



Geography at Chacewater School

<p>Intent</p>	<p>Our Geography curriculum is designed to develop children’s curiosity and fascination about the world and its people. Children investigate a range of places – both in Britain and within the world. Teaching will equip pupils with the knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. This is developed through theme-based projects throughout the school which have been carefully planned and sequenced to ensure coverage of the National Curriculum and a progression of skills. The national curriculum organises the attainment targets for Geography under Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork and so we have planned our Geography curriculum with these strands running through each and every unit. We are committed to providing children with opportunities to explore, investigate and enquire about their local area of Chacewater and Cornwall so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special</p> <p>Our Geography at Chacewater School encourages;</p> <ul style="list-style-type: none"> • A strong focus on developing both geographical skills and knowledge. • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. • The development of fieldwork skills across each year group. • A deep interest and knowledge of pupils’ locality and how it differs from other areas of the world. • A growing understanding of geographical concepts, terms and vocabulary. <p>Geography at Chacewater enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the ‘Understanding the world’ Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.</p>
<p>Implementation</p>	<p>Geography in our school is taught as part of our termly thematic approach and acts as a driver to form wider cross curricular links - how this is organised can be seen in the theme map below. We have made deliberate choices to organise the teaching and learning of geography; Autumn term the children learn about their place in the world with a focus on the UK. During the Spring term, children learn about the physical geography and human geography of the Earth. During the Summer term the children will learn to understand the wider world.</p> <p>To ensure our curriculum is taught to develop cumulatively sufficient knowledge by the end of each Key Stage we follow the stages outlined below:</p> <ul style="list-style-type: none"> • Substantive knowledge for each subject is mapped from EYFS to Year 6 to ensure our children learn cumulatively sufficient knowledge by the end of each Key Stage. Substantive knowledge is organised into four interrelated forms: locational knowledge, place knowledge and knowledge of environmental, human and physical processes and geographical skills to ensure that pupils’ knowledge, skills and understanding are built upon through successive years towards clearly identified year group learning outcomes. is a spiral curriculum, with

essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

- Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.
Each year group contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Within each year some units focus on an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.
- Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

2.) **Disciplinary** concepts that help our pupils to think Geographically are;

- Place and Space/ Scale and Connection
- Change
- Environment and sustainability
- Culture and diversity (Uniqueness)

3.) Explicit teaching of **vocabulary** is central to children's ability to connect new knowledge with prior learning.

4.) **Spaced retrieval** practice, through questioning, quizzes and peer-explanations, further consolidates the transfer of information from working memory to long-term memory. Quizzing etc are primarily learning strategies to improve retrieval practice – the bringing of information to mind.

	<p>5.) The use of knowledge organisers enables children to forge connections between their current learning and the ‘big picture’ of subject content. This is something, which they will continue to refer back to throughout their learning. Along with this, an appropriate curriculum themed home learning task grid, is sent home for children to further their learning and develop their understanding.</p> <p>Our geography curriculum has been supported with the use of Oddizzi, to provide online high-quality resources for teachers to use and children to learn from. Alongside this, we use the Geography Association, Royal Geographical Society and digimaps.</p>
Impact	<p>Impact:</p> <p>Our Geography curriculum is high quality, well thought out and is planned to demonstrate progression and personalised to Chacewater. We measure the impact of our curriculum through the following methods;</p> <ul style="list-style-type: none"> ● An opportunity for children to answer the ‘Geographical enquiry’ question, once they have been taught the sequence of lessons. ● At the end of a Geography unit, children complete a final 'show what you know' on an edited knowledge organiser to complete or extend to show their learning. ● Ongoing retrieval practice happens within our geography lessons, teachers use a range of strategies, the use of quick quizzes, asking pupils to 'Speak like an expert', connecting knowledge learnt to images from our knowledge organisers. ● Learning is assessed against the Geography key end points. ● Pupil discussions about their learning, referring to knowledge organisers and our 'Leap into Learning' books. ● Our 'Leap into Geography books' follow the children through the school so that progress can be monitored and children have the opportunity to look back at previous learning.







'L E A P' Into Geography at Chacewater

<u>L</u>ocal	<p>At Chacewater, from the beginning of school, pupils begin to learn about their local area. Reception and Year 1 in particular, learn about the local school environment and its place within Chacewater Village. Year 2 then begin to learn about its significance within Cornwall.</p> <p>Pupils learn to locate Chacewater using google maps, aerial photographs and go on fieldwork trips. They begin to identify its physical and human features. Within KS2, pupils begin to explore the local river, Carnon River and its link to the Truro River. We use Krensen Kernow workshops to better understand our local area and through expertise explore the change of the land.</p>
<u>E</u>ngaging	<p>We want geography to be memorable for our pupils. Geography can be best described as the study of places and the relationships between people and their environments – so it really does affect us all. We use Oddizzi monthly geography news updates through our assemblies to share global news and events.</p>
<u>A</u>spiring & Ambitious	<p>We make Geography challenging and exciting by using high quality resources such as atlases, compasses and OS Maps of the local area and wider world. The use of digital mapping allows the children to have access to online mapping service. We use chrome books and ipads to explore the world. We want children to be challenged through the use of quizzing, questioning and ensuring key knowledge is learnt and understood. Our geography is purposefully planned so that it builds on prior knowledge; for example in Year 4 the children learn about rivers and the water cycle, then in Year 4 Summer term the children learn about mountains within the UK. Understanding that the source of a river is found on higher land.</p> <p>We ensure there is diversity within our geography curriculum; the children learn about diverse places compared to that of Cornwall, within Year 2 the children learn all about the Mungurameno Village in Zambia and make comparisons of the</p>

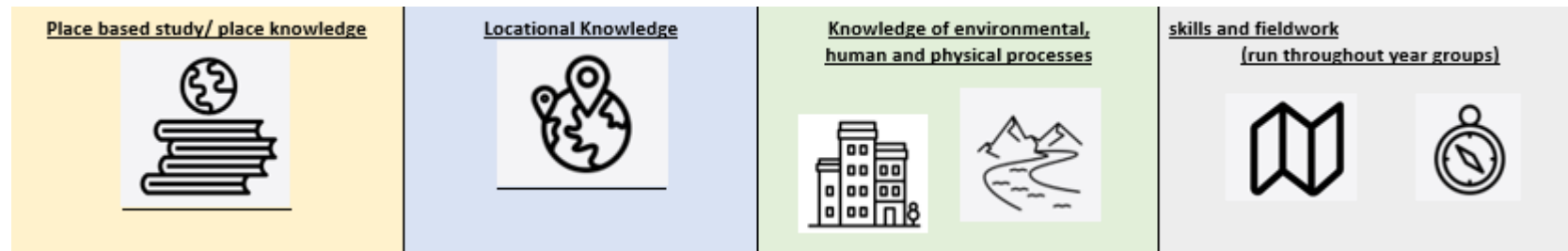
	<p>physical geography as well as the human geography of the land. The children will learn local, British and World geography as mapped out in our intent. They will discover explorers; Charles Darwin in Year 6 and George Forest in Year 2 and how his discoveries changed science and geography understanding. The opportunity to use 'French' when learning about France. When in Y5/Y6 every other year to visit London to engage in fieldwork and to understand how and why people visit this capital city.</p> <p>Children will have many opportunities to reflect upon the advantages and challenges globalisation brings and will consider the importance of sustainability and equity in relation to human interactions with the physical world. Year 5 study 'Global Trading' as a large geography unit and explore the trade links between the UK and the rest of the world. The children will learn and understand the global supply chain and climate crisis.</p>
<p><u>P</u>owerful & purposeful</p>	<p>Our geography curriculum is purposeful and powerful; We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen. We have ensured cross-curricular links where appropriate. For example, some of the history units include elements of geography. When the children learn about the Egyptians it is vital that the children practise their locational knowledge to identify where Egypt is on the world map and within which continent. When learning about Vikings and Saxons, children will learn about settlement and focus on areas within Lincolnshire and Yorkshire.</p> <p>When a sequence of learning has been planned, teachers refer back to the previous year's learning to ensure this deepens the children's learning further.</p>

