

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						
<p>Locational Knowledge 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>Place Knowledge 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>Human and Physical Geography 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>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.</p>			
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. To identify the signs of Autumn. 3. Understand that we are in the season of 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. Use mapwork skills to explore different maps such as satellite maps, pictorial maps, story maps and simple plans. Locate our local area on a map. 3. Use mapwork skills to identify hot and cold places on a map (Google Earth and Satellite map). 4. Use fieldwork skills and observational skills to study the human and physical geography of the school grounds. 5. Make and use a linear map of our school grounds using their observations. 5. Describe the human and physical features of the local area; the beach, coast, sea, river, harbour, shops and the village. 6. 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 using	Use simple fieldwork and observational skills to answer	Our school environment	1.Recap/assess prior learning. 2. Identify which features in our school grounds encourage plant life.	Aerial view, collection methods, compass, data, direction, facilities, fieldwork, human	Children will plan and carry out data collection and identify where

	<p>knowledge from observation, discussion, stories, non-fiction texts and maps. Understand the effect of the changing seasons on the world around them.</p>	<p>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. Interview a local gardener and identify the environment required that encourages plant life.</p> <p>3. Investigate where in our school grounds we can encourage plant life.</p> <p>4. Find ways to share the locations in our school where would encourage plant life.</p> <p>5. Present and share the findings with the rest of the school.</p>	<p>features, investigation, observation, physical features, qualitative.</p>	<p>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: Comparing our</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. Set up weather charts/ways to measure and collect weather data throughout the half term.</p> <p>2. Identify seasonal weather patterns in the UK. Explain how seasonal weather patterns affect us.</p> <p>3. Identify different types of weather in the UK and recognise weather symbols.</p> <p>4. Fieldwork: Collecting weather data over a period of time. Analyse the data collected.</p> <p>5. Identify the locations of hot areas of the world (Tulum, Rome and South West Kenya) in relation to the Equator and recognise some human and physical features of these places.</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 of the World and</p>

	<p>local area to Kenya.</p> <p>Y1 - Name & locate continents and oceans of the world.</p>			<p>6. Describe what life is like in hot (South West Kenya) and cold places (South West England) in the world.</p>		<p>describe some of their features.</p>
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.Find the features of the classroom. Identify where the school is on the street. 3.Find where Mousehole is in the country and where the country is in the world. 4. Identify the seasons in the UK. 5.Investigate how the weather is around the world looking with a 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	<p>1.Recap/assess prior learning.</p> <p>2.Identify the local park, Penlee Park, and how people get there.</p> <p>3.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.</p> <p>4.Find ways to collect data about the key features of our local park.</p> <p>4.Present data about our local parks facilities.</p>	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 changing	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 directional language.	Where would you rather live; Mousehole or Tulum?	<p>1. Recap/assess prior learning.</p> <p>2. Use atlases and globes to discover the continents and oceans of the world. Explain how the effects of the equator and the poles on the climate worldwide.</p> <p>3. Identify the UK's counties, capital cities and surrounding seas.</p> <p>4. 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 key map features and aerial photographs.</p>	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.	<p>Create a map of Mousehole including its key features.</p> <p>Be able to describe some similarities and differences between physical and human features of Mousehole and Tulum.</p>

	seasons on the world around them.	Compare and contrast the UK with a non-European country.		5. Locate Mexico on a world map. Compare the physical and human features of Tulum with Mousehole. 6. Describe 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			
<p>Locational Knowledge</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.</p> <p>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>Place Knowledge</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>Human and Physical Geography</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>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and GIS mapping.</p> <p>Use the eight points of a compass, symbols, keys and 4 figure grid references.</p> <p>Use fieldwork to observe, measure and record in the wider locality. Present findings in a range of ways.</p>

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>	<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>	<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.Visit to the ancient Neolithic site Carn Euny. Explore land use in the period and how that changed over time.</p> <p>3. Use fieldwork to observe, measure and record the human and physical features in Carn Euny. Use a range of methods including sketch maps, plans and graphs.</p> <p>4. Use Digimaps to map Carn Euny. Use 4 digit grid references, and 4 points of the compass.</p> <p>5.Present and analyse their findings using sketch maps, plans and graphs.</p>	<p>Agriculture, Earthwork, Hillfort, Migrate, Settlement, land use, settlements.</p>	<p>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.</p>
Spring A	<p>KS1: Compare the human and physical geography of the</p>	<p>Re-cap learning from previous unit about Carn Euny</p>	<p>Term question-What were the greatest</p>	<p>1.Recap/assess prior learning.</p>	<p>Survey, Human features, Land Use, Landmarks, Physical</p>	<p>The children will carry out an enquiry about the local facilities in</p>

