Summer 1		
KS1	Brazil	
	Year 1	Year 2
	L1: Where is South America? L2: What is South America like? L3: Where is Brazil? L4: What are the human and physical features of Brazil? L5: What is Sao Paulo like and how does this compare to Pontefract?	L1: Where is South America? L2: What is South America like? L3: Where is Brazil? L4: What are the human and physical features of Brazil? L5: What is Sao Paulo like and how does this compare to Pontefract?
Key Concepts to assess	L1: Children can identify South America on a map. L2: Children can use geographical vocabulary to talk about what South America is like including the climate. L3: Children can identify Brazil on a map of South America. L4: Children know what human and physical features are can name some human and physical features of Brazil. L5: Children can describe Sao Paulo and say some ways it is different to Pontefract.	L1: Children can identify South America on a map and talk about where it is in relation to Europe and Pontefract. L2: Children can use geographical vocabulary to talk about what South America is like including the climate and can compare this to the climate of Europe. L3: Children know that Brazil is a country in South America and can identify Brazil on a map of South America. L4: Children know what human and physical features are and can name and describe some human and physical features of Brazil. L5: Children can describe Sao Paulo (including weather and climate) and can compare this to Pontefract.
Vocabulary	Similar, different, human feature, physical feature, country, continent, weather, rainforest, jungle, urban , residential, Slums, deforestation, tourism,	Similar, different, human feature, physical feature, country, continent, weather, rainforest, jungle, urban , residential, Slums, deforestation, tourism,temperate, tropical, distribution, industrialisation
Experiences		
SMSC	Moral – discussion around how people in different places live	
British Values	Mutual respect	
School Values	Inclusive	



Cherry Tree Academy Medium Term - Geography

Autumn 2		
The UK Regions, Counties and cities		
LKS2	Year 3	Year 4
	L1: What and where is the United Kingdom? L2: What are the main countries, cities and regions of the UK? L3: What is a county, and how are counties different across the UK? L4: What are the physical and human features of West Yorkshire? L5: How is West Yorkshire similar or different to another UK region? L6: How has land use in Pontefract and other regions changed over time?	L1: What and where is the United Kingdom? L2: What are the main countries, cities and regions of the UK? L3: What is a county, and how are counties different across the UK? L4: What are the physical and human features of West Yorkshire? L5: How is West Yorkshire similar or different to another UK region? L6: How has land use in Pontefract and other regions changed over time?
Key Concepts to assess	L1: Children can locate the UK on a map, globe and atlas. They can name its four countries and capital cities. L2: Children can name key UK cities such as London, Edinburgh, Cardiff, Belfast, Birmingham and Leeds, and identify the surrounding seas. L3: Children can explain that counties are areas within a country. They can name some counties in different parts of the UK including West Yorkshire, Cornwall, Kent and Cumbria. L4: Children know that West Yorkshire has towns and cities like Leeds and Wakefield, and includes both urban and rural features such as hills, rivers, and settlements. L5: Children can compare the physical and human features of West Yorkshire with another UK region such as Cornwall or the Scottish Highlands. L6: Children know that land use in places like Pontefract has changed over time, for example from coal mining to housing or retail, and can describe what has stayed the same.	L1: Children can locate and name the countries of the UK, their capital cities, and surrounding seas using a range of maps. L2: Children can describe the UK's main geographical regions including the South East, North West and the Highlands, and identify major cities within them. L3: Children can name and locate several counties across the UK. They understand that counties are used to organise areas and often reflect local history or geography. L4: Children can describe West Yorkshire's human features such as towns, industry and transport, and physical features such as hills and rivers. L5: Children can compare West Yorkshire to a contrasting UK region, identifying differences in landscape, land use, and settlement type. L6: Children understand how land use and settlements in both regions have changed over time and can explain these changes using historical and modern maps.
Vocabulary	UK, England, Wales, Scotland, Northern Ireland, country, capital city, county, region, map, city, village	Region, county, county town, urban, rural, settlement, land use, Pontefract, Wakefield, Leeds, human features, physical features
Experiences	Children take part in a local fieldwork walk to identify and map human and physical features of Pontefract. They use digital and paper maps to explore local and national geography, and compare regions using atlases and satellite imagery.	
SMSC	Children explore how the UK is made up of different places, people, and landscapes, helping them value cultural diversity and understand their place within a wider national community.	
British Values	Children learn about how the UK is organised into countries, counties and cities, and how shared democratic decisions affect communities across different regions.	
School Values	Respect – Children develop an appreciation for the diversity of places and communities across the UK. Community – Learning about the local area helps children understand and feel part of the wider community they live in.	