Chacewater School Geography Theme Map

	<u>Autumn Term</u> <u>Local and settlements</u>		<u>Spring Term</u> <u>Active Planet</u>		<u>Summer Term</u> <u>Connections to the Wider World</u>	
<u>EYFS</u>	<u>All About me: Where do we live?</u> (Fieldwork)	<u>Festivals</u>	<u>Superheroes: Who are superheroes in the community?</u>	<u>Amazing Animals: Can all animals live in the same country?</u> (Fieldwork: Newquay Zoo Trip)	<u>Come outside: What are Seasons?</u> (Fieldwork)	<u>At the beach: What do we see when we are at the beach?</u> (Fieldwork)
<u>Year 1</u>	<u>Aut 1: What is it like here?</u> <u>Local Area: school</u> (Fieldwork)		<u>Spring 1: What is it like in the United Kingdom?</u>		<u>Where in the world are the hot and cold places?</u>	<u>How are the weather patterns different between each of the seasons?</u> (Fieldwork)
<u>Year 2</u>	<u>Aut 1: What does the UK look like from above?</u> (Fieldwork) Continents and Oceans?		<u>Spring 1: What would we see at the seaside?</u> Fieldwork (Chacewater/ Seaside town)		<u>Summer 1: What is life like in Mugurameno Village, Zambia compared to Chacewater Village?</u>	
<u>Year 3</u>	<u>The United Kingdom</u>	<u>Small geo link– Why did the stone age civilisation choose to settle where they did?</u>	<u>Spring 1: What on earth is a climate zone?</u> <u>Climate Zones</u> (Fieldwork)		<u>Summer 1: Where is South America and what is it like?</u> <u>Place Based Study</u>	
<u>Year 4</u>	<u>Aut 1: How do people choose where to settle?</u> (Fieldwork) <u>Settlement and change</u>		<u>Spring 1: How important are rivers?</u> <u>Rivers and Coasts</u> Local river study (Fieldwork)		<u>Summer 1: What is a mountain?</u> <u>3 Peaks and 7 Summits.</u> <u>Himalayas place study</u> Mountains (Fieldwork)	
<u>Year 5</u>	<u>Aut 1: Local and Region Study Upper KS2</u> <u>What is my local area and region like and how has it changed overtime?</u>		<u>Spring 1: Volcanoes and Earthquakes</u> <u>How do volcanic eruptions and earthquakes affect humans and the Earth?</u>		<u>Summer 1: How did trade get global?</u> (Fieldwork)	
<u>Year 6</u>	<u>United Kingdom</u> <u>Where does our energy come from?</u>		<u>Spring 1: Would you like to live in the desert? (North America)</u> <u>(Compare Mojave Desert with the varied biome of the Galapagos)</u> (Virtual Fieldwork)		<u>Summer 1: Why would you visit the Mediterranean?</u> <u>European Region</u>	<u>United Kingdom</u> <u>Where does our energy come from?</u> (Fieldwork)

	<p><u>Can I carry out an independent fieldwork enquiry?</u> (Fieldwork) <u>2024 to be carried out in</u> <u>Aut 1</u> Block 2 days</p>				<p><u>Can I carry out an independent fieldwork enquiry?</u> (Fieldwork) <u>2024 to be carried out in</u> <u>Aut 1</u> Block 2 days</p>
<p><u>Place based study/ place knowledge</u></p> 	<p><u>Locational Knowledge</u></p> 	<p><u>Knowledge of environmental, human and physical processes</u></p>  	<p><u>skills and fieldwork</u> (run throughout year groups)</p>  		

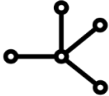



Substantive Knowledge (“knowing about...”): Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it. This content is separated into the following areas in the National curriculum and within our Geography@Chacewater document, as shown above: • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork



Disciplinary knowledge/concepts (...ways of knowing”): this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by thinking like a geographer. Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice. Fieldwork enquiries in each year group give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Progression in disciplinary

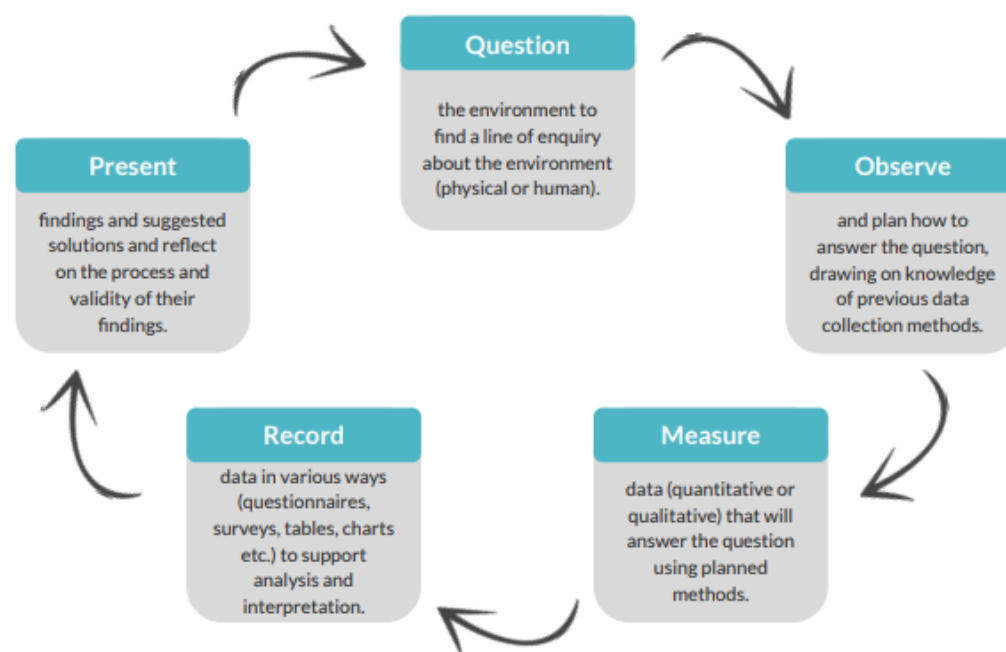
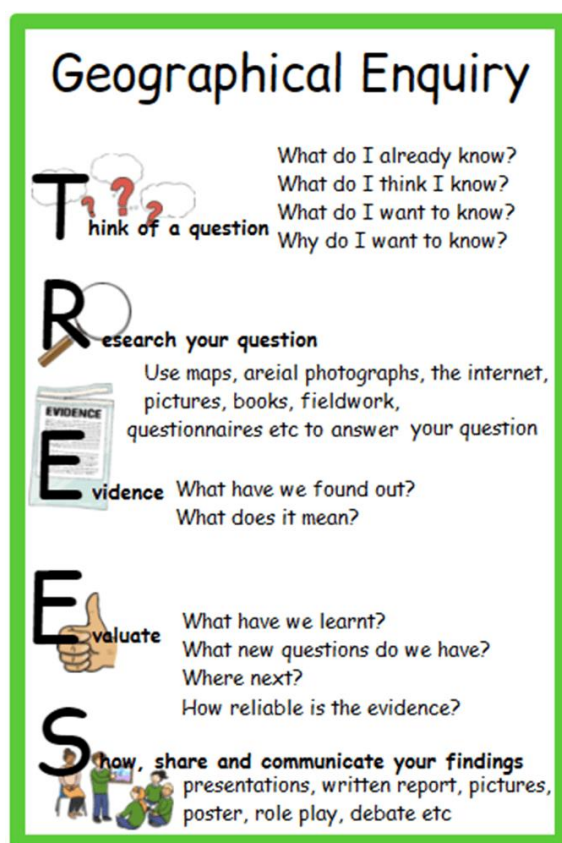
knowledge is shown in our Geographical skills and fieldwork strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.



Disciplinary Concepts: Think like a Geographer	Definition
<p>Scale and Connection/ Place and Space (relationship and interdependence)</p> 	<p>The significant links between places, features, events and people. Understanding the geographical similarities, differences and links between places and regions.</p>
<p>Change</p> 	<p>Change is crucial as a driver within physical geography (as seen in processes such as coastal erosion) and human geography, as seen in issues such as urban redevelopment, or population growth. Managing change is a key aspect of geography - we learn from past changes and predict and manage future ones.</p>
<p>Environmental and Sustainability</p> 	<p>It examines the importance and impact of maintaining, modifying or breaking connections and the impact this has upon the long-term health of our planet, its people and environments.</p>
<p>Cultural and Diversity (uniqueness)</p> 	<p>Diversity relates to our focus on a complex and varied world – places and environments are diverse between and within themselves. Understanding the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.</p>

The enquiry cycle

It is important that pupils consider the ways that geographers' question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our Geography@Chacewater to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Geography Lesson Design

PRE-LESSON

PURPLE PEN QUESTIONING PRIOR KNOWLEDGE DRAWING
ON UNDERSTANDING OF SUBSTANTIVE AND DISCIPLINARY CONCEPTS

TEACH (Ready to Learn)

Locational Knowledge: Atlases and variety of maps, linking locational and place knowledge, new or recapping, prior learning, fundamentals of all maps.