	<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>and the types of 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>achievements of 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. Carry out an enquiry about the types of land use and facilities in Mousehole and the people who travel there.</p> <p>3. Explore the important features of a settlement, 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. Find ways to record the facilities that are available in the local area and how people travel there.</p> <p>5. Present and analyse information about local facilities.</p>	<p>features, Settlement.</p>	<p>Mousehole village 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. Know what we can learn about bees.</p> <p>3. Identify 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.		4. Understand how our school environment can help bees. 5. Plan and carry out effective ways to help conserve bees. 6. Record and evaluate the effectiveness of bee conservation in my school.	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,	How did the Roman Empire impact Britain? Extreme Earth- Where would you rather live Campania or Cornwall?	1. Recap/assess prior learning. 2. Find out how the world is represented on 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 names of the	Continent, earthquake, equator, hemisphere, latitude, location, longitude, mountains, region, tropic of Capricorn, tropic of Cancer, valley, mountain, volcano, plate tectonics.	To compare the similarities and differences between Campania, Italy and the South West of England. To explain what earthquakes and volcanoes are and how they occur.

		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.		countries and capital cities? 3. Identify the key physical and human geographical features of Italy focussing on the region of Campania. 4. Describe what plate tectonics are and explain how earthquakes occur? (Case study in Campania, Italy) 5. Understand what volcanoes are and how they occur? (Pompeii case study) 6. Explain the similarities and differences between Cornwall and Campania, Italy.		
Summer B (Taught in Spring B 2024 to tie in with dates of class residential)	KS1: Seasons- 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. Use maps, atlases and globes Use simple compass directions.	Name and locate the counties and cities in the south west region in England and identify the human and physical characteristics and key topographical features. Understand geographical similarities and	Extreme Earth- Why are rainforests so important?	1.Recap/assess prior learning. 2.Identify the key and human physical features of the UK and the South West using a topographical map. 3.Locate South America on the map. Describe the key human and physical geography of the South American continent.It's countries, capital cities, oceans and biomes.	Biome, climate zone, global, hemisphere, human processes, landmark, latitude, locality, location, longitude, physical processes, region, economic activity, topographical, trade, tropic of Cancer, tropic of Capricorn, vegetation belt, water cycle.	Compare and describe the similarities and differences between the major human and physical features of the continent of South America and the South West of England.

	<p>Use basic geographical vocabulary to refer to physical and human 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>differences by studying the human and physical geography of the South West of England and the North region of Brazil in South America. Study the physical geography of 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>4. Describe and compare the human geographical features of Brazil. Its regions, cities and landmarks.</p> <p>5. Understand the main economic activity of the North Region of Brazil. Understand the impact of the physical features on the human geography.</p> <p>6. Name and understand the key parts of the water cycle. (Spring 2024- Recognise the different layers of a rainforest- changed because recently taught water cycle in Science).</p> <p>7. 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. Identify and name the key features of a mountain. Compare the physical landscape in the local region to the</p>		
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				<p>mountains in the North region of Brazil.</p> <p>9. Identify the biomes, climate zones and vegetation belts of the North region of Brazil.</p> <p>11. Compare the key settlements in the North Region of Brazil to the local region.</p> <p>12. Compare the similarities and differences of the human and physical geography between the local region and the North of Brazil.</p>		
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Upper Key Stage 2			
<p>Locational Knowledge</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>Place Knowledge</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,</p>	<p>Human and Physical Geography</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>	<p>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and GIS mapping.</p> <p>Use the eight points of a compass, 6 figure grid references and symbols and keys (including OS maps).</p> <p>Use fieldwork to observe, measure and record in the wider locality and beyond. Present findings using a range of different methods & technologies.</p>

<p>Name and locate North America and a region within it (California).</p> <p>Understand the Meridian and time zones.</p>	<p>making comparisons between their similarities and differences.</p>					
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
<p>Autumn A</p>	<p>Lower KS2: 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.</p>	<p>Recap: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Describe and understand key aspects of physical 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</p>	<p>How was my region affected by World War 2?</p> <p>Cornwall, my home</p>	<p>1.Recap/assess prior learning.</p> <p>2.Recap the countries of the UK, the regions of England, the settlements of the UK and counties of England and the key human and physical features.</p> <p>3.Identify the key human and physical features of Cornwall using topographical, ordinance survey, aerial photographs and satellite maps.</p> <p>4. Understand how have land use patterns in Mousehole, the local area and Cornwall has changed over time.</p> <p>5. Use the eight points of a compass, keys, symbols</p>	<p>Aerial photograph, ordinance survey, satellite map, characteristics, city, compass rose, continent, factory, human processes, landmark, locality, location, mountains, office, pattern, physical processes, region, scale, symbol, topographical.</p>	<p>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>Cornwall.</p> <p>Understand how some of these aspects have changed over time.</p> <p>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>		<p>and four grid references to read an ordinance survey map of Mousehole and the local area.</p> <p>6. Create a sketch map of the local area.</p>		
<p>Spring A</p>	<p>Lower KS2: Create effective ways to help bees in the school environment and 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</p>	<p>Use fieldwork to observe, measure, record and present the physical features in the local area using a range 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>Anglo Saxon and Vikings</p> <p>What trees, plants and animals are in our local ecosystem?</p>	<p>1.Recap/assess prior learning.</p> <p>2.Identify what biomes and ecosystems are found in the UK.</p> <p>3.Through studying the New Forest, understand what ecosystems are. (Case study: The New Forest)</p> <p>4.Investigate a local ecosystem, St Loy Woods.</p> <p>5.Collect data from my local woodland ecosystem, St Loy Woods using the eight points of a compass and four and six-grid references.</p>	<p>Analyse, biome, classify, climate, data, eastings, ecosystem, fieldwork, grid references, habitat, identification, latitude, longitude, measuring, native, observing, precipitation, qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn.</p>	<p>Collect data from the local ecosystem at St Loy woodlands and present their findings.</p>

