



Geography at Chacewater School

Intent	<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. 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.</p> <p>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. Enabling them to compare and contrast places within the UK, Europe and the Wider World. We also develop the children’s ability to apply geographical and fieldwork skills to enable them to confidently communicate their findings and geographical understanding.</p>
Implementation	<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> <p>1.) 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.</p> <p>2.) Disciplinary concepts that help our pupils to think Geographically are;</p> <ul style="list-style-type: none"> ● Place and Space ● Scale and Connection (Relationship and interdependence) ● Change ● Physical and human geography ● Environment and sustainability ● Culture and diversity (Uniqueness) <p>3.) Explicit teaching of vocabulary is central to children’s ability to connect new knowledge with prior learning.</p>

	<p>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> <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>Each year group from Years 1 to 6 teach two to three geography projects per year. A field trip is planned for every year group within the local area or an educational visit. In the Early Years, the foundations of geographical skills and knowledge are planned through 'The World' ELG.</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 practise 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 ends 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. As a whole school we take part in National Geography Week (November 15th to 19th) which was established by National Geographic as a way to educate people about how the decisions that they make in everyday life affect the world we live in.</p> <p>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 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>Settlement</u>		<u>Spring Term</u> <u>Active Planet</u>		<u>Summer Term</u> <u>Connections to the Wider World</u>	
<u>EYFS</u>	All About me – Different Families / Brief overview of where we live linked to Chacewater.	<u>Festivals</u>	<u>Superheroes</u> Including where we live and those that help us in the community.	<u>Amazing Animals</u> Links to animals around the world life cycles.	<u>Come outside</u> Seasons – Outdoor education.	<u>At the beach</u>
<u>Year 1</u>	<u>Local Area</u> What is the geography of the place in which we live? (fieldwork: Chacewater School and Village)		<u>United Kingdom</u> What is it like in the United Kingdom?		<u>Hot and cold places/ Arctic Study</u> Where in the world are the hot and cold places? <u>Weather and Seasons</u> (Science Link)	<u>Weather and Seasons</u> (Science Link) How are the weather patterns different between each of the seasons?
<u>Year 2</u>		<u>Mapping</u> What does the UK look like from above?	<u>Cornwall and the UK</u> What would we see at the seaside? <u>Continents and Oceans</u> Where are the continents and oceans of the world?		<u>Mugumareno Village, Zambia</u> What is life like in Mugurameno Village, Zambia compared to Chacewater Village?	
<u>Year 3</u>		<i>Small geo link–</i> Why did the stone age civilisation choose to settle where they did? <i>Human Geography</i>	<u>Climate Zones</u> (fieldwork: Eden trip) What on earth is a climate zone?		<u>South America</u> locational knowledge of the Americas/ Rio and South East Brazil What is life like in Rio and South East Brazil?	<i>History study: distribution of natural resources including energy, food, minerals and water (link to study of Egyptians)</i>
<u>Year 4</u>		<u>A study of a region within the UK</u>	<u>Rivers and Coasts</u> Local study/ river		<u>Mountains</u> What is a mountain? The three Peaks & 7 summits	<i>Locational knowledge: Greece</i> <i>Ancient Greece</i>


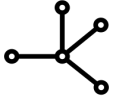



		How do people choose where to settle? Regions, UK countries, capitals/ Somerset/ bath (small unit: link to history Romans)	How important are rivers?			
<u>Year 5</u>	<u>Local area and region study</u> How does my local area and region fit into the wider world?		<u>Volcanoes and Earthquakes</u> How do volcanic eruptions and earthquakes affect humans and the Earth?	<u>Locational Knowledge</u> North America Where is North America and what is it like?	<u>Human geography</u> <u>Global trade</u> How did trade get global?	<u>Locational knowledge: North America</u> revisit: Mayans
<u>Year 6</u>		Vikings: Light touch: Human Geography: types of settlement and land use/ economic activity raiders or traders	<u>Darwin's Voyage</u> What is it like in the Galapagos? <u>Environment/Human and physical geography</u> biomes(temperate, Arctic tundra, tropical rainforest / vegetation belts/ climate <u>Locational Knowledge</u> <u>South America, Galapagos, Isles of Scilly</u>		<u>European Region Study</u> Would you prefer to live in London or Paris? <u>France.</u> London (Greater London)/ Paris (Île-de-France)	
<u>Place based study/ place knowledge</u> 		<u>Locational Knowledge</u> 	<u>Knowledge of environmental, human and physical processes</u>  	<u>Geographical skills and fieldwork (run throughout year groups)</u>  		


Substantive Knowledge: this is the subject knowledge and explicit vocabulary used to learn about the content.

Substantive Concepts: are the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum.

Disciplinary knowledge/ concepts: 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.