Retrieval – question (s) based on previous lesson/s and learning/ review previous learning enquiry question

Low Stakes Quizzes used to assess security and determine starting points

Guided Practice and Direct Instruction

LEARN (Learning Together)

Share overarching enquiry question: recap 'journey' for unit of learning

Share lesson question with icons

Effective Questioning to promote thinking

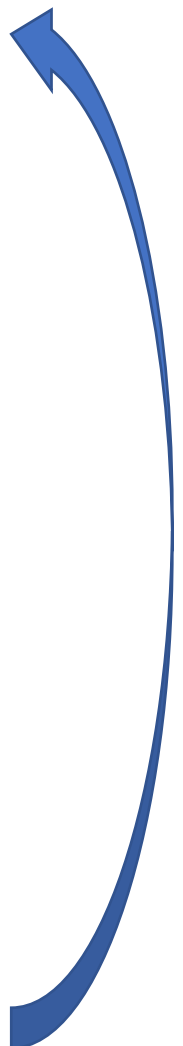
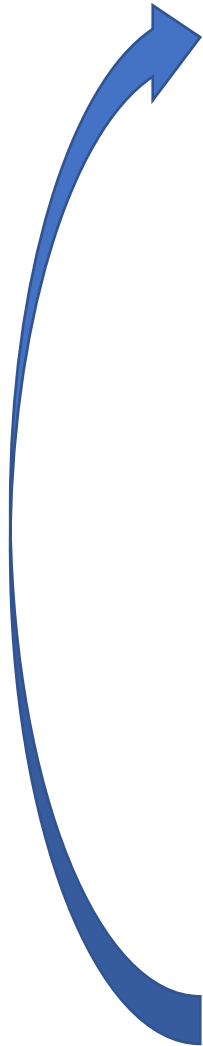
Independent Activity/Learning – carefully chosen variation

CHALLENGE

Evaluation of enquiry question

Progression in questioning

Forming opinions based on incomplete information



Reception

Children in Reception will begin to use their skills of inquiry through developing curiosity and a fascination about the world, and the people, animals and landscapes that we find within it. They will particularly begin to visit their local area and learn about the features that they can see, developing appropriate geographical vocabulary to explain what they observe to answer the question: what is this place like?







Outdoor adventures happen weekly: Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.











<p style="text-align: center;">Autumn Theme: All about Me Festivals and Celebrations</p>	<p style="text-align: center;">Spring Term Theme: Superheroes Amazing Animals</p>	<p style="text-align: center;">Summer Term Theme: Come outside At the Beach</p>
<p style="text-align: center;"><u>Key vocabulary:</u> village, town, feature, feature names (e.g. hill, hut, island, lake, land, ocean, palm tree, river), find, identify, look, map, search, above, aerial, bird's eye view, feature names (e.g. school, church, bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, woodland), map, photograph</p>	<p style="text-align: center;"><u>Key vocabulary:</u> map, world, hot and cold places, animals, land, sea, ocean, Antarctica, Arctic, places, near, far, lion, elephant, giraffe, zebra, pets</p>	<p style="text-align: center;"><u>Key vocabulary:</u> Weather, rain, sunshine, cloud, hail, snow, seasons, winter, spring, summer, autumn, wind, hot, cold, maps, weather chart beach, seaside, cliff, sand, sea, ocean</p>
<p><u>Overview of UTW / Geography links covered:</u></p> <p style="text-align: center;"><u>-All About Me</u></p> <p><u>Hook book examples</u> - What makes me me, Elmer the Elephant, Owl Babies, The Acorn. The Gingerbread Man</p>	<p><u>Overview of UTW/ Geography links covered:</u></p> <p style="text-align: center;"><u>-Amazing Animals-</u></p> <p><u>Hook book examples</u> - Dear Zoo, What the ladybird heard, Monkey Puzzles, Lost and found, The Tiger who came for tea, Giganotosaurus n yt/ If I were a dinosaur</p>	<p><u>Overview on Topics covered –</u></p> <p style="text-align: center;"><u>Come Outside</u></p> <p><u>Hook book examples</u> - The enormous turnip, Jack and the beanstalk, a stroll through the seasons.</p>

<p>Looking at what makes us. Children look at where they live locally - Chacewater, children look at their families and local links to Chacewater through becoming familiar with the school etc. Children go on an adventure around the school, looking at what they notice and what they see. Children look at the school on google maps and compare what they saw from their adventure around the school to what they see on the map. Children draw simple information from a simple example of a map.</p> <ol style="list-style-type: none"> 1. What does a map look like? LF: name and locate features on a map. 2. What is our school like from above? LF: To consider shapes and positions of features when making a map. 3. Let's build a map! LF: build and describe a model of a familiar place. 4. To describe a journey using found objects. 5. To explore a range of maps. 6. Apply their knowledge of maps to create their own. <p><u>Links to the new Development Matters framework</u></p> <p>Talk about their community.</p> <p>Understand that some places are special to members of their community. Development matters</p> <p>Draw information from a simple map.</p>	<p>Children learn about the focus on the world around us, where we've been before on holiday and how we got there. Hook book (Lost and Found) looked at the little penguin who lives in Antarctica. Children recognise that there are other countries in the world, we make links to different animals being in different places around the world - why? We also focus on life cycles - frogs and caterpillars. Children have caterpillars and watch them grow into butterflies as well as tadpoles. Children are exposed to world maps.</p> <ol style="list-style-type: none"> 1. To compare features in the local environment to other places around the world. 2. To compare contrasting places within the UK. 3. To recognise the difference between city and countryside environments. 4. To compare different landscapes around the world. 5. To understand the characteristics of jungle environments, including climate and landscape. 6. To explore and understand life in a cold place, comparing and contrasting it with our own lives. <p><u>Links to the new Development Matters Framework</u></p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>– Children look at seasonal changes and what happens in the different seasons across the year. The children look at similarities and differences that they have observed from exploring the outside environments and recognise seasonal weather conditions. and different weather conditions.</p> <ol style="list-style-type: none"> 1. Explore natural objects using the senses. 2. To be able to explore and make observations of the world around them. 3. Explore the weather and describe the effects of different weather conditions. 4. To use the senses to observe and talk about experiences whilst outside. 5. To begin to notice some of the features of the changing seasons. 6. To begin to recognise seasonal weather conditions. <p><u>At the beach –</u></p> <p>_Links to Cornwall and where we live. Children look at maps where they live.</p> <p><u>Links to Development Matters new framework</u></p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Plant seeds and care for growing plants.</p>
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<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p> <p><u>What do we do here at Chacewater?</u></p> <p>Draw information from google map of Chacewater and look at our school using an aerial view. Children look at those things near our school that are familiar to them and draw information from what they can see by making links. Children talk about their community and link it to where they live. Children share pictures of their homes on Tapestry as their link to learning.</p> <p>Early learning goals</p> <p>ELG: Understanding the World – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG: Understanding the World – The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <div data-bbox="1279 513 1382 617" data-label="Image"> </div> <p><u>ELG statements linked to new framework</u></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><u>What do we do here at Chacewater?</u></p> <p>Children focus on the lifecycle of animals including butterflies and frogs.</p> <p>Children use hook books to engage their interests in places around the room (for example: Monkey Puzzles - look at the rainforest and compare it to where we live in the UK or Lost and Found and the children look at Antarctica - where penguins live).</p>	<p><u>ELG statements linked to new framework</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <div data-bbox="1917 863 2020 967" data-label="Image"> </div> <p><u>What do we do here at Chacewater?</u></p>
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<p>environments, drawing on their experiences and what has been read in class.</p> <p><u>Progression</u></p> <p>Year 1 to look at where we live in more detail, linking to Chacewater being in a village, in a town, county etc.</p> <p>Year 2 making links to Truro and Cornwall.</p>	<p>Children make links to where they have travelled before and where in the world this is located on a map of the world.</p> <p><u>Progression</u></p> <p>Year 1 to look at the continents and oceans that make up the world in which we live.</p>	
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Year 1			
<u>Geographical Enquiry Questions</u>	<u>Autumn term 1:</u> What is it like here? <i>(Fieldwork lessons 3 and 4 School Grounds)</i>	<u>Spring term 1:</u> What is it like in the United Kingdom?	<u>Summer Term 1:</u> Where in the world are the hot and cold places? How are the weather patterns different between each of the seasons? (Summer 2) <i>(Fieldwork lesson 4 School Grounds/ Millennium Green)</i>
<u>Vocabulary</u>	<i>village, town, city, country, Cornwall, location human/physical feature, land, sea, map, symbol, aerial view, aerial photograph, plan view</i>	<i>Capital, country, sea, Great Britain, country, England, Scotland, N. Ireland, Wales. Capital City, London, Edinburgh, Belfast, Cardiff, Truro. Map, atlas, symbol world, map, Europe, Union Jack, Irish Sea, North Sea, English Channel</i>	<i>Planet earth, continent (x7), ocean (x5), equator, North Pole, South Pole, human & physical features. Map, globe (linking to Maths: geometry position & direction) Compass north, south, east, west. Antarctica, Arctic, rainforest, desert, animal adapt burrow, adaptation, blubber, environment, habitat, hibernate, suitable, unsuitable features</i> <i>Season, Summer, Winter, Autumn, Spring. Shadow, length of day, weather, temperature, months, year, temperature, rain, sun, wind, snow, cloudy, fog, mist, snow, thunderstorm, icy, deciduous, weather forecast</i>
<u>Substantive Knowledge</u>	  <u>Human and Physical Geography:</u> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Fieldwork Skills	 <u>Locational Knowledge:</u> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Geographical skills and fieldwork:</u> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and	 <u>Locational Knowledge:</u> Name and locate the world's seven continents and five oceans <u>Human and Physical Geography/ Locational Knowledge:</u> The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom.  