Spring 2		
Mountains, Volcanoes and earthquakes		
LKS2	Year 3	Year 4
	L1: What is the Equator, and how do we divide the Earth into hemispheres? L2: Where are the world's major mountains and mountain ranges? L3: How are mountains formed, and what do they look like? L4: What causes volcanoes and where are they found? L5: What causes earthquakes and how do they affect people? L6: How do people live near volcanoes and earthquakes, and why?	L1: What is the Equator, and how do we divide the Earth into hemispheres? L2: Where are the world's major mountains and mountain ranges? L3: How are mountains formed, and what do they look like? L4: What causes volcanoes and where are they found? L5: What causes earthquakes and how do they affect people? L6: How do people live near volcanoes and earthquakes, and why?
Key Concepts to assess	L1: Children can describe where the Equator is and explain what the Northern and Southern Hemispheres are. They can locate the North and South Pole and identify the Arctic and Antarctic Circles on a globe or map. L2: Children can identify mountain ranges such as the Alps and the Himalayas on a world map and name at least one in the UK. L3: Children know that mountains are formed by natural processes such as tectonic movement and understand they are physical features that can affect weather and travel. L4: Children know that volcanoes are mountains that erupt with lava, ash and gas, and can name famous examples like Mount Vesuvius or Eyjafjallajökull. L5: Children know that earthquakes happen when the Earth's surface shifts and can describe their basic effects on people and buildings. L6: Children can explain why people might still live near volcanoes or earthquake zones and give simple examples of how communities adapt to risks.	L1: Children can describe the position of the Equator, hemispheres, and Arctic/Antarctic Circles and explain how global location affects temperature and climate. L2: Children can locate and name major mountain ranges in the world and the UK using maps and atlases, and describe their key features. L3: Children can explain how different types of mountains form and understand the challenges of living in mountainous areas. L4: Children understand how volcanoes are formed at plate boundaries and can describe the structure of a volcano. L5: Children can describe what happens during an earthquake and understand how tectonic plates cause them. They can explain the effects on people, homes and landscapes. L6: Children can explain how and why people live near tectonic hazards and describe ways people protect themselves or reduce the risks.
Vocabulary	Equator, hemisphere, mountain, hill, volcano, lava, eruption, earthquake, map, globe, continent, crust	Equator, hemisphere, tectonic plate, mountain range, volcano, eruption, crater, earthquake, aftershock, fault line, summit, altitude
Experiences	Children use globes and digital maps to locate the Equator, hemispheres, and tectonic zones, explore volcanic and mountain landscapes using Google Earth, and use digital media to investigate real-life examples of earthquakes and eruptions.	
SMSC	Children reflect on the power of the natural world and how communities around the world show resilience and cooperation when faced with environmental hazards.	
British Values	Children explore how governments and organisations respond to natural disasters and how people's freedom, safety and welfare are supported during emergencies.	
School Values	Resilience – Children explore how people around the world adapt to life near volcanoes and earthquakes. Respect – Children develop respect for the power of nature and how different cultures live with geographical hazards.	