Substantive and disciplinary Concepts	Definition
Place and Space 	Understanding the geographical similarities, differences and links between places and regions.
Scale and Connection (relationship and interdependence) 	The significant links between places, features, events and people.
Change 	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.
Physical and human geography 	Understanding the processes that give rise to key physical features of the world, how they are interdependent and how they bring about spatial variation and change over time. Understanding the processes that give rise to key human features of the world, how they are interdependent and how they bring about spatial variation and change over time.
Environmental and Sustainability 	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>Cultural and Diversity (uniqueness)</p>	<p>Understanding the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.</p>
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<p style="text-align: center;"><u>Reception</u></p> <p>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?</p>		
<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><u>Overview of Topics 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,, the rainbow fish.</p> <p>Looking at what makes us us. Children look at where they live, their families and local links to Chacewater through becoming familiar with the school etc. Hook books linked to</p> <p style="text-align: center;"><u>Festivals and Celebrations.</u></p>	<p><u>Overview on Topics covered:</u></p> <p style="text-align: center;"><u>- Superheroes</u></p> <p><u>Hook Book examples</u> - Supertato (all versions), 10 little superheroes, superworm, superduck.</p> <p>Looking at the places local to us, alongside those who help us in our community - doctors, nurses etc . Big emphasis on Chacewater and those places we have around us. Visits to these places, the park, millennium green etc.</p> <p style="text-align: center;"><u>-Amazing Animals-</u></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>– 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. Children are given opportunities to plant their own seeds and watch them grow and identify similarities and differences between what they observe outside.</p>



<p><u>Hook book examples</u> – Gingerbread man, room on a broom, stick man.</p> <p>– Children look at different festivals and celebrations that are celebrated where they live.</p> <p>Links to the new Development Matters framework</p> <p>Talk about their community.</p> <p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p> <p>What do we do here at Chacewater?</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><u>Progression</u></p> <p>Year 1 to look at where we live in more detail, linking to Chacewater being in a village.</p> <p>Year 2 making links to Truro and Cornwall.</p>	<p><u>Hook book examples</u> - Monkey Puzzle, Dear Zoo, Lost and found, the hungry caterpillar.</p> <p>– 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. 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> <p>Links to the new Development Matters Framework</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>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="1187 963 1292 1066" data-label="Image"> </div> <p>ELG statements linked to new framework</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>What do we do here at Chacewater?</p>	<p><u>At the beach –</u></p> <p>_Links to Cornwall and where we live. Children look at maps where they live.</p> <p>Links to Development Matters new framework</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> <p>ELG statements linked to new framework</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="1843 1125 1948 1227" data-label="Image"> </div> <p>What do we do here at Chacewater?</p>
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	<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>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



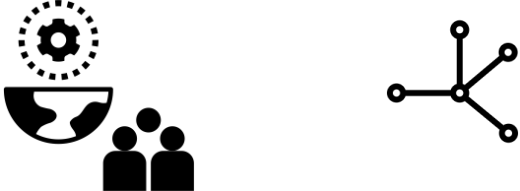
<u>Geographical Enquiry Questions</u>	<u>Autumn term 1:</u> <u>Who am I?</u> What is the geography of the place in which we live?	<u>Spring term 1:</u> <u>Animal Allsorts</u> What is it like in the United Kingdom?	<u>Summer Term 1:</u> <u>World Traveller</u> What are the World's hot and cold places like? What is the weather like in the Arctic?
<u>Substantive Concepts</u>	 <u>Place and Space</u>	<u>Scale and Connection</u> 	   