		its grounds and the key human and physical features of its surrounding environment.	
<u>Disciplinary Concepts</u>		 	  
	<p><u>1. Where are we in the world?</u> <i>To locate the school on an aerial map. Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</i></p> <p><u>2. What can we see in our classroom?</u> <i>To create a map of the classroom. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</i></p> <p><u>3. What can we find in our school grounds?</u> <i>To locate key features of the playground. Recognise four features in the school grounds using a map.</i></p> <p><u>4. Local knowledge: What are the different places in our school?</u> <i>Be able to devise a simple sketch / map of the school grounds. (Use positional and direction language: left, right, in front, behind) (Fieldwork)</i></p>	<p><u>1: Where is the United Kingdom?</u> <i>(scale and connection)</i> <i>Be able to locate the United Kingdom on a map of the World. Name the four countries of the United Kingdom. Locate the four countries of the United Kingdom on a map.</i></p> <p><u>2: What is a sea and which ones surround the UK?</u>  (scale and connection)</p> <p><u>3. Which countries are found in the UK and what are they like?</u> <i>(scale and connection)</i> <i>Identify the four counties and surrounding seas of the United Kingdom.</i></p> <p><u>4. What are the differences between human and physical features?</u>  <u>What are the human and physical features and landmarks in one of the capital cities?</u> <i>Explain the differences between human and physical features.</i></p> <p><u>5. What is it like to live in one of the capital cities?</u> <i>Edinburgh (focus) Virtual Fieldwork</i></p> <p><u>6: What are the UK's capital cities like?</u> </p>	<p><u>1: Where are the world's hot and cold places?</u> <i>Be able to identify hot and cold places on a map. Locate the Equator and the North and South Poles on a map or globe.</i></p> <p><u>2. What is it like in the world's hot and cold places?</u> <i>(diversity)</i> <i>Recognise the features of a hot and a cold place: (Arctic, Antarctica, hot desert and rainforest).</i></p> <p><u>3. What is the temperature like in the North and South Poles?</u> <i>(diversity)</i> <i>Understand and recognise features of a hot place and a cold place. Understand what a cold area of the world is like. Understand the human and physical geography of the Arctic.</i></p> <p><u>4. Which countries are the coldest and how do you know?</u></p> <p><u>5. How do animals adapt to hot and cold places?</u> <i>Antarctica wildlife, animals/ biome rainforest animals/ desert animals (Environmental)</i></p> <p><u>6. What would I pack for a visit to a very hot place? How would it be</u> </p>

Describe the human and physical features of one of the UK's capital cities.



different if I was going to a very cold place? (Diversity)



End of Unit Assessment

Summer term 2

What is the weather like in the UK?

(Diversity)



1.How is the year organised into months and seasons?

To be able order the months of the year and name the seasons.

2.What are the differences between the seasons?

Be able to identify differences between the types of weather experienced in different seasons in the UK.

3.How do I know what season I am in and how can I identify the different types of weather in each season?

*Be able to identify differences between the types of weather experienced in different seasons in the UK.
Be able to identify aspects of the weather and how it affects my local environment.*

4.What is the weather like in the UK?

What is the weather like today?

(change) (Fieldwork/ data collecting)

Be able to identify the types of weather we have in the United Kingdom and record the daily weather in our area.



Geographical skills and fieldwork

Fieldwork: explore the school and local area on foot observing and recording human and physical features. Take photographs, record places and collect items.





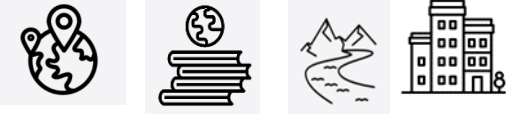
Fieldwork skills:


















- make simple observations/ Chn to identify the things they know and have seen.
- use photo, audio or video as evidence of what they have seen
- draw a simple sketch map showing key features of the school, its grounds and surrounding environment (Chacewater School/ Chacewater Village
- I can observe and record the local weather.





Map skills:

- Using and making maps. Use a simple map to move around school, use directional language near, far, left and right/ sketch maps
- Use photographs and maps to identify features of Chacewater, label with key features, shop, school, church, shops.
- I can use maps, atlases, and globes to identify the UK and its countries.
- I can use maps to locate the four countries and capital cities of the UK and its surrounding seas.
- I can use world maps to identify the UK in its position in the world.
- I am able to use appropriate vocabulary when describing seasons and local weather.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Pole.






Year 2			
<u>Geographical Enquiry Questions</u>	<u>Autumn term 2:</u> What does the UK look like from above? <i>(Fieldwork lesson 5)</i>	<u>Spring term 1:</u> What would we see at the seaside? <i>(Fieldwork lessons 5 and 6)</i>	<u>Summer term 1:</u> What is life like in Mugurameno Village, Zambia compared to Chacewater Village? <i>(Fieldwork; interview lesson 4)</i>
<u>Vocabulary</u>	<i>Maps, features, directions, compass points, north, south, east, west, symbols, route, aerial view, United Kingdom, England, Scotland, Wales, Ireland, London, Belfast, Edinburgh, Cardiff, United Kingdom, British Isles,</i>	<i>Revist Aut 1 Vocab UK countries and capital cities Chacewater, Cornwall, St Ives/ Portreath, England, hot, cold, similar, different, United Kingdom, British Isles, human, physical/ North Sea, Irish Sea, Coast, Sea, harbour, cliff, beach, farm, countryside, county, Europe, forest, high street, hill, local, office, park, port, river, road, seas, shop, valley, urban, rural, town, city, village</i>	<i>Revist Aut 1 KN/ Vocab: Continents and Oceans Continent, country, ocean, sea, Asia, Africa, North and South America, Antarctica, Europe, Zambia, Equator, North pole, South pole, Zambezi River, Lusaka City, airport, well, canoe, land, elephant, lion, well, home, village, savannah, habitat, atlas, globe, map, world, Atlantic Ocean, Arctic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean</i>
<u>Substantive Knowledge</u>	 <p><u>Geographical skills and fieldwork</u> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key and use simple fieldwork and</p>	 <p><u>Place Knowledge:</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <u>Locational Knowledge:</u> Name and locate the world's seven continents and five oceans <u>Human and Physical Geography:</u> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features,</p>	 <p><u>Place Knowledge:</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <u>Geographical skills and fieldwork:</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>













	observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	including: city, town, village, factory, farm, house, office, port, harbour and shop Fieldwork Skills	
<u>Disciplinary Concepts</u>	 <i>(Scale and Connection/ Place and Space)</i>	 <i>(Diversity)</i>	  <i>(Cultural and Diversity)</i>
	<p>Revisit the learning based around the school. Use the floor book to discuss its location within the village. Discuss Truro and how this is a city within Cornwall.</p> <p><u>1.What is a compass and what are the compass points?</u></p>  <p><u>2.What are the four parts of a compass and how can I use these to describe positions?</u></p>  <p><u>3.What is a sketch map?</u></p>  <p>Apply skills from Autumn: (Four countries in the UK, Capital cities) Use simple fieldwork and observational skills</p> <p><u>4.What is a key on a map and what do these symbols mean?</u></p>  <p><u>5.Can I draw a map with a key and use these to describe a route? (Fieldwork)</u></p>  <p><u>Use compass directions</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>	<p><u>Cornwall:</u> Comparing our local area to the characteristics of the four countries and capital cities.</p> <p><u>1.What are the seas that surround the UK?</u></p>  <p>Be able to name the seas and oceans surrounding the UK. Be able to label the seas and oceans on a map of the UK. Be able to describe the location of different seas and oceans using compass directions.</p> <p><u>2.What is a seaside town and how would you recognise one?</u> Describe a seaside town/village in Cornwall (St Ives/ Marazion/ Portreath).</p>   <p>Be able to recall what a physical feature is. Be able to name physical features in photographs of the seaside.</p> <p><u>3.What are the human and physical features of a seaside town?</u></p>  <p>Be able to name human physical features in photographs of St Ives Seaside. Be able to recall what a human feature is. Be able to name human features on the coast and describe how people use the coast.</p> <p><u>4.What are the similarities and differences between a rural village and a seaside town? (Map skills)</u></p> <p><u>(Fieldwork)</u></p>	<p>Revisit the concepts learnt in Year 1: Antarctica/ Arctic and how this compares to hot and cold places. What do we think Africa will be like?</p> <p><u>1.Where and what is the African continent like?</u></p>  <p><u>2.Where is Zambia within the world?</u></p>  <p>Name and locate the world's 7 continents and 5 oceans. (Revisit from Year 1) Understand Africa is a continent and within the continent there are 54 countries.</p> <p><u>3.Where is Muguranmeno and what is the village like?</u> Locate Zambia on a map. Be able to locate the village of Mugurameno on a map and the location of Chacewater school and make comparisons. Describe a place outside Europe using geographical words. Describe the key features of Zambia, refer to human and physical features; River Zambezi, Victoria Falls, market, airport, Lusaka City, village, well</p>  <p><u>4.How does our life compare to that of Mugurameno village?</u></p>  <p><u>(Fieldwork: interview Miss Laskowski)</u></p> <p>Be able to explain what I like and don't like about the locality and another locality like Africa/ Zambia. Understand</p>

