

Geography Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	<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>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</p>	<p>Name and locate the world's continents and oceans.</p> <p>Name and locate hot and cold areas of the world (Equator, Arctic, Antarctic).</p> <p>Name, locate and identify characteristics of the four countries and capitals of the UK and its surrounding seas.</p>	<p>Locate the world's countries, focusing on Europe, Africa and South America their environmental regions, physical and human characteristics and major cities.</p> <p>Locate and name some counties and cities of the UK. Describe the human and physical characteristics of the local region, including coasts, rivers and land use.</p> <p>Understand hemispheres, the Tropics, latitude and longitude.</p>	<p>Locate the world's countries, focusing on Europe, North America and Asia and their environmental regions, physical and human characteristics and major cities.</p> <p>Name and locate counties and cities in the UK; Study the human and physical geography of a UK region (The Lake District)</p> <p>Name and locate North America and a region within it (California). Understand the Meridian and time zones.</p>
Place Knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</p> <p>Understand that some places are special to members of their community.</p>	<p>Study the local area.</p> <p>Compare the human and physical geography of a UK area to a non-European country. (London - Beijing)</p> <p>Explore Antarctica - virtual field trip</p>	<p>Study both the local area and the geography of other countries including their human and physical features.</p> <p>Study a region in a South America (The Amazon), a European country (Greece - Athens) and Africa (Egypt)</p>	<p>Describe the human and physical characteristics of a UK region including features such as rivers, coasts, hills and land use, understanding how some of these have changed over time.</p> <p>Describe a region of North America, including human and physical characteristics and changes over time, making comparisons between their similarities and differences.</p>
Human and Physical Geography	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps (ELG)</p> <p>Understand the effects of changing seasons on the natural world around them.</p>	<p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to physical and human geographical features in the local area.</p>	<p>Describe and understand key aspects of physical geography (including climate zones, biomes, volcanoes and earthquakes) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).</p>	<p>Describe and understand key aspects of physical geography (including the water cycle, rivers, monsoons, floods, droughts, vegetation belts & mountains) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).</p>
Geographical Skills and Fieldwork	<p>Draw information from a simple map. (DM-UW)</p>	<p>Use maps, atlases and globes. Use basic geographical vocabulary and four compass directions to refer to local and</p>	<p>Use maps, atlases, globes and GIS mapping. Use the eight points of a compass, symbols, keys and 4 figure grid references.</p>	<p>Use maps, atlases, globes and GIS mapping. Use the eight points of a compass, 6 figure grid references and symbols and keys (including OS maps).</p>

	Offer explanations for why things might happen, making use of recently introduced vocabulary ...(C+L)	familiar features when using maps. Use aerial images and other models to recognise landmarks and basic human and physical features. Create simple plans /maps using symbols. Use fieldwork to explore the geography of the school, its grounds and the local area.	Use fieldwork to observe, measure and record in the wider locality. Present findings in a range of ways.	Use fieldwork to observe, measure and record in the wider locality and beyond. Present findings using a range of different methods & technologies.
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EYFS and KS1						
Locational Knowledge Name and locate the world’s continents and oceans. Name and locate hot and cold areas of the world (Equator, Arctic, Antarctic). Name, locate and identify characteristics of the four countries and capitals of the UK and its surrounding seas.		Place Knowledge Study the local area. Compare the human and physical geography of a UK area to a non-European country. (London - Beijing) Explore Antarctica - virtual field trip		Human and Physical Geography Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to physical and human geographical features in the local area.		Geographical Skills and Fieldwork Use maps, atlases and globes. Use basic geographical vocabulary and four compass directions to refer to local and familiar features when using maps. Use aerial images and other models to recognise landmarks and basic human and physical features. Create simple plans /maps using symbols. Use fieldwork to explore the geography of the school, its grounds and the local area.
EYFS						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn	EYFS - Understand the effect of the changing seasons on the world around them.	Identify seasonal weather patterns in the UK.	Special me, Special people, Special times	1.Recap/assess prior learning. 2. What are the signs of Autumn? 3. How do we know that we are in Autumn?	Weather, Climate, Equator, North/South Pole, Observations, Seasons, Spring, Summer, Autumn, Winter, Temperature, Weather	Children will learn about UK seasons and the weather.