<p><u>Vocabulary</u></p>	<p>village, town, city, county, Cornwall human/physical feature map, symbol, aerial view, plan view</p>	<p>Great Britain, country, England, Scotland, N. Ireland, Wales. Capital City, London, Edinburgh, Belfast, Cardiff, Truro. Map, atlas, symbol.</p>	<p>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, Season, Summer, Winter, Autumn, Spring. Shadow, length of day, weather, temperature</p>
<p><u>Substantive Knowledge</u></p>	<p><u>Locational Knowledge:</u> <u>1. Where do I live?</u> Name and locate where I live and my school in my local area on a map using sources (Google maps, Atlas, globe). I can read a map I can recognise the country that I live in. <u>Environmental, Human and Physical Geography:</u> <u>2. What are the human and physical features of Chacewater School?</u> Human and physical features of Chacewater School grounds and village. Describe some physical features of Truro and Chacewater (town and village). <u>3. Local knowledge:</u> I can devise a simple sketch / map of the school grounds. <u>4. Place Knowledge:</u> <u>What are the differences between a town, village and the countryside?</u> Understand the differences between a town, village and the countryside. <u>5. (Fieldwork)</u> Using maps, explore the school environment and local area, understand landmarks human and physical features. <u>6. What makes our village special?</u></p>	<p><u>Locational Knowledge:</u> <u>1: What is the United Kingdom?</u> Be able to locate the United Kingdom on a map. Name the four countries of the United Kingdom. Locate the four countries of the United Kingdom on a map. <u>2: What can I find out about the United Kingdom?</u> Identify the four capital cities and surrounding seas of the United Kingdom. <u>3: What are the UK's countries like? What are the main features and landmarks of the cities?</u> Explain the differences between human and physical features. <u>4: What are the UK's capital cities like?</u> Describe the human and physical features of one of the UK's capital cities. Focus on Edinburgh. (link to George Forest) <u>5: What do I know about a country in the UK?</u></p>	<p><u>Locational Knowledge:</u> <u>1: Where are the world's hot and cold places?</u> 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. <u>2. What is it like in the world's hot and cold places?</u> Recognise the features of a hot and a cold place: (Antarctica, hot desert and rainforest). <u>3. Where can I find out about a hot or cold place (desert, rainforest or Antarctica)?</u> Understand and recognise features of a hot place and a cold place. Understand what a cold area of the world is like. <u>Place Knowledge:</u> Understand the human and physical geography of the Arctic. <u>4. How do animals adapt to hot and cold places?</u> Antarctica wildlife, animals/ biome rainforest animals/ desert animals</p> 



			<p><u>5. What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place?</u></p> <p>Spring term 2 <u>Environmental, Human and Physical Geography:</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Explain how the weather changes with each season.</p> <p>Explain what you might wear if you lived in a very hot or a very cold place. Consider how we behave differently depending on the weather in the UK.</p> <p>Point out where the equator, north pole and south pole are on a globe or atlas.</p>
 	<p><u>Geographical skills and fieldwork</u></p> <p><i>Fieldwork: explore the school and local area on foot observing and recording human and physical features. Take photographs, record places and collect items.</i></p> <p>Fieldwork skills:</p> <ul style="list-style-type: none"> - 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. <p>Map skills:</p> <ul style="list-style-type: none"> • 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. 		

	<ul style="list-style-type: none"> • 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.
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Year 2			
<u>Geographical Enquiry Questions</u>	<u>Autumn term 2:</u> <u>Flying High!</u> What does the UK look like from above?	<u>Spring term 1:</u> <u>Wild Cornwall</u> What would we see at the seaside? Where are the continents and the oceans of the world?	<u>Summer term 1: African Adventure</u> What is life like in Mugurameno Village, Zambia compared to Chacewater Village?


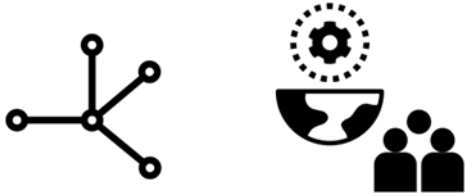
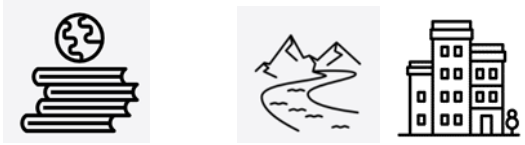
<u>Vocabulary</u>	<p>Maps, features, directions, compass points, north, south, east, west, symbols, route, aerial view, United Kingdom, England, Scotland, Wales, Ireland, London, Belfast, Edinburgh, Cardiff, United Kingdom, British Isles,</p>	<p><i>Revist Aut 1 Vocab UK countries and capital cities</i> Chacewater, Cornwall, St Ives (St Michaels Mount/ Marizion), 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</p>	<p><i>Revist Aut 1 KN/ Vocab: Continents and Oceans</i> 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</p>
<u>Substantive Concepts</u>			
<u>Substantive Knowledge</u>	<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>Locational Knowledge</u> Apply skills from Autumn: (Four countries in the UK, Capital cities) Use simple fieldwork and observational skills</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Locate them on maps, globes, atlases, and aerial photographs.</p> <p>Know that the UK is an island. Name the UK's surrounding seas.</p> <p><i>Focus map skills</i></p>	<p>Revisit: Locational Knowledge from the work all about George Forrest: Edinburgh, Scotland.</p> <p>Cornwall: Comparing our local area to the characteristics of the four countries and capital cities.</p> <p><u>Locational Knowledge</u></p> <ol style="list-style-type: none"> <u>What are the types of settlement within the UK? What are the seas that surround the UK?</u> Name and locate the surrounding seas of the UK. (Focus; Cornwall). <u>What is a seaside town and how would you recognise one?</u> Describe a seaside town in Cornwall (St Ives/ Marazion). <p><u>Place Knowledge:</u> Compare the local area and St Ives or Marazion (seaside town) to a contrasting location in the UK/ Truro (City) / Chacewater Village.</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>Locational Knowledge</u></p> <ol style="list-style-type: none"> <u>Where is Zambia within the world?</u> Name and locate the world's 7 continents and 5 oceans. (Revisit from Year 1) <p>Understand Africa is a continent and within the continents there are 54 countries.</p> <ol style="list-style-type: none"> <u>Where is Muguranmeno and what is the village like?</u> Locate Zambia on a map. I can locate the village of Mugurameno on a map and the location of Chacewater school and make comparisons. <p>Describe a place outside Europe using geographical words.</p> <p><u>Place Knowledge:</u></p>