	<p>Locate them on maps, globes, atlases, and aerial photographs. Know that the UK is an island. Name the UK's surrounding seas.</p>	<p><u>5.How do people use our local coast? (Data Collection) To investigate how local people use the seaside.</u></p> <p><i>Be able to follow a route on a map. Be able to identify human features. Be able to record data in a tally chart.</i></p> <p><u>6.How do people use our local coast? (Findings)</u></p> <p><i>To be able to discuss the types of human features I saw. To be able to create a pictogram to represent how people use the local seaside town.</i></p> 	<p>what daily life is like in Mugurameno and compare that to our lives in Chacewater. <i>Find out about Africa by asking some relevant questions to someone else?</i></p> <p><u>5.Why is the river so important for the people of Mugurameno? How do the people of Muguranemno use the Zambezi River compared to the Carnon River (fieldwork)</u></p> <p><u>6.What are the similarities and differences between homes where we live and homes in Mugurameno?</u></p> <p><i>Explain how the people of Mugurameno protect themselves and their homes from wild animals.</i></p>  <p>End of Unit Assessment</p>
<p><u>Geographical Skills and fieldwork</u></p>  	<p>Fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Make detailed observations. Use a camera, video or audio recording to gather evidence of what they have seen. Draw a sketch map with labels showing the key features of the school, its grounds and surrounding environments.</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph).</p>	<p>Fieldwork: Explore the village on foot observing and recording the physical and human features. Compare the village to a seaside location (St Ives/ Marazion/ Portreath).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph).</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. (River Zambezi, Lusaka-City, airport, Victoria Falls, village, lion, farm, shopping mall,</p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Ask questions about specific places and environments.</p> <p>Use world maps, atlases and globes to Africa, Zambia, Zambezi River/ Lasaka-city/ countries/ continents and oceans.</p>

	<p>Use and construct basic symbols in a key</p> <p>Follow a route on a map</p> <p>Use and understand simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location on a map and routes.</p>	<p>Use and construct basic symbols in a key</p> <p>Represent finding using simple graphs and maps, annotate maps.</p> <p>Record selected geographical information on a map or large-scale plan, using colour or symbols and a key - Continents and Oceans</p> <p>Use globes and atlases to identify continents and oceans</p>	
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Year 3

<p><u>Geographical Enquiry Questions</u></p>	<p style="text-align: center;"><u>Autumn term 1</u></p> <p style="text-align: center;"><u>Local area, settlement and change</u> <u>What is my local area and region like and how has it changed overtime?</u> <i>(Fieldwork) (Cover in Spring 2 2024) Block Day</i></p>	<p style="text-align: center;"><u>Spring term 1:</u> <u>What on earth is a climate zone?</u> <i>(Fieldwork Lesson 7 and 8)</i> <i>Eden Project: How is the climate at Eden (temperate) different to that in the tropical biome? (tropical climate)</i></p> <p style="text-align: center;"><u>Spring term 2</u> <u>Why are rainforests so important to us?</u> <i>(Fieldwork: Lesson 7&8 How is our local woodland used?)</i></p>	<p style="text-align: center;"><u>Summer term 1:</u> <u>South America and Rio and South East Brazil</u> <i>Placed based study</i></p> <p style="text-align: center;">Where is South America and what is it like?</p>
<p><u>Vocabulary</u></p>	<p><i>countries, human, physical, landmark, region, capital city, city, county, physical features, human features, land use, landscape</i></p>	<p><i>climate, latitude, longitude, weather, equator, hemisphere, sphere, axis, season, temperature, temperate, tropical, precipitation, arid, temperate, polar, Mediterranean, continent, country, Europe, North America, Northern Hemisphere, Southern Hemisphere,</i></p> <p style="text-align: center;"><i>Rainforest: Eden</i> <i>Rainforest, Equator, continent, Amazon, Congo forest floor, understory, emergent, canopy, logging tribe, biome, okapi, deforestation ecosystem, indigenous, fell</i></p>	<p><i>Cerro Aconcagua, São Paulo, Lake Titicaca, Southern Hemisphere, La Paz, Ushuaia, Brasilia, latitude, longitude, time zone, tropical, population, Southern Hemisphere, Northern Hemisphere, culture, region, favela, trade, recreation, export, manufacturing, mining, port, tourism, trade</i></p>
<p><u>Substantive Knowledge</u></p>	<p><u>Human and Physical Geography</u> describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p> 	<p><u>Human and Physical Geography:</u> physical geography, including: climate zones, biome</p> <p><u>Locational Knowledge</u> identify the position and significance of latitude,</p>  	<p><u>Place Knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a</p>

	natural resources including energy	<p>longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p><u>Place Knowledge</u>: 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 or South America</p> 	<p>region of the United Kingdom, a region in a European country,</p> <p><u>Locational Knowledge</u> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>  
<u>Disciplinary concepts</u>			
	<p>(Link into history unit: The Stone Age: settlements) More in-depth study in Aut Year 4: UK.</p> <p><u>Human and physical</u></p> <p><u>1. What did the Stone age leave behind to show they once settled here?</u></p> <p>-Identify some of the Stone Age architecture in the UK. 5 architecture sites from the Stone Age. -Explain how human activities have affected the UK's landscape.</p>	<p>Revisit from Year 2: Continents and Oceans Revisit Year 1 Hot and Cold places. Building on KS1 knowledge of hot and cold countries in relation to the equator. Pupils now begin to learn about world biomes; the difference between biomes and climate (desert biome focus and arid, tropical, temperate, climate zones);</p> <p><u>1. Why does a place's location in the world affect its climate?</u></p> <p>Define the difference between weather and climate. Identify different lines of latitude, including the equator on a map. Explain the significance of key lines of latitude including the equator.</p>  <p><u>2: What on earth is a climate zone?</u></p> <p>Explain the significance of the Northern and Southern Hemisphere. Describe the location of different climate zones around the world.</p> <p><u>3: How is the climate of the UK different from that in the tropics?</u></p> 	<p>Revisit climate zones from Spring term; <u>Place Knowledge:</u></p> <p><u>Region of South America Study:</u></p> <p><u>1. Where is South America and what is it like?</u></p> <p>Find South America on a map. Identify the position and the significance of the Equator and the world's hemispheres.</p>  <p><u>2. Which countries make up South America?</u> Locate South America countries and capitals, in order to compare the time difference between them and the UK. Use 4- and 8-point compass directions.</p>  <p><u>3. What time is it in different parts of South America?</u></p>  <p><u>4. How does Brazil compare with my country?</u> Know the location and main human and physical features of Rio and South East Brazil: tropical</p> 

Compare climate data for different locations. (compare temperate and tropical climates). (London and Manaus)
 Explore weather patterns within a climate zone.
 Identify the characteristics of different climate zones around the world.



4: How does the climate vary around the world?

Locate different climate zones and explore the differences between the Northern and Southern Hemispheres and within different climate zones. Compare temperate and tropical climates.

5: What is the weather like on a typical day for places in different climate zones?



6. Eden Trip: Prior to visit



Fieldwork: Talk and discuss enquiry questions and plan how to collect the data.

Day trip: Lesson 7 Field work: Eden trip

Lesson 8: Fieldwork opportunity

How is the climate at Eden (temperate) different to that in the tropical biome? (tropical climate)

Link local observations to the wider world to identify patterns (weather/ climate).

Lesson 8: What does the data show us?

LF: to draw a bar chart to represent and compare the different temperatures in a temperate and a tropical climate.

savanna climate, Rio's beaches, Guanabara Bay, Sugar Loaf Mountain, Amazon River, City of Santos, farming, Christ the Redeemer

Human and physical:

5.What are the main human and physical features of South East Brazil?



Compare the population of Brazil and England.
 Compare cities London and Sao Paulo.
 Compare the landscape of Brazil to that of England.

6.How is my life linked to South

East Brazil?




Investigate trade links between the UK and South East Brazil.









End of unit Assessment

Autumn 2: Small Geo Link to History

Pupils learn about water as a resource/ settlement by a river, Egypt.