Spring	EYFS: Understand the effect of the changing seasons on the world around them.	Begin to use geographical skills and fieldwork in the local area to develop locational and place knowledge. Identify hot and cold places on a map and make comparisons between life in those countries to life in this country.	Our World and Other Places	1. Recap/assess prior learning. 2. How can we use maps? Satellite maps, pictorial maps, story maps and simple plans. Locate our local area on a map. 3. Where are the hot and cold places in the world? (Google Earth and Satellite map). 4. What is the geography of the school? Use fieldwork skills and observational skills to study the human and physical geography of the school grounds. 5. Can I draw a map of school? 5. What is the geography of Mousehole? Describe the human and physical features of the local area; the beach, coast, sea, river, harbour, shops and the village. 6. How is life the same and different between England and Kenya? Describe some similarities and differences between life in this country and life in other countries such as Kenya in Handa's Surprise and countries that the class have visited based on their experiences.	Village, Town, Rural, Route, Map, Harbour, Bay, Atlantic Ocean, Sea	Children will make and use a variety of maps to identify features of the school and local area. They will identify hot and cold areas of the World and describe some of their human and physical features.
Summer	EYFS:		Come outside	To be updated Summer 2024.		
Year A KS1						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A	EYFS: Describe their immediate environment	Use simple fieldwork and observational	Our school environment	1.Recap/assess prior learning. 2.Which features in our school grounds support plant life?	Aerial view, collection methods, compass, data, direction, facilities,	Children will plan and carry out data collection and

	<p>using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand the effect of the changing seasons on the world around them.</p>	<p>skills to answer geographical questions about the school grounds.</p> <p>Learn about human and physical features and use basic geographical vocabulary to describe them. Learn about how to collect qualitative data, present and analyse their findings.</p>		<p>3. Where on our school grounds could we encourage plant life?</p> <p>4. How can we share the locations in our school where we can encourage plant life?</p> <p>5. How can we present and share the findings?</p>	<p>fieldwork, human features, investigation, observation, physical features, qualitative.</p>	<p>identify where plant life can be encouraged in the school grounds, sharing the findings with the rest of the school.</p>
Spring A	<p>EYFS – Our World and Other Places- Understand the effect of the changing seasons on the world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Handa's Surprise:</p>	<p>Identify seasonal weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the Equator and Poles.</p> <p>Use maps, atlases and globes. Learn about how to collect quantitative data, present and analyse their findings.</p>	<p>What is your favourite season?</p>	<p>1. Recap/assess prior learning.</p> <p>2. What is the difference between weather and climate?</p> <p>3. What is the weather like in my school grounds?</p> <p>4. How can we collect and record weather data?</p> <p>5. How can we present weather data?</p> <p>6. How can we analyse our weather data and evaluate our fieldwork?</p> <p>7. What is life like in hot and cold places in the world? Compare hot places Tulum, Rome and South West Kenya and cold places (South West England) in the world.</p>	<p>Village, Urban, Town, Rural, Route, Map, Harbour, Bay, Atlantic, Weather, Season, Rainfall, Temperature.</p>	<p>Children will use a variety of maps such as linear and satellite maps to identify features of the school and local area. They will conduct local fieldwork to develop their locational knowledge of sense of place comparing it to the physical and human geography of other countries.</p> <p>They will identify hot and cold areas</p>

	<p>Comparing our local area to Kenya.</p> <p>Y1 - Name & locate continents and oceans of the world.</p>					of the World and describe some of their features.
Summer A	<p>EYFS – Our World and Other Places- Understand the effect of the changing seasons on the world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Handa’s Surprise: Comparing our local area to Kenya.</p>	<p>Name and locate the world’s seven continents and five oceans. Name and locate the four countries and capital cities of the United Kingdom. Identify the seasonal weather patterns in the United Kingdom and hot and cold areas worldwide. Learn about human and physical features and use basic geographical vocabulary to describe them.</p>	<p>Where in the world do I live?</p>	<p>1.Recap/assess prior learning. 2.What is my classroom like? 3. Where is my school on my street? 3.Where is Mousehole in the country? 4. What are the seasons like in the UK? 5.Where is my country in the world? 6. How is the weather different in the world? Focus on the UK, Mexico, Italy and Kenya.</p>	<p>Atlas, beach, capital, city, coast, continent, factory, farm,forest, landmark, land use, location, seasonal, shop, town, city, trade,harbour,sea,ocean, hill,river.</p>	<p>Children will be able to identify and discuss where Mousehole is in the world and compare the similarities and differences in the weather in Cornwall to other places in the world.</p>