	<p>To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.</p> <p>Follow a route on a map 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>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key (in line with OS Maps).</p>	<p>3. <u>What are the similarities and differences between a village and a seaside town?</u></p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and understand what an aerial view is.</p> <p>By studying the village of St Ives/ Marazion we will 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. We will also explore the key human features of St Ives deciding whether it is a city, town or village and will then work to locate whether there are any factories, farms, houses, offices, ports, a harbour or shops. The children will use simple fieldwork and observational skills to study the area.</p> <p><u>Environmental, Human and physical</u></p> <p>Use basic geographical vocabulary to refer to: Chn know the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>4. What is the difference between a sea and an ocean?</p> <p>5. How many oceans are there and what are they called?</p> <p>6. Where are the oceans located?</p> <p>7. What is a continent and how many continents are there?</p>	<p>3. <u>How does our life compare to that of Muguraneno village?</u></p> <p>Understand where Africa and Zambia are within the world.</p> <p>Explain what I like and don't like about the locality and another locality like Africa/ Zambia. Understand what daily life is like in Mugurameno and compare that to our lives in Chacewater.</p> <p><u>Environmental, Human and physical</u></p> <p>Find out about Africa by asking some relevant questions to someone else?</p> <p>4. <u>Why is the river so important for the people of Mugurameno?</u></p> <p>5. <u>How do the people of Muguranemno use the River Zambezi compared to the Carnon River in Chacewater?</u></p> <p>Describe the key features of Zambia, refer to human and physical features; River Zambezi, Victoria Falls, giraffe, lion, elephant/ market, airport, Lusaka City, village, well</p> <p>6. <u>What are the similarities and differences between homes where we live and that of Mugurameno?</u></p> <p>Explain how the people of Mugurameno protect themselves and their homes from wild animals – (English link - lions) – and how they make use of animals in their everyday lives.</p>
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		<p>8. Where are the continents located?</p> <p><i>country, continent, sea, ocean, land, human features, physical features, equator, northern hemisphere, southern hemisphere, compass, north, south, east west</i></p> <p><i>Africa, South America, North America, Europe, Antarctica, Asia, Oceania, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean</i></p>	
 <p>Geographical</p>  <p>Skills and fieldwork</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>Use and construct basic symbols in a key</p> <p>Follow a route on a map Use and understand simple compass directions (North, South, East and West) and locational and directional language [for</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).</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 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 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>

	example, near and far; left and right], to describe the location on a map and routes.	Use globes and atlases to identify continents and oceans	
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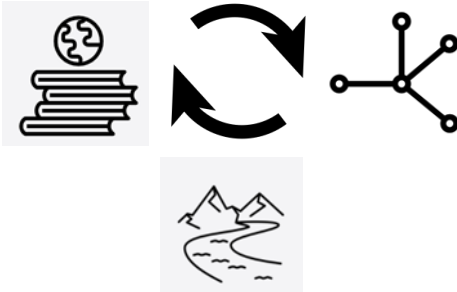

Year 3

<p><u>Geographical Enquiry Questions</u></p>	<p style="text-align: center;"><u>Autumn term 2:</u> <u>Stone Age to Iron Age Britain</u> (Light touch geo) Why did the stone age civilization choose to settle where they did?</p>	<p style="text-align: center;"><u>Spring term 1:</u> What on earth is a climate zone? Physical geography Why does a place's location in the world affect its climate? How is the climate in the UK different from that in the tropics?</p>	<p style="text-align: center;"><u>Summer term 1:</u> <u>South America and Rio and South East Brazil</u> Placed based study 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><i>Cerro Aconcagua, São Paulo, Lake Titicaca, Southern Hemisphere, La Paz, Ushuaia, Brasília, 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 Concept</u></p>			
<p><u>Substantive knowledge</u></p>	<p>(Link into history unit: The Stone Age: settlements) More in-depth study in Aut Year 4: UK.</p> <p><u>Environmental, Human and physical</u> <u>1 How have human activities affected the UK's landscape?</u></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>Locational Knowledge:</u> <u>1. Why does a place's location in the world affect its climate?</u></p>	<p>Revisit climate zones from Spring term; <u>Locational Knowledge:</u> Find South America on a map. Identify the position and the significance of the Equator and the world's hemispheres. Locate South America countries and capitals, in order to compare the time difference between them and the UK. <u>Place Knowledge: Region of South America Study:</u></p>