		<p><u>9: What is special about each climate zone?</u></p> <p><u>What makes up a rainforest?</u></p> <p><i>Be able to recognise the different layers of life in a rainforest. (At Eden and post Educational Visit.)</i></p> 	
 <p><u>Geographical</u></p>  <p><u>Skills and fieldwork:</u></p>	<p>Use maps, atlases, globes and digital/computer mapping (digi-maps) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; identify climatic zones.</p> <p>Chn use maps, atlases, globes and digital/computer mapping (DIGIMAPS) to locate countries and describe features studied.</p> <p>Identify lines of longitude and latitude on a world map. (including the use of a simplified ordnance survey map.)</p> <p>Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Thermometers</p>	<p>use camera and locate photographs on a map</p> <p>Draw sketch maps locating human and physical features.</p> <p>Use aerial photographs</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;</p> <p>Use globes, atlases and maps to identify the main human and physical features of North and South America;</p> <p>Use the 4 points of a compass and move onto eight points of a compass, four figure grid references, (OS MAPS)</p> <p>(including the use of a simplified ordnance survey map.)</p> <p>Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</p>

Year 4			
<u>Geographical Enquiry Questions</u>	<p><u>Autumn term 2:</u> <u>How Did the Romans impact Britain?</u> <u>How do people choose where to settle?</u> <u>(History link)</u></p>	<p><u>Spring term 1:</u> <u>How important are rivers?</u> <u>(Link Water Cycle: Science)</u> <i>(Fieldwork Lesson 5 and 6)</i></p>	<p><u>Summer term 1:</u> Theme: Mountains What is a mountain? <i>(Fieldwork lesson 6)</i></p>
<u>Vocabulary</u>	<p><i>countries, human, physical, landmark, region, capital city, city, county, physical features, coastline, human features, land use, landscape, industry, National Park, retail, farming, manufacturing, tourism, finance, renewable, London Array, Rome, Italy, Europe, UK, Bath, Somerset, land use, roads, Romans, invasion, settlement</i></p>	<p><i>Nile, Amazon, Yangtze, upper course, middle course, lower course, source, confluence, meander, tributaries, flood plain, mouth, erosion, flood management, irrigation, flooding, drainage, hydroelectric power, recreation, transport, valley, oxbow lake, meander, waterfall, flood plain, gorges dam, hydro-electric power, irrigation, floodplain, dam, Thames Barrier, sandbag, embankment, continent, country, world river, Carnon River, Truro River, Coasts</i></p>	<p><i>Mountain Vocab:</i> <i>mountain range, river, mountain, summit, landform, hill, mountain formation plates, physical features, Scotland, England, Wales, Ben Nevis, Scafell Pike, Snowdon, mantle, fold, slope, valley, fault-block, volcanoes, summit, dome, climate, avalanche, equator, climate, land height, sea level, glacier, mountain climate, temperate forest, temperate, coniferous trees, deciduous trees</i></p>
<u>Substantive knowledge</u>	<div>  </div> <p><u>Human and Physical Geography</u> describe and understand key aspects of:</p>	<div>  </div> <p><u>Human and Physical Geography</u> describe and understand key aspects of:</p>	<div>  </div> <p><u>Human and Physical Geography</u> describe and understand key aspects of: physical geography, including: mountains</p>

	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Locational knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>physical geography, including: rivers</p> <p><u>Locational Knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>Locational knowledge: mountains</u></p> <p>Locational Knowledge • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
<p><u>Disciplinary concepts</u></p>			

Locational Knowledge:

1. Where is Europe on a map?

LF: Locate Europe on a map and identify some of its features. Locate some of Europe's countries and capitals, and find out more about them.

1. What is a region?

LF: To be able to locate regions, countries and major cities in the UK
Geographical skills: Use maps and atlases to locate countries

LF: be able to name and locate counties and major cities of the United Kingdom and geographical regions within England: These are London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West.

3. What is a settlement and are settlements different?

LF: to understand what a settlement is and the different types of settlements.

Use maps and atlases to locate a hamlet, village, town and city.

LF: To understand the physical and human geography of the city of Bath

Optional 4. Fieldwork: Lesson 4: Can I explain the location of features in my local area? Location: Local area

To understand what a settlement is and the different types of settlement.



Revisit from Year 3: South America; Amazon River

1. What is a river and where do we find them? (Link with water cycle in science)

2. What are the longest rivers within the UK?

LF: To be able to name and locate the five longest rivers in the UK.

Locate the major rivers of the British Isles. River Severn, River Thames. The **rivers in Britain** have been major sources of communication and travel since ancient times. The Romans reached what is now London by sailing down the **Thames**. (revisit from Autumn 2) Locate the 5 longest rivers within the UK, using topography, maps. Explain what a river is.

3. What are the stages and features of a river?

LF: to recognise the features and courses of a river.

Be able to state where a river starts and ends. To be able to describe the three courses of a river. I can name the features of a river.

4. How are places, human and physical features represented on an OS map?

Use 4 figure grid references, symbols and keys to build a knowledge of the United Kingdom.

5. What are the physical characteristics of the River Allen? How does the River Allen and Truro River shape the surrounding landscape? What can we find out about our local river?

LF: To identify and locate human and physical features on a map.



1. What is a mountain?

Describe what a mountain is and locate the world's 'Seven Summits' on a map.

What is the difference between a hill and a mountain?

2. What are the key features of mountains and how are they formed?

Describe the key features of mountains and how they are formed.

Be able to describe how different types of mountains are formed.

Be able to name different types of mountains.

3. Where can mountains be found in the UK? (Diversity) To be able to name and locate the UK's highest mountains on a map using 4

figure grid references, symbols and key.

To be able to locate the highest peaks in England, Scotland and Wales on a topographic map of the UK. Scotland, England, Wales Ben Nevis, Scafell Pike and Snowdon

4. What are the UK'S highest mountains like?

Explore and locate the UK's highest mountains. Be able to locate the UK's highest mountains. Be able to describe a mountain environment found in the UK.

5. What is it like on a mountain?



4/5. Why did the Romans settle here and why do people settle in this city today?



LF: To be able to understand why people choose to settle in Bath and how the human and physical features of Bath have changed over time.

To be able to locate Bath and understand why Romans settled here. Why do people settle in this city today? identifying human and physical characteristics. Focus on Bath: history link



*I can state where the river starts and ends.
I can describe the features I expect to see during fieldwork.
use grid references to describe the location of features.*

6. What features does our local river have?
Carnon River (Fieldwork)

LF: to be able to collect data on the features of a local river.

I can identify the features of a river.

I can judge the quality of the environment using a Likert scale.

I can make suggestions about how to improve the river environment.



Optional: Compare the **River** Kenwyn, which converges with the Allen and becomes the **Truro River** ·**Field Work: Local River, Carnon River/ compare to the River Thames London.**

Describe the climate of mountains and explore mountain life.



6. What is it like in the Himalayas and how does this compare to living in Cornwall?

Recognise the importance of the Himalayas for the people living in the region.

To be able to compare the human geography of the local area with the Himalayas and compare the physical geography of the local area.

To be able to identify similarities and differences between the two areas.

Edmund Hillary and Tenzing Norgay explorers.



End of unit assessment



Geographical Skills and fieldwork: *Fieldwork opportunity: Local river; Carnon River*

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

To understand the key features of an OS map including:

Compass directions

The key

Four and six-figure grid references

Grid squares

Scale

Contour lines

To interpret an OS map to answer questions about a locality: The River Thames.

Fieldwork skills:

- Link local observations to wider world to identify patterns (weather/ climate)
- use camera and locate photographs on a map
- draw sketch maps locating human and physical features
- devise and answer questions using geographical vocabulary
- Use fieldwork to observe and record the human and physical features in the local area (River visit) using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Maps Skills:

Use maps, atlases, globes, and digital/computer mapping (Google Earth) To locate countries and describe features studied.

Follow a route on a large-scale map

Locate places on a range of maps (variety of scales)









Identify features on an aerial photograph, digital or computer map

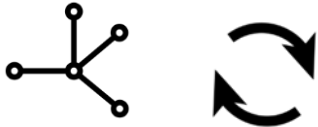









Learn the eight points of a compass, four-figure grid references.

Recognise and use OS map symbols, including completion of a key and understanding why it is important.

Draw a sketch map from a high viewpoint.

Learn about topological and thematic mapping.

Year 5			
<u>Geographical Enquiry Questions</u>	<p><u>Autumn term 1</u> <u>What is my local area and region like and how has it changed overtime?</u></p> <p><i>Sept 2024: change sequence to Upper KS2 Local and Area and Region study (Fieldwork lessons 4, 5, 6)</i></p>	<p><u>Spring term 1</u> <u>How do volcanic eruptions and earthquakes affect humans and the Earth?</u></p>	<p><u>Summer term 1</u> <u>Going Global!</u> <u>How did trade get Global?</u></p> <p><i>(Fieldwork lessons 9, 10)</i></p>
<u>Vocabulary</u>	<p><i>continent, country, city, region, immediate local area, human features, bodies of water, boundaries, shapes and colours, landmarks, landscape, ordnance survey maps</i></p>	<p><i>Volcano, plates, tectonic, core, mantle, crust, boundaries, magma, ash cloud, central vent, eruption, lava, continents, map, Europe, North America, Pacific Ring of Fire, effect, short-term, long-term, rubble, human features, aid, survival kit, drill, preparation, Venn diagram, eyewitness, eruption, effects, impact, glacier, habitat, mountain range, national park, wilderness, wildlife, Cascades, eruption, mountain range, north-west, facilities, state, human features, landscape,</i></p>	<p><i>latitude longitude, Northern Hemisphere Western Hemisphere, location, physical features Trade, import, export, key, trading, fair-trade, globalisation, brand, multinational, company, supply, data, qualitative, quantitative, advantages, disadvantages, greengrocer, baker, butcher, foodbank, allotment, sample size, reliability, limitations, closed question, open-ended question, pesticides</i></p>
<u>Substantive Concepts</u>	<div>    </div> <p><u>Fieldwork Skills</u></p> <p><u>Human and Physical</u> Geography human geography, including: types of settlement and land use,</p>	<div>   </div> <p><u>Locational Knowledge</u></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle,</p>	<div>    </div> <p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of</p>