Year B KS1						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	KS1: Plan and carry out data collection and identify where plant life can be encouraged in the school grounds, sharing the findings with the rest of the school.	Learn to use simple fieldwork and observational skills to answer geographical questions about their local park. Learn about human and physical features and use basic geographical vocabulary to describe them. Collect data and present and analyse their findings. Begin to use simple compass points.	My local park	1.Recap/assess prior learning. 2.What is at our local park, Penlee Park, and how do people get there? 3.How can I use a compass? 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 of Penlee Park. 4.How can we collect data about the key features of our local park? 5. How can we present data about our local parks facilities?	Aerial view, collection methods, compass, data, direction, facilities, fieldwork, human features, investigation, observation, physical features, quantitative data and qualitative data,soil,valley.	Using a map and compass find key features of Penlee Park. Choose the appropriate methods between quantitative and qualitative data to find the features of Penlee Park and present the data found.
Spring B	EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand the effect of the	Name and locate the continents and oceans. Name and locate the countries within the UK. Use maps atlases and globes. Identify the location of hot and cold areas of the world in relation to the Equator and Poles using simple compass directions and locational and	Where would you rather live; Mousehole or Tulum?	1. Recap/assess prior learning. 2. Can I use atlases and globes to discover the continents and oceans of the world? 3. What are the UK's countries, capital cities and surrounding seas? 4. Where is my local area and what are the key humans and physical features? Explore the local area using aerial photographs, satellite maps and atlases identifying the key human and physical features. Create a map of my local area using	Aerial photograph, atlas, city, cliff, climate, continent, equator, farm, forest, harbour, ocean, port, river, season, shop, symbol, valley, vegetation, village, human and physical features,office,shop,house,factory,hill, mountain,river,vegetation, valley.	Create a map of Mousehole including its key features. Be able to describe some similarities and differences between physical and human features of Mousehole and Tulum.

	changing seasons on the world around them.	directional language. Compare and contrast the UK with a non-European country.		key map features and aerial photographs. 5. What are the physical and human features of Tulum in Mexico? 6. What are the similarities and differences between Mousehole and Tulum?		
Summer B	History based term with cross curricular links to the South West region.		How did Mary Anning impact the world?			

Lower Key Stage 2			
Locational Knowledge Locate the world's countries, focusing on Europe, Africa and South America their environmental regions, physical and human characteristics and major cities. Locate and name some counties and cities of the UK. Describe the human and physical characteristics of the local region, including coasts, rivers and land use.	Place Knowledge Study both the local area and the geography of other countries including their human and physical features. Study a region in a South America (The Amazon), a European country (Greece - Athens) and Africa (Egypt)	Human and Physical Geography Describe and understand key aspects of physical geography (including climate zones, biomes, volcanoes and earthquakes) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources)	Geographical Skills and Fieldwork Use maps, atlases, globes and GIS mapping. Use the eight points of a compass, symbols, keys and 4 figure grid references. Use fieldwork to observe, measure and record in the wider locality. Present findings in a range of ways.