	Mousehole identifying the key human and physical features.			6.Present the data using graphs collected from my local ecosystem.		
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>To explain what earthquakes and volcanoes are and how they occur.</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 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:</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.Identify the key human and physical features of the UK and the south west region (recap) and compare them to the physical and human geography of the North American continent? (Countries, capital cities, oceans, biomes)</p> <p>3. Name and locate the regions, states, cities, landmarks of the USA.</p> <p>4. Locate the key settlements in the Western United States. Understand the main economic activity of states in the Western United States.</p> <p>5. Understand what mountains are, their key features and how they are formed.</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>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 describe features studied.</p>		<p>(Recap Lower KS2)(including comparison case study in the Western United States and their region.)Identify the volcanoes and earthquake zones of the Western United States. (Lower KS2 recap)</p> <p>7. Compare the similarities and differences between my region and the Western United States?</p>		
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	Lower KS2: Recognise continents, oceans and countries on a world map.	Identify the position and significance of latitude, longitude, the equator, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and	Was life in tudor times really a bed of roses?	<p>1.Recap/assess prior learning.</p> <p>2.Know that different types of maps show different information</p>	Colonise, Continent, Equator, Indigenous, Ocean, Physical, Map, Political, Map, Trade, Trade links, Tropics	Children will have a greater understanding of how Tudor explorers improved maps and our

	<p>Explore their understanding of hemispheres, equator, latitude and longitude.</p>	<p>Antarctic Circles, the Prime/Greenwich Meridian. Understand trade links. Understand why people colonise new places.</p>		<p>and recognise physical and political maps.</p> <p>3. Know the routes that Sir Francis Drake took around the world, 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. Understand how Tudor explorers furthered our knowledge of the globe. Compare the similarities and differences between tudor maps and the maps of today looking at atlases, globes, digital maps. Make links to latitude, longitude, Equator, Hemispheres, Tropics, Arctic and Antarctic.</p>		<p>knowledge of the world. Understand that trade links exist between countries. Understand colonisation and its positive and negative effects.</p>
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				5. 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.		
Spring B	<p>Lower KS2: The key geographical characteristics of the United Kingdom, including countries of the United Kingdom, the regions within England and key human and physical features.</p> <p>Exploring the types of settlements, key topographical features and how land use has changed over time.</p> <p>Use maps and atlases and learn the features of maps.</p> <p>Identifying Europe's different countries and capital cities.</p>	<p>The children will recap learning from previous units and name and locate the counties and cities of the UK and the key human and physical characteristics and topographical features.</p> <p>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</p>	<p>How has crime and punishment changed throughout history?</p> <p>What is the economic activity of the UK and how sustainable is it?</p>	<p>1. Recap/assess prior learning.</p> <p>2. Explain what the key human and physical geographical features of the UK are.</p> <p>3. Identify the main sectors of the UK economy.</p> <p>4. Question the sustainability of the fishing industry.</p> <p>Fieldwork-plan, collect, analyse and communicate data investigating the</p>	<p>Agriculture, drought, economy, economic activity, export, fossil fuel, greenhouse gases, import, industrial land, raw materials, renewable energy, sustainable, natural resources, energy, minerals, water.</p>	<p>Create a case study presentation about one of the sectors of the UK economy.</p>

		resources, including energy, food, minerals and water.		<p>sustainability of the fishing industry.</p> <p>5. Question and investigate the sustainability of agriculture in the UK. Comparing organic and intensive farming.</p> <p>6. Question and investigate the sustainability of energy generation in the UK. Looking at renewable and non renewable energy.</p> <p>7. Question and investigate the sustainability of water production in the UK.</p> <p>8. Understand how the global market affects the economic activity of the UK.</p> <p>9. Question and investigate the sustainability of waste management in the UK.</p>		
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Summer B	<p>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.</p>	<p>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.</p>	<p>Source to sea-what are the features of a local river?</p>	<ol style="list-style-type: none"> 1. Recap/assess prior learning 2. Understand what rivers are, their features and how they are formed. 3. Learn about rivers through studying one of the longest rivers in the UK, the River Trent. 4. Compare the similarities and differences between the River Trent and a local river, the Red River. 4. Fieldwork: Collect data from the Red river in my region. 5. Present and analyse data collected from fieldwork on the Red River. 	<p>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</p>	<p>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.</p>