	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><u>Locational Knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Human and Physical Geography</u> physical geography, including: mountains, volcanoes and earthquakes</p>	<p>Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Human and Physical Geography</u> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<u>Disciplinary Concepts</u>			
	<p><u>Can I locate my local area?</u></p>  <p><u>1.How does it fit in with other places, near and far?</u> <i>LF: locate the local area on an aerial image in relation to other places around it. To use an aerial image to describe the key physical and human features of the area.</i></p> <p><i>To use geographical language to describe places at different scales.</i></p>  <p><u>2.What is special about my local area?</u></p> 	<p><u>1. What lies beneath the surface of the Earth?</u> <i>LF: to be able to understand the structure of the earth Find out about the structure of the Earth and label a diagram.</i></p>  <p><u>2. What happens when the Earth's plates meet?</u> <i>LF: to be able to name and label tectonic plates and explain what happens when the plates meet Describe what happens at the boundaries where the Earth's plates meet.</i></p>  <p><u>Locational Knowledge:</u> Label a map of the plates. <i>Be able to label the structure of the Earth.</i></p>	<p><u>1.What is 'trade'?</u> <u>How and why has trade changed through time to become global?</u></p>  <p><u>2. What does 'import' and export' mean?</u></p>  <p><u>Locational Knowledge:</u> <i>Consider the location of global companies such as Starbucks and IKEA and recognise they trade in countries located all over the world. Pupils use maps and atlases to locate the source of a range of food products. Locating the countries that the UK exports goods to. Locate continents and countries using a digital world map to determine what each country's highest-value export is.</i></p>

LF: to use ordnance survey map (6 figure) to identify local landmarks and features.

To describe the distinctive human and physical features of the local area.
To compare perspectives on the local area.
To develop enquiry questions about change in the local area.



3.What can I find out about from a walk in my local area? (Fieldwork)



To use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of methods.
To find evidence of settlement and change in the local area.
To use ordnance survey map (6 figure) to identify local landmarks and features.

4.How can we make a map to show what we have found out about the local area?



To record the features of the local area using a sketch map.
To compare different perspectives on the local area.

5.How has the place changed over time?

To use maps as primary and secondary evidence. (Digimaps)
To understand processes of settlement and change in the local area.



Describe what happens at the boundaries between the Earth's plates and label a map of the plates.

3. What is the structure of a volcano and how might you recognise this in a cross section?

Describe and explain the key features of a volcano.
Identify the key features of a volcano.



4. What are some of the major volcanoes in North America and Europe?

LF: to understand what the 'Ring of Fire' is and locate some of its major volcanoes in Europe and North America
Locate a range of famous volcanoes.



5. What are the advantages and disadvantages of people living on or near volcanoes?



6.What is an earthquake? Where do earthquakes happen?

Identify the effects of earthquakes on land.
Identify the effects of earthquakes on people.
Describe and explain what kind of help people need after an earthquake. To know what to do in the event of an earthquake.
Reflect on how volcanoes and earthquakes are linked.
Evaluate the advantages and disadvantages of living near a volcano.



Place Knowledge:

3. What does the UK export and to where?

What different stages do manufactured goods go through on their journey from source to sale?

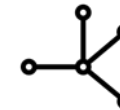
To understand local, regional, national and international links to the local area.



Compare the resources of different places and understand that different places import and export different goods.
Comparing the characteristics of different places a cotton garment passes through during its manufacture: the human and physical geographical features of Peru, Turkey, China, India, Europe and North America.

4.What products does the UK export to other countries?

What are 'trade links' and 'trade partners'?







5.What is fairtrade?

6. How in the past has water prevented trade from happening at an international scale?

Describe how in the past distance and bodies of water prevented trade from happening at an international scale.
Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from.



	<p>To use ordnance survey maps (digimaps) to build children's knowledge of the local area.</p> <p><u>6.How might this place change in the future?</u></p> <p>To draw on fieldwork and an understanding of processes of settlement and change to produce a simple report.</p> <p>To create a sketch map of the local area (Chacewater/ Truro) showing possible future changes.</p> 	<p><u>7. What is the significance of the San Andreas Fault on the landscape and people of California? (North America)</u></p> <p>Locate where famous earthquakes have occurred.</p> <p>Identify key facts about famous earthquakes. Place Study: San Francisco Earthquake 1906.</p> <p>Place Knowledge: I can report on the effects of a specific volcanic eruption. Compared to the Japanese Earthquake.</p>	<p><u>7.How does trade connect different countries and their populations?</u></p> <p><u>Human geography:</u></p> <p>Explain the UK's trade links with other countries</p> <p>Use maps to show the UK's trade links with other countries</p> <p>Describe and understand how trade connects different countries and their populations and compare the wealth and level of development of different countries.</p> <p>Explain the importance of fair trade</p> <p>Explain the global supply chain</p>   <p>Fieldwork</p> <p><u>Are all school dinners locally sourced? (Fieldwork)</u></p> <p>To design and use data collection methods to find where our food comes from.</p> <p>Be able to collect data from an interview.</p> <p>To analyse information from an interview.</p> <p>To describe the features of a questionnaire.</p> <p><u>Is it better to buy food locally or imported?</u></p> <p>LF: To discuss the advantages and disadvantages of buying both locally and imported food.</p> <p>Be able to describe the limitations of questionnaires.</p> <p>Be able to create a balanced argument about where to buy food from. Be able to present the answers to an enquiry question.</p>
<p><u>Geographical Skills and fieldwork:</u></p>	<p><u>OS Maps 4</u> - 6 figure grid referencing</p> <p>8 compass points scale</p> <p>Using the scale bar on a map to calculate distances.</p>	<p>Use map and digital/computer mapping to locate countries and describe features studied and tectonic plates.</p> <p>Learn about topological and thematic mapping.</p>	<p>1.Use research and enquiry skills to discover more about trade through time, picking out key points and recording.</p>

	<p>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Beginning to use thematic maps to recognise and describe human and physical features studied.</p>	<p>Annotate drawing- cross section of volcano</p> <p>Annotate drawing - explanation of earthquake</p> <p>Annotate drawing - cross section of the earth</p> <p>Use globes, atlases and maps to locate areas of high tectonic activity (digimaps)</p>	<p>2. Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale.</p> <p>3. Use atlases, globes and digital/computer mapping to locate countries.</p> <p>4. Presenting data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to.</p> <p>5. Presenting data related to global trade in table and graph form, and draw conclusions on the data on fairtrade and non-fairtrade products.</p> <p>7. Online research and map work relating to global trade and highest-value exports.</p>
	<p><u>Geographical Skills and fieldwork:</u></p> <p>Fieldwork opportunity: Local study within 50 mile radius of Chacewater</p> <p>Fieldwork skills:</p> <ul style="list-style-type: none"> ● Link local observations to the wider world to identify patterns. ● Use a camera and locate photographs on a map. ● Draw sketch map showing human and physical features. ● Devise and answer questions using geographical vocabulary. ● Measure and record primary data using a range of appropriate images. ● Justify and evaluate data collection methods. ● Independently present data and findings using maps, graphs and digital technologies to show clear enquiry route. ● Conclude fieldwork investigations with explanations and evidence. To annotate an Ordnance Survey 		

- map to accurately locate specific sites
- To create symbols and a key for a simple land use map
- To create accurate 4 - six-figure grid references for specific sites

Maps Skills:

Use maps, atlases, globes, and digital/computer mapping (Google Earth) To locate countries and describe features studied.

Use the eight points of a compass, four-figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

I can draw and label a bar chart/ linked to climate, rainfall, sun/ temperature

I can interpret bar charts.






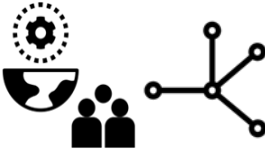


Presenting data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to.

Presenting data related to global trade in table and graph form, and draw conclusions on the data on fairtrade and non-fairtrade products.

Online research and map work relating to global trade and highest-value exports.