Understand hemispheres, the Tropics, latitude and longitude.						
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A	<p>KS1: Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries the United Kingdom and its surrounding seas.</p> <p>Use geographical vocabulary to refer to key physical and human features.</p>	Describe and understand key aspects of human and physical geography from the Stone Age to Iron Age, including types of settlement and land use and the distribution of natural resources including food minerals and water. Use fieldwork to observe, measure, record and present the human and physical features of the local historic site, Can Euny, using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<p>Why does the Stone Age rock?</p> <p>What are the key geographical features of the UK and my region?</p>	<p>1.Recap/assess prior learning.</p> <p>2. Where is Penzance? Use Digimaps. Use 4-digit grid references, and 4 points of the compass.</p> <p>3. How is the land used in Penzance?</p> <p>4. What are the geographical features of Penzance?</p> <p>5.Can I draw a sketch map of my Penzance locality? Present and analyse their findings using sketch maps, plans and graphs.</p>	Agriculture, Earthwork, Hillfort, Migrate, Settlement, land use, settlements.	Map the site of Carn Euny identifying the key physical and human features. Analyse data collected from the fieldwork and present findings about why local sites were located where they are and how land use and settlements have changed over time.
Spring A	KS1: Compare the human and physical geography of the	Re-cap learning from previous unit about Carn Euny and the types of	Term question- What were the greatest achievements of	1.Recap/assess prior learning.	Survey, Human features, Land Use, Landmarks, Physical	The children will carry out an enquiry about the local facilities in Mousehole village

	<p>local area to a non-European country.</p> <p>Identify the location of hot and cold areas of the world.</p> <p>Explorers-Use basic geographical vocabulary to refer to physical and human geographical features.</p>	<p>settlements and land use. Learn how settlements have changed over time and why original locations were chosen for settlements.</p> <p>Examine settlements in their local area, focusing on facilities and transport links and any change over time.</p>	<p>the Ancient Egyptians?</p> <p>Geography study at the end of the term about the Egyptians.</p> <p>What facilities are in my local area and how do people travel there?</p>	<p>2. What are the types of land use and facilities in Mousehole?</p> <p>3.What are the important features of a settlement and why do settlers choose specific places? Mousehole village using aerial photographs, ordinance survey maps. Understand why settlers choose specific places and how they have changed over time. (Recap-link to fieldwork study about Carn Euny about how settlements have changed over time.</p> <p>4. How can I record the facilities that are available in the local area and how people travel there?</p> <p>5. How can I present and analyse information about local facilities?</p>	<p>features, Settlement.</p>	<p>and how people travel there gathering using quantitative and qualitative data. They will present and analyse their findings.</p>
Summer A	<p>KS1: Exploring their local park, Penlee Park, naming and describing what they see and how these areas are used.</p>	<p>To understand the key issues affecting bees and look at a case study in the East of England region. Understand how we can use our school environment</p>	<p>How can we make our school 'bee' more friendly?</p>	<p>1.Recap/assess prior learning.</p> <p>2. What we can we learn about bees?</p> <p>3. What are the key issues affecting bees?</p>	<p>Analyse, colony, conservation, evaluate, extinct, food chain, nectar, pesticides, pollen, pollination, pollinator,</p>	<p>Create effective ways to help bees in the school environment and evaluate how effective they are.</p>

	KS1: Carry out data collection and identify where plant life can be encouraged in the school grounds, sharing the findings with the rest of the school.	to help bees. Plan and carry out effective ways to help conserve bees. Record and evaluate the effectiveness of bee conservation in school.		<p>4.How can our school environment help bees?</p> <p>5. How can I plan and carry out effective ways to help conserve bees?</p> <p>6. How can I record and evaluate the effectiveness of bee conservation in my school?</p>	reproduction, species, venom.	
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	History based term with cross curricular links to Greece.		What were the greatest achievements of the Ancient Greeks?			
Spring B	KS1: Identify the location of hot and cold areas of the world in relation to the Equator and Poles using simple compass directions and locational and directional language. Compare and contrast the UK with a non-European country, focussing on Tulum in Mexico.	Understand latitude, longitude, Equator, Hemispheres, Tropics, Arctic and Antarctic. Learn about physical geography, including volcanoes and earthquakes and human geography,	<p>How did the Roman Empire impact Britain?</p> <p>Extreme Earth- Where would you rather live Campania or Cornwall?</p>	<p>1.Recap/assess prior learning.</p> <p>2. How is the world represented on maps and globes? General reference, topographical, physical and satellite maps and globes. (longitude etc. inc. continents and oceans) Identify some of Europe's human and physical features, and know the</p>	Continent, earthquake, equator, hemisphere, latitude, location, longitude, mountains, region, tropic of Capricorn, tropic of Cancer, valley, mountain, volcano, plate tectonics.	<p>To compare the similarities and differences between Campania, Italy and the South West of England.</p> <p>To explain what earthquakes and volcanoes are and how they occur.</p>