	<p>Explain how human activities have affected the UK's landscape.</p> <p><u>2. 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.</p> <p>5 architecture sites from the Stone Age.</p>	<p>Define the difference between weather and climate. Identify different lines of latitude, including the equator on a map.</p> <p>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.</p> <p>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>Compare climate data for different locations. (compare temperate and tropical climates). (London and Manaus)</p> <p>Explore weather patterns within a climate zone.</p> <p>Identify the characteristics of different climate zones around the world.</p> <p><u>4: How does the climate vary around the world?</u></p> <p><u>Environmental, Human and physical:</u> Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. Compare temperate and tropical climates.</p> <p><u>5: What is the weather like on a typical day for places in different climate zones?</u></p> <p><u>6: What is special about each climate zone?</u></p>	<p>Understand the geographical similarities and differences of a region of the UK and a region within South America (Rio and South East Brazil). Know the location and main human and physical features of Rio and South East Brazil: tropical savanna climate, Rio's beaches, Guanabara Bay, SugarLoaf Mountain, Amazon River, City of Santos, farming, Christ the Redeemer</p> <p><u>Environmental, Human and physical:</u></p> <p>Compare the population of Brazil and England.</p> <p>Compare cities London and Sao Paulo.</p> <p>Compare the landscape of Brazil to that of England.</p> <p><i><u>Autumn 2: Small Geo Link to History</u></i></p> <p><i>Pupils learn about water as a resource/ settlements by a river, Egypt.</i></p>
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 <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><i>Fieldwork opportunity: When visiting Eden explore the different climate zones. What is different about these climates?</i></p> <p>Link local observations to the wider world to identify patterns (weather/ climate).</p> <p>Use globes and atlases to identify climatic zones. Chn use maps, atlases, globes and digital/computer mapping (DIGIMAPS) to locate countries and describe features studied.</p> <p>Use the 4 points of a compass and move onto eight points of a compass, four figure grid references, (OS MAPS) (including the use of a simplified ordnance survey map.)</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>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>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>
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Year 4

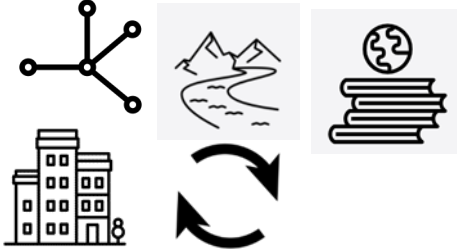
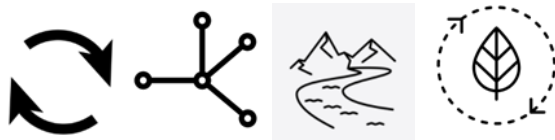
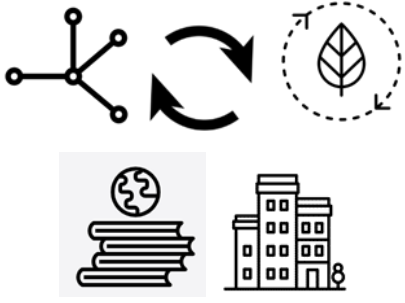
<p><u>Geographical Enquiry Questions</u></p>	<p><u>Autumn term 2:</u> How did the Romans impact Britain? <u>(History link)</u></p>	<p><u>Spring term 1:</u> <u>Raging rivers and Cornish Coasts</u> What is a river? What journeys do rivers make? How do people use rivers? How do people change rivers?</p>	<p><u>Summer term 1:</u> <u>The Three Peaks & 7 Summits</u> Theme: Mountains What is a mountain? Where are the world's seven summits on a map? How is a mountain formed? What are the key features of a mountain? What is the climate like on a mountain?</p>
<p><u>Vocabulary</u></p>	<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, settlements</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,</i></p>
<p><u>Substantive Concepts</u></p>			