Year 6

<p><u>Geographical Enquiry Question</u></p>	<p style="text-align: center;"><u>Autumn term 2:</u></p> <p style="text-align: center;">Small Geo link: Vikings</p> <p style="text-align: center;"><u>Where did the Vikings settle and how do we know?</u></p>	<p style="text-align: center;"><u>Spring term 1 and 2</u></p> <p style="text-align: center;"><u>Would you like to live in the desert?</u></p> <p style="text-align: center;"><i>Comparing biomes desert (Mojave Desert California) and varied biomes of the Galapagos: link to science evolution and inheritance</i></p>	<p style="text-align: center;"><u>Summer term 1</u></p> <p style="text-align: center;"><u>Why would you visit the Mediterranean? (Migration)</u></p> <p style="text-align: center;"><u>Summer 2: Where does our energy come from? (solar/ wind renewable energy)</u></p> <p style="text-align: center;"><i>(Fieldwork lesson 6: What is the best place for a solar panel on the school grounds?)</i></p>
<p>Vocabulary</p>	<p><i>settlement, patterns, occupation, Britain, human geography, Lincolnshire, Yorkshire, East Midlands/Yorkshire, Humber regions of England</i></p>	<p><i>compass, grid reference, longitude, latitude, islands, coasts, physical features, archipelago , biomes, climatic zones, vegetation belts, north and southern hemisphere, climate zone, terrestrial, ecosystem, flora, fauna, adaptation, symbiotic, biodiversity, arid,, barren, climate, desert, mining, rainfall ranching, renewable energy, Galapagos, threats, vulnerable, drought, desertification</i></p>	<p><i>Summer 1: Europe European Union Germany Italy France Mediterranean Poland Scandinavia polar Russia Spain temperate Ukraine civilisation leisure resort Mediterranean Sea service industry tourism border European Union Greece Syria migrant refugee residential rural urban wilderness agricultural coastal industrial Mediterranean mountain Athens Attica civilisation itinerary Parthenon Peloponnese Piraeus port Acropolis Athens climate coastal pollution</i></p> <p><i>Summer 2: land use, region, city, industry, National Park, retail farming, manufacturing, tourism, finance, energy London Array renewable wind energy solar farm nuclear power energy renewable wind energy solar farm nuclear power</i></p>

<p><u>Substantive Concepts</u></p>	 <p>Human and Physical Geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	 <p>Human and Physical Geography physical geography, including: climate zones, biomes and vegetation belts <u>Locational Knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	 <p><u>Place Knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, the Prime/Greenwich Meridian and time zones</p> <p><u>Locational Knowledge</u>: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Human and Physical Geography</u> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p><u>Disciplinary Concepts</u></p>			
	<p><i>What can we learn about Viking settlement from a study of place- name endings?</i></p> <p><u>Place Knowledge:</u></p> <p><u>1.Where did the Vikings settle and how do we</u></p> 	<p><u>Revisit: northern, southern hemisphere and Lines of latitude and longitude/ climate zone</u></p> 	<p><u>1.Where is Europe and what are its countries like?</u></p> <p><u>Locational Knowledge:</u> <i>Identify the position of longitude lines for time zones in Europe. Use an atlas to find Europe and locate Greece and other countries within Europe and identify</i></p>

know? contains the maps with examples of places in Lincolnshire/Yorkshire.
 Locate Viking homelands
 Locate countries in the world that the Vikings visited
 Identify Viking settlements



Human Geography

2. How did Viking town names change?

Pupils can locate places with 6 of the main Viking suffixes from a given map.
 Understand Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.

**Where does our energy come from?
 (Wind renewable energy) Can I carry out
 an independent fieldwork enquiry?**

Can I carry out an independent fieldwork enquiry?

1.LF: to develop an enquiry question.

I can explore changes and issues occurring in my local area.
I can determine my initial understanding of a local issue.
I can identify what I want to find out about a local issue.

2.To determine the most effective data collection methods for fieldwork.

I can identify what data needs collecting to answer the enquiry question.

I can justify why I have chosen a data collection method.

1. What is a biome and what are their characteristics?



2. What are the main characteristics of a desert biome?

Be able to identify the latitude of hot desert biomes.
To describe the climate and weather in a hot desert biome.
Be able to give examples of plants and animals in a hot desert biome



3. Where are deserts located?

To be able to identify the largest desert in each continent.
To locate and identify features in the Mojave Desert.
To use data to compare the temperatures in two different deserts.
Recognise the Mojave Desert has a different time zone to the UK.



(Virtual fieldwork: Mojave Desert)

4. What physical features are found in a desert?

To be able to describe the origins of Death Valley.
To name the physical features of a desert environment.
To be able to explain how some of the physical features in a desert environment are formed.



5. How can people use deserts?

To explain the different ways humans can use deserts

6. What are the threats to a desert biome?

To be able to list some of the environmental threats to deserts.



them in relation to the UK. Locate the major European cities. A study of immediate Europe. Locate the countries of immediate Europe (Spain, France, Portugal, Netherlands, Germany, Italy, Greece) and know their key physical and human characteristics, and major cities. Identify and understand the significance of longitude and latitude lines, equator, Northern and Southern hemisphereC



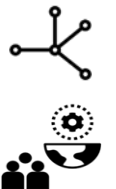
2. Why do tourists visit the Mediterranean?



Be able to explore tourism within the Mediterranean region.

3. Why are migrants coming to Greece?

Be able to understand some of the factors affecting migration into Europe through Greece.






Be able to explain some of the reasons why people migrate from Syria to Greece. (Migration crisis of 2015/2016)


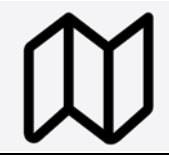
4. What is the landscape of Greece like today?



Be able to investigate the landscape of Greece, its features and how it is used.

Be able to describe contrasting landscapes of Greece.

	<p><i>I can design a data collection method.</i></p> <p><u>3. To plan route for a fieldwork trip.</u></p> <p><i>I can identify what data needs collecting to answer the enquiry question.</i></p> <p><i>I can justify why I have chosen a data collection method.</i></p> <p><i>I can design a data collection method.</i></p> <p><u>4. To collect the data to answer the enquiry question.</u></p> <p><i>I can manage risks during fieldwork.</i></p> <p><i>I can follow a route on an OS map.</i></p> <p><i>I can record data using a variety of methods.</i></p> <p><u>5. To determine an answer to the enquiry question.</u></p> <p><i>I can examine the data collected.</i></p> <p><i>I can add data to a digital map.</i></p> <p><i>I can conclude about what the data shows.</i></p>	<p><i>To describe how human activity may negatively impact a desert environment.</i></p> <p><i>To be able to weigh up the benefits and drawbacks of living in a desert environment.</i></p> <p><u>7. Where would you rather live in the desert biome or the varied biomes on the Galapagos?</u></p> <p><i>To identify the differences between two biomes.</i></p> <p><i>Be able to compare land use in two different locations.</i></p> <p><i>To justify why one place may be more hospitable than another.</i></p> <p>There are five major types of biomes: aquatic, grassland, forest, desert, and tundra.</p>	<p><u>5. What are the main features of Athens and how does this compare to Truro?</u>  To annotate an Ordnance Survey map to accurately locate specific sites. Use accurate six-figure grid references for specific sites.</p> <p><u>Compare time zones Athens/ Truro</u>  The Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>6. How does everyday life in Athens compare with that in other places? Fieldwork - Is this a place fit for people?</u>  Learning objectives: To gather evidence through urban fieldwork of how a region is meeting people's needs. Truro</p> <p><u>Summer 2:</u></p> <p><u>1. Why is energy important?</u></p> <p><i>To know why energy sources are important.</i></p> <p><u>2. What is renewable energy?</u></p> <p><i>To understand the benefits and drawbacks of different energy sources. Understand how people have affected the United Kingdom's landscape.</i></p> <p><u>4. What work do people do in the UK?</u></p> <p><i>Describe and explain the sorts of industries in which people in the UK work.</i></p>
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			<p><u>5. How does the United Kingdom generate energy?</u></p> <p><i>To know how energy sources are distributed.</i></p> <p><u>5. How can the UK manage its energy needs?</u></p> <p><i>Understand the different types of energy sources used in the UK</i></p> <p><i>Evaluate the advantages and disadvantages of wind energy.</i></p> <p><u>6. What is the best place for a solar panel on the school grounds? (Fieldwork)</u></p> <p><i>To collect and present data on where to position a solar panel on the school grounds.</i></p>
 	<p><u>Geographical Skills:</u></p> <p><u>Geographical Skills and fieldwork:</u></p> <p>Fieldwork skills:</p> <ul style="list-style-type: none"> • Link local observations to wider world to identify patterns (weather/ climate) • use camera and locate photographs on a map • draw sketch maps locating human and physical features • devise and answer questions using geographical vocabulary • Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Learn about topological and thematic mapping.</p>		

To know that contours on a map show height and slope.
To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
To know that a pie chart can represent a fraction or percentage of a whole set of data.
To know a line graph can represent variables over time.
To be aware of some issues in the local area.
To know what a range of data collection methods look like.
To know how to use a range of data collection methods.



Maps Skills:

Describe the features shown on an OS map/ Paris
Use atlases to find out data about other places
Use 8 figure compass and 6 figure grid reference accurately
Use lines of longitude and latitude on maps to locate countries/ cities
Locate the world's countries on a variety of maps, including the areas studied
Draw plans of increasing complexity
Begin to use and recognise atlas symbols
Extend to 6 figure grid references with teaching of latitude and longitude in depth.