		including types of settlement and land use. Learn about the continent of Europe, concentrating on key physical and human characteristics, the countries and major cities. Understand the geographical similarities and differences through the study of the human and physical geography of the south west region of England and Campania, Italy.		<p>names of the countries and capital cities?</p> <p>3. What are the key geographical features of the UK and the South West?</p> <p>3. What are the key physical and human geographical features of Italy? Focussing on the region of Campania.</p> <p>4. What is plate tectonics and explain how do earthquakes occur? (Case study in Campania, Italy)</p> <p>5. What are volcanoes and how do they occur? (Pompeii case study)</p> <p>6. What are the similarities and differences between Cornwall and Campania, Italy?</p>		
Summer B (Taught in Spring B 2024 to tie in with dates of class residential)	<p>KS1: Seasons- Identify seasonal weather patterns in the UK.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and Poles.</p>	Name and locate the counties and cities in the south west region in England and identify the human and physical characteristics and	Extreme Earth- Why are rainforests so important?	<p>1.Recap/assess prior learning.</p> <p>2.What are the key and human physical features of the UK and the Southwest? Using a topographical map.</p>	Biome, climate zone, global, hemisphere, human processes, landmark, latitude, locality, location, longitude, physical processes, region, economic activity, topographical,	Compare and describe the similarities and differences between the major human and physical features of the continent of South America and

	<p>Use maps, atlases and globes Use simple compass directions.</p> <p>Use basic geographical vocabulary to refer to physical and humans' geographical features.</p> <p>Study into their local area. Compare the human and physical geography of the local area to a non-European country (Tulum, Mexico).</p> <p>Identify the seven continents and five oceans. Learn the countries, capital cities and seas of the United Kingdom.</p>	<p>key topographical features.</p> <p>Understand geographical similarities and differences by studying the human and physical geography of the Southwest of England and the North region of Brazil in South America. Study the physical geography the region, including climate zones, biomes and vegetation belts, rivers, mountains and the water cycle. Study the human geography of the region, including types of settlement and land use. Use maps, atlases and globes to locate places and describe features studied.</p>		<p>3.What is the geography of the South American continent?</p> <p>4.What are the human and physical geographical features of Brazil? It's regions, cities and landmarks.</p> <p>5.What is the main economic activity of the North Region of Brazil? Understand the impact of the physical features on the human geography.</p> <p>6.What is the water cycle? (Spring 2024-Recognise the different layers of a rainforest-changed because recently taught water cycle in Science).</p> <p>7.What are rivers? Identify and name the key features of a river. Compare the Amazon river in the North region of Brazil with the Red River in the local region.</p> <p>8.What are moutnains? Identify and name the key features of a mountain. Compare the physical</p>	<p>trade, tropic of Cancer, tropic of Capricorn, vegetation belt, water cycle.</p>	<p>the Southwest of England.</p>
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Upper Key Stage 2

Upper Key Stage 2						
Locational Knowledge Locate the world’s countries, focusing on Europe, North America and Asia and their environmental regions, physical and human characteristics and major cities. Name and locate counties and cities in the UK; Study the human and physical geography of a UK region (The Lake District) Name and locate North America and a region within it (California). Understand the Meridian and time zones.		Place Knowledge Describe the human and physical characteristics of a UK region including features such as rivers, coasts, hills and land use, understanding how some of these have changed over time. Describe a region of North America, including human and physical characteristics and changes over time, making comparisons between their similarities and differences.		Human and Physical Geography Describe and understand key aspects of physical geography (including the water cycle, rivers, monsoons, floods, droughts, vegetation belts & mountains) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).		Geographical Skills and Fieldwork Use maps, atlases, globes and GIS mapping. Use the eight points of a compass, 6 figure grid references and symbols and keys (including OS maps). Use fieldwork to observe, measure and record in the wider locality and beyond. Present findings using a range of different methods & technologies.
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A	Lower KS2: Map the site of Carn Euny identifying the key physical and human features. Analyse data collected form the fieldwork and present findings about why local sites were located where they are and how land use and	Recap: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Describe and understand key aspects of physical	How was my region affected by World War 2? Cornwall, my home	1.Recap/assess prior learning. 2.What are the key human and physical features of the UK? Recap the countries of the UK, the regions of England, the settlements (Capital cities of each country, cities in the south west Exeter, Truro, Plymouth) in the UK and counties of England and the key	Aerial photograph,ordnance survey, satellite map, characteristics, city, compass rose, continent, factory, human processes, landmark, locality, location, mountains, office, pattern, physical	Describe the key human and physical features of Mousehole and Cornwall. Describe the land use patterns in Mousehole and Cornwall and how they have changed over time. Create a sketch map of Mousehole identifying the key

