



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. Thus, 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 and make comparisons to the area in which we live.</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 ● Relationship and interdependence ● 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 and the Royal Geographical Society.</p>
Impact	<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 • A reflection on standards achieved against the planned outcomes; • A celebration of learning for each term, which demonstrates progression across the school; • Educational visits and visiting experts who will enhance the learning experience. • Pupil discussions about their learning. • Books, which 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. They also explore the local engine houses, exploring how land settlements have changed from the past to now with the use of OS maps. 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. We use chrome books and ipads to explore the world. We are developing our use of computer mapping to locate continents, countries and counties. 