<p><u>Substantive Knowledge</u></p>	<p><u>Locational Knowledge:</u></p> <p><u>1.Where is Europe on a map?</u> 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.</p> <p><u>2. What is a region?</u> Locate the regions within England: <i>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.</i> Name and locate counties and major cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Focus on Bath: history link</p> <p><u>Environmental, Human and physical:</u></p> <p><u>3. What is a settlement and are settlements different?</u> To understand what a settlement is and the different types of settlement.</p> <p><u>4. Why did the Romans settle here and why do people settle in this city today?</u> To be able to locate Bath and understand why Romans settled here. Why do people settle in this city today?</p> <p><u>5. What are the human features of Bath and what Roman achievements can be seen there today?</u></p>	<p><i>Revisit from Year 3: South America; Amazon River</i></p> <p><u>Environmental, Human and physical:</u></p> <p><u>1/ 2: What is a river and where do we find them?</u> Locate the major rivers of the British Isles. River Severn, River Thames. <i>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.</i> (revisit from Autumn 2) Locate the 5 longest rivers within the UK, using topography. Describe the water cycle. Explain what a river is. To name and locate the five longest rivers in the UK.</p> <p><u>3. What are the stages and features of a river?</u> To understand how rivers are formed.</p> <p>Field Work: Local River, Carnon River/ compare to the River Thames London. Identify the stages and features of a river, and the way the land use changes from the source to the mouth.</p> <p><u>4. What are the physical characteristics of the River Thames? How does the River Thames shape the surrounding landscape?</u> How does the River Thames change throughout its course? How do people interact with the River Thames and surrounding landscape? Compare the River Kenwyn, which converges with the Allen and becomes the Truro River ·</p> <p><u>4. How do people use rivers ?</u> <u>How are they important to a community?</u></p> <p><u>5.How are rivers affected by humans? How can flooding affect people?</u> Describe how rivers are used around the world. (Mugurameno Village – living near a river, link to Year 2 learning). Recognise and explain how human activity affects rivers. Understand how rivers in the UK are not as</p>	<p><u>1.What is a mountain?</u></p> <p><u>2. How are mountains formed?</u></p> <p><u>3. What are the features of a mountain?</u> Discuss the difference between a mountain and a hill (Highest point within the Southwest). <i>Mountains focus: Describe how different types of mountains are formed.</i></p> <p><u>4. Where can mountains be found in the UK? (Diversity) Environmental, Human and physical:</u> <u>Mountains within the UK the 3 Peaks</u> Scotland, England, Wales Ben Nevis, Scafell Pike and Snowdon</p> <p><u>5. Where can the 7 summits of the world be found?</u> <i>Name and locate the 7 summits within each continent of the world.</i></p> <p><u>6.How do people live alongside mountains?</u> <u>Locational Knowledge:</u> <i>(Mountain study: Describe what a mountain is. Locate the world's 'Seven Summits' on a map) Describe the climate of mountains.</i></p>
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	<p>Use OS maps and aerial photographs to identify Bath's human features and Roman achievements.</p>	<p>large as the rivers in some parts of the world. Understand the factors that cause rivers to flood. To understand what happens to the physical environment when flooding occurs. To understand the human impact of a major flood event. To understand how to prepare for flooding.</p> <p>How do coastlines and their uses change over time?(Change) What are the features of a coastline? (Change)</p> <p>How does the physical geography of a coastline change over time? (Change)</p> <p>Have humans always used coastlines in the same way? (Change)</p>	
 	<p><u>Geographical Skills and fieldwork:</u> <i>Fieldwork opportunity: Local river; Carnon River</i> <i>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></p> <p>To understand the key features of an OS map including:</p> <ul style="list-style-type: none"> Compass directions The key Four and six-figure grid references Grid squares Scale Contour lines <p>To interpret an OS map to answer questions about a locality: The River Thames.</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 		

	<ul style="list-style-type: none"> 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. <p>Maps Skills:</p> <p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) To locate countries and describe features studied.</p> <p>Follow a route on a large-scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important.</p> <p>Draw a sketch map from a high viewpoint.</p> <p>Learn about topological and thematic mapping.</p>
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Year 5			
<u>Geographical Enquiry Questions</u>	<u>Autumn term 1</u> <u>Local fieldwork study</u> What is our local city of Truro like?	<u>Spring term 1</u> <u>How do volcanic eruptions and earthquakes affect humans and the Earth?</u> <u>Spring term 2</u> <u>North America</u> Where is North America and what is it like? What are the Rockies like? How does New York compare to Truro?	<u>Summer term 1</u> <u>Going Global!</u> How did trade get Global?
<u>Vocabulary</u>	continent, country, city, region, immediate local area, human features, bodies of water,	Volcano, plates, tectonic, core, mantle, crust, boundaries, magma, ash cloud, central vent, eruption, lava, continents, map, Europe, North America, Pacific	latitude longitude, Northern Hemisphere Western Hemisphere, location, physical features

	boundaries, shapes and colours, landmarks, landscape, ordnance survey maps	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,	Trade, import, export, key, trading, fair-trade, globalisation, brand, multinational, company, supply
<u>Substantive Concepts</u>			
<u>Substantive Knowledge</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></p> <p>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.</p> <p>To use geographical language to describe places at different scales.</p> <p><u>5. What is special about my local area?</u></p>	<p><u>1. What lies beneath the surface of the Earth?</u> Find out about the structure of the Earth and label a diagram.</p> <p><u>2. What happens when the Earth's plates meet?</u> Describe what happens at the boundaries where the Earth's plates meet. <u>Locational Knowledge:</u> Label a map of the plates.</p> <p><u>Environmental, Human and physical</u> Be able to label the structure of the Earth. Describe what happens at the boundaries between the Earth's plates and label a map of the plates.</p>	<p><u>1. What is 'trade'?</u></p> <p><u>2. What does 'import' and export' mean?</u> <u>Locational Knowledge:</u> 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. <u>Place Knowledge:</u></p>