	settlements have changed over time.	and human geography in Mousehole and Cornwall, including types of settlement and trade. Learn the key topographical features (including hills, coasts and rivers), and land-use patterns in Cornwall. Understand how some of these aspects have changed over time. Use the eight points of a compass, four-figure grid references, symbols and keys, building their knowledge of Cornwall, the United Kingdom and the wider world.		<p>human and physical features.</p> <p>3.What are the key human and physical features of Cornwall? Using topographical, ordnance survey, aerial photographs and satellite maps.</p> <p>4. How has land use patterns in Mousehole, the local area and Cornwall changed over time.?</p> <p>5. What are the key human and physical features of the south west region? Use the eight points of a compass, keys, symbols and four grid references to read an ordnance survey map?</p> <p>6. How can I create a sketch map of my local area?</p>	processes, region, scale, symbol, topographical.	human and physical features.
Spring A	Lower KS2: Create effective ways to help bees in the school environment and	Use fieldwork to observe, measure, record and present the physical features in the local area using a range	Anglo Saxon and Vikings	<p>1.Recap/assess prior learning.</p> <p>2.What biomes and ecosystems are found in the UK?</p>	Analyse, biome, classifiy, climate, data, eastings, ecosystem, fieldwork, grid references, habitat, identification, latitude,	Collect data from the local ecosystem at St Loy woodlands

	<p>evaluate how effective they are.</p> <p>Upper KS2: Autumn term: Describe the key human and physical features of Mousehole and Cornwall. Describe the land use patterns in Mousehole and Cornwall and how they have changed over time. Create a sketch map of Mousehole identifying the key human and physical features.</p>	<p>of methods, including plans, graphs, and digital technologies. Children will use the eight points of a compass and four and six-figure grid references.</p>	<p>What trees, plants and animals are in our local ecosystem?</p>	<p>3.What can I learn about ecosystems by studying West Cornwall?</p> <p>4.How can I study a local ecosystem Higher Keigwin Farm, Morvah?</p> <p>5.What data can I collect from my local ecosystem, Higher Keigwin Farm? Using the eight points of a compass and four and six-grid references.</p> <p>6.How can I present the data collected from my local ecosystem, Higher Keigwin Farm?</p>	<p>longitude, measuring, native, observing, precipitation, qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn.</p>	<p>and present their findings.</p>
Summer A	<p>Lower KS2: Describe and understand key human and physical features of South America with a focus on the Northern region of Brazil comparing them to the local region.</p> <p>Compare the similarities and differences between Campania, Italy and the South West of England.</p>	<p>Recap: Name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features.</p> <p>Understand geographical similarities and</p>	<p>Mayans</p> <p>What are the similarities and differences between my region and the western USA?</p>	<p>1.Recap/assess prior learning.</p> <p>2.What is the geography of the north American continent?</p> <p>3. What is the USA?</p> <p>4. What is the main economic activity of the states in the Western United States?</p> <p>5. What are the volcano and earthquake zones of the western united states?</p>	<p>Biome, desert, earthquake, equator, global, hemisphere, human processes, land use, latitude, locality, location, longitude, physical processes, region, trade, tropic of Capricorn, tropic of Cancer, vegetation belt, volcano.</p>	<p>Describing the major human and physical features of western USA and compare it to the local region.</p>