Summer 2		
LKS2	Rivers	
	Year 3	Year 4
	L1: Where does water come from and how does it move around Earth? L2: What is a river and how does it change from source to sea? L3: What features can we find along a river's journey? L4: Where are some of the UK's major rivers and what are they used for? L5: How have rivers helped shape human life in the past and today? L6: What problems can rivers cause and how can we care for them?	L1: Where does water come from and how does it move around Earth? L2: What is a river and how does it change from source to sea? L3: What features can we find along a river's journey? L4: Where are some of the UK's major rivers and what are they used for? L5: How have rivers helped shape human life in the past and today? L6: What problems can rivers cause and how can we care for them?
Key Concepts to assess	L1: Children know that water comes from natural sources like rain, rivers, lakes and the sea, and can describe the water cycle using simple terms such as evaporation, condensation, precipitation and collection. L2: Children understand that a river flows from its source to its mouth, changing along the way, and can describe this journey using maps or images. L3: Children can identify simple river features such as source, mouth, stream and bank, and begin to use them when describing rivers. L4: Children can locate major rivers in the UK such as the Thames and the Severn, and describe some ways rivers are used by people for travel, farming or fun. L5: Children know that rivers have supported people in the past and still do today by providing water, helping with farming, and connecting towns and cities. L6: Children understand that rivers can cause flooding and pollution, but that people can also help care for rivers through conservation and good water habits.	L1: Children can explain the full water cycle in their own words using key vocabulary and understand how it links to rainfall and river flow. L2: Children can describe a river's journey from source to sea, including the upper, middle and lower course, and understand how it changes along the way. L3: Children can identify and describe river features such as source, tributary, confluence, meander, estuary and mouth, using maps and diagrams. L4: Children can locate key UK rivers such as the Severn, Thames and Trent, and name towns or cities along their course. They can describe different ways rivers are used including for trade, energy, transport and leisure. L5: Children can explain how rivers have influenced where people settle and how rivers still support communities today through farming, water supply, and economic links. L6: Children understand that rivers can cause damage through flooding and pollution, and can explain ways people try to reduce harm and look after river environments.
Vocabulary	Water cycle, evaporation, condensation, precipitation, river, source, mouth, stream, rain, flooding, pollution, River Severn	Water cycle, evaporation, condensation, precipitation, tributary, confluence, meander, estuary, settlement, land use, conservation, trade
Experiences	Children explore the local area for signs of flowing or standing water, use atlases and digital maps to locate UK rivers, label river features on diagrams and maps, create a simple water cycle model, and analyse photos or videos of river use and flooding.	
SMSC	Children reflect on how rivers support life, connect places, and require care and cooperation to protect for future generations.	
British Values	Children learn how local and national organisations manage rivers and water responsibly, and how shared decisions help reduce flooding and pollution.	
School Values	Considerate – Children learn the importance of caring for rivers as shared natural resources that support people, animals and habitats. Healthy – Children understand how clean water and healthy rivers are essential for human well-being and the environment.	



Cherry Tree Academy Medium Term - Geography

Autumn 2		
Global Trade – North America		
UKS2	Year 5	Year 6
	L1: Where in the world is North America? L2: Can you identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn? L3: What are the physical and human features of North America? L4: Where is Niagara Falls and the Great Lakes? L5: Can you make comparisons between a lake in the UK and Lake Michigan?	L1: Where in the world is North America? L2: Can you identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn? L3: What are the physical and human features of North America? L4: Where is Niagara Falls and the Great Lakes? L5: Can you make comparisons between Lake Windermere and lake Michigan?
Key Concepts to assess	L1: Children can identify and locate where North America is on a world map L2: Children identify prime meridian and line of latitude and longitude L3: Children understand the physical geography of a region of the United Kingdom and a region within North America L4: Children can name and locate Niagara Falls and the Great Lakes L5: Children can compare a lake in the UK and Lake Michigan	L1: Children can identify and locate where North America is on a world map and describe its position in relation to the UK L2: Children identify prime meridian, line of latitude and longitude and the Tropics of Cancer and Capricorn 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 L4: Children can name and locate Niagara Falls and the Great Lakes L5: Children can compare a lake in the UK and Lake Michigan drawing conclusions as to why.
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	Spiritual – awe and wonder of human and physical geography in North American 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	
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	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	
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?	



Summer 2		
UKS2	How can we save our planet for future generations?	
	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	
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?	