	<p>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.</p> <p>2. <u>What can I find out about from a walk in my local area?</u></p> <p>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.</p> <p>3. <u>How can we make a map to show what we have found out about the local area?</u></p> <p>To record the features of the local area using a sketch map. To compare different perspectives on the local area.</p> <p>4. <u>How has the place changed over time?</u></p> <p>To use maps as primary and secondary evidence. To understand processes of settlement and change in the local area. To use ordnance survey maps (digimaps) to build children's knowledge of the local area.</p> <p>5. <u>How might this place change in the future?</u></p>	<p>3. <u>What is the structure of a volcano and how might you recognise this in a cross section?</u></p> <p>Describe and explain the key features of a volcano. Identify the key features of a volcano.</p> <p>4. <u>What are some of the major volcanoes in North America and Europe?</u></p> <p>5.</p> <p>Locate a range of famous volcanoes.</p> <p>6. <u>What are the advantages and disadvantages of people living on or near volcanoes?</u></p>  <p>7. <u>What is an earthquake? Where do earthquakes happen?</u></p> <p>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. I 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.</p>  	<p>3. <u>What does the UK export and to where? What different stages do manufactured goods go through on their journey from source to sale?</u></p> <p>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.</p> <p>4. <u>What products does the UK export to other countries? What are 'trade links' and 'trade partners'?</u></p> <p>5. <u>What is fairtrade?</u></p> <p>5. <u>How in the past has water prevented trade from happening at an international scale? Environmental, Physical Geography:</u> 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> <p>6. <u>How does trade connect different countries and their populations? Human geography:</u></p> <p>Explain the UK's trade links with other countries</p>
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	<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>8. <u>What is the significance of the San Andreas Fault on the landscape and people of California?</u></p> <p>Locate where famous earthquakes have occurred. Identify key facts about famous earthquakes. Place Study: San Francisco Earthquake 1906: link to next unit North America.</p> <p>Place Knowledge: I can report on the effects of a specific volcanic eruption. Compared to the Japanese Earthquake.</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><u>7.What is a highest-value export?</u></p> <p><u>How does a country's physical geography determine its highest-value export?</u></p> <p><u>How does a country's human geography determine its highest-value export?</u></p> <p>Case studies of the USA and Liberia to demonstrate the impact of geography on what a country exports to other countries. Pupils also do independent online research to explore the human and physical geography of other countries and how this determines their highest-value export.</p>
		<p><u>Geographical Skills and fieldwork:</u></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>Annotate drawing- cross section of volcano</p> <p>Annotate drawing - explanation of earthquake</p> <p>Annotate drawing - cross section of the earth</p>	<p>1.Use research and enquiry skills to discover more about trade through time, picking out key points and recording.</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>

		Use globes, atlases and maps to locate areas of high tectonic activity (digimaps)	<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>Spring 2nd term</u> <u>North America</u></p> <p><u>Locational Knowledge:</u> Locate North America on a world map, using latitude and longitude. Identify North America's countries. Identify North America environment regions: Recap and locate the UK and map and locate its trade link with North America.</p> <p><u>Place Knowledge:</u> I can locate the world's countries, focus on North America. Revisit: Mountains</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>		

- 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 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 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.

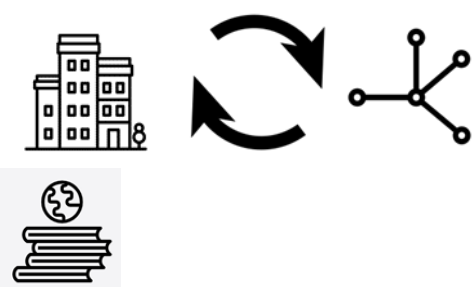


Presenting data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to.