	<p>To explain what earthquakes and volcanoes are and how they occur.</p>	<p>differences through the study of human and physical geography of the South West region of England and the western region of North America.</p> <p>Study the physical geography of a region within North America, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Study the human geography of the western region of North America, including types of settlement and land use. Use maps, atlases and globes to locate places and</p>		<p>6. What are the key settlements of the western united states and how do they compare to my region?</p> <p>7. Compare the similarities and differences between my region and the Western United States?</p>		
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		describe features studied.				
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	<p>Lower KS2: Recognise continents, oceans and countries on a world map.</p> <p>Explore their understanding of hemispheres, equator, latitude and longitude.</p>	<p>Identify the position and significance of latitude, longitude, the equator, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian. Understand trade links.</p> <p>Understand why people colonise new places.</p>	<p>Was life in tudor times really a bed of roses?</p>	<p>1.Recap/assess prior learning.</p> <p>2.How do the different types of maps show different information? (Physical and political maps).</p> <p>3.What routes did Sir Francis Drake take around the world and what were the key places on his route? Use atlases, globes and physical maps to identify his route. Understand the physical geography of the settlements of the indigenous people in the places that Drake visited.</p> <p>4. What are the similarities and</p>	<p>Colonise, Continent, Equator, Indigenous, Ocean, Physical, Map, Political, Map, Trade, Trade links, Tropics</p>	<p>Children will have a greater understanding of how Tudor explorers improved maps and our knowledge of the world. Understand that trade links exist between countries. Understand colonisation and its positive and negative effects.</p>

				<p>differences between tudor maps and the maps of today? Look at how Tudor explorers furthered our knowledge of the globe. Looking at atlases, globes, digi maps. Make links to latitude, longitude, Equator, Hemispheres, Tropics, Arctic and Antarctic.</p> <p>5.How is the world represented on maps? Identify the time zones, position and significance of latitude, longitude, equator, Northern and Southern hemisphere of the places Drake visited. Ref to Prime/Greenwich Meridian.</p>		
Spring B	Lower KS2: The key geographical characteristics of the United Kingdom, including countries of the United Kingdom,	The children will recap learning from previous units and name and locate the counties and cities of	How has crime and punishment changed throughout history?	<p>1.Recap/assess prior learning.</p> <p>2.What are the key human and physical</p>	Agriculture, drought, economy, economic activity, export, fossil fuel, greenhouse gases,	Create a case study presentation about one of the sectors of the UK economy.

	<p>the regions within England and key human and physical features. Exploring the types of settlements, key topographical features and how land use has changed over time. Use maps and atlases and learn the features of maps.</p> <p>Identifying Europe's different countries and capital cities.</p>	<p>the UK and the key human and physical characteristics and topographical features. The children will learn about the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity, trade links and the distribution of natural resources, including energy, food, minerals and water.</p>	<p>What is the economic activity of the UK and how sustainable is it?</p>	<p>geographical features of the UK?</p> <p>3.What the sectors of the UK economy?</p> <p>4. How sustainable is the fishing industry?</p> <p>5.How sustainable is agriculture in the UK?</p> <p>6. How sustainable is energy generation in the UK?</p> <p>7.How sustainable is water production in the UK?</p> <p>8.How does automation affect economic activity in the UK?</p> <p>9. How sustainable it waste management in the UK?</p> <p>10.How does healthcare affect the economic activity of the UK?</p>	<p>import, industrial land, raw materials, renewable energy, sustainable, natural resources, energy, minerals, water.</p>	
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				11.How does the transport system affect the economic activity of the UK?		
Summer B	Lower KS2: Studying the climate zones, biomes and vegetation belts, rivers, mountains and the water cycle of the North Region of Brazil and comparing it to the South West of the UK.	Name and locate their geographical region, identifying physical characteristics and key topographical features, including rivers. Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies. Use maps and digital/computer mapping to describe the features studied.	Source to sea-what are the features of a local river?	1.Recap/assess prior learning 2.What are rivers and how are they formed? 3.What can we learn about rivers from studying the River Trent? 4.What are the similarities and differences between the River Trent and the Red River? 4. Fieldwork: Collect data from the Red river. 5. How can I present and analyse data collected from my fieldwork on the Red River?	Analyse, channel, confluence, course, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, quantitative, river basin, river course, source, spring, tributaries, upper course, valley	Explain what rivers are, how they are formed and their key features. Conduct fieldwork observing, measuring, recording and presenting through methods including sketch maps, plans and graphs, and digital technologies and describe the features studied.