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;">Where did the Vikings settle and how do we know?</p>	<p style="text-align: center;"><u>Spring term 1 and 2</u></p> <p style="text-align: center;">Theme: Darwin's Voyage Galapagos: South America</p> <p style="text-align: center;">What is it like in the Galapagos?</p>	<p style="text-align: center;"><u>Summer term 1</u></p> <p style="text-align: center;"><u>A tale of two cities / London and Paris</u> Theme: A region in a European country (Ile-de-France region)</p> <p style="text-align: center;">Where is Europe and what are its countries like? Why would you visit the region Ile-de-France and London?</p> <p style="text-align: center;">What is the landscape of Paris like today?</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, time zones, GMT , islands, coasts , physical features , archipelago , biomes, climatic zones, vegetation belts, north and southern hemisphere, time zones, climate zone, terrestrial, ecosystem, flora, fauna, adaptation, symbiotic, biodiversity</i></p>	<p><i>France, Paris, Europe, continent, economy, trade, tourism, tourism, River Thames, River Seine, cathedral, port, hamlet, village, town, city, Europe, region, continent, region, coastal, climate, rivers, mountains, beaches, climate Europe European Union Germany Italy Mediterranean Poland Scandinavia polar Russia Spain temperate Ukraine</i></p>

<p><u>Substantive Concepts</u></p>			
<p><u>Substantive Knowledge</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 know?</u> 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</p> <p><u>Human Geography</u></p> <p><u>2. How did Viking town names change?</u> 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.</p>	<p><u>Human Geography 1. What are the main differences between the northern and Southern Hemisphere? Environmental, Human and physical</u></p> <p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p><u>2. What is a climate zone (revisit from Y3)?</u> Focus on the Galapagos– identify the climate, the habitats, the plant and animal types and how people live there. Use and explain the term ‘climate zone’. Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones.</p> <p><u>3. What is a biome? What is the biome of the Galapagos? What is a vegetation belt?</u> <i>Comparison</i> Arctic tundra/ Tropical rainforest/ Temperate</p> <p><u>4. How are climate and vegetation connected within a biome?</u></p>	<p><u>1. Where is Europe and what are its countries like?</u></p> <p><u>Locational Knowledge:</u> Identify the position of longitude lines for time zones in Europe. Use an atlas to find Europe and locate France and other countries within Europe and identify them in relation to the UK. <i>Locate the major European cities.</i> A study of immediate Europe. Locate the countries of immediate Europe (Spain, France, Portugal, Netherlands, Germany, Italy) 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 hemisphere</p> <p><u>2. Why would you visit France? Why are Paris and London popular places to visit? Name 3 tourist attractions in Paris and London.</u> Understand economic activity. <i>A study of Paris and France (Ile-de-France region).</i> Compare and contrast to London – human and physical geography of France. Geographical similarities and differences.</p>

		<p><u>5.How do flora and fauna adapt to the climate of a region? (science link)</u></p> <p><u>6. In what ways are some biomes vulnerable and how can they be protected? (science link)</u></p> <p>Place Knowledge: Focus on the biomes of the Galapagos islands, how does this compare with the topics taught in year 3: Antarctica and Amazon, make comparison with the UK. Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes. There are five major types of biomes: aquatic, grassland, forest, desert, and tundra. Children use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Understand time zones.</p> <p>Locational Knowledge: <u>7. Where and what are the Galapagos like?</u> Compare a region in the UK with a region in S. America (Galapagos Islands) with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia: linked to Summer term)</p> <p><u>8.What was the journey of HMS Beagle?</u> Use physical and online maps to plot the route that Darwin took on HMS Beagle. Highlight</p>	<p><u>3. What is the landscape and climate of France like? How does Paris compare to London?</u></p> <p><u>4. Which river and seas are closest to London/Paris?</u> use map skills to highlight key physical features of France/ River Seine (revisit rivers Y4). Compare the River Thames</p> <p><u>5. Identify mountain ranges within France and compare them to Britain.</u></p> <p><u>recap physical features/ topography</u> (mountain ranges within France)</p> <p>Use map skills to highlight key physical features of France/ River Seine (revisit rivers Y4). Compare the River Thames. Use map skills to locate France and recap physical features/ topography (mountain ranges within France) Discuss types of settlement, city/ port/ cathedrals/ market towns/ resorts/ hamlet, village, town. Understand economic activity.</p> <p><u>6.What attracts tourists to Paris?</u></p> <p><u>7.What are time zones?</u> The Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>What is the biggest difference between Paris and London and why?</u></p> <p><u>OS Maps and digimaps to explore and locate human and physical features.</u></p>
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		places that he visited, including the Cape Verde Islands, the Falkland Islands, the Galápagos Islands and Ascension Island. Find the longitude and latitude for each place and explain how it relates to the equator and the Northern and Southern Hemispheres. Use scaled maps to estimate how far Darwin travelled in total.	
 	<p><u>Geographical Skills:</u></p> <p><u>Geographical Skills and fieldwork:</u></p> <p><i>Fieldwork opportunity: Visit to London (Y5/6 Summer Camp)</i></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>Maps Skills:</p> <p>Describe the features shown on an OS map/ Paris</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps to locate countries/ cities</p> <p>Locate the world's countries on a variety of maps, including the areas studied</p> <p>Draw plans of increasing complexity</p> <p>Begin to use and recognise atlas symbols</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Learn about topological and thematic mapping.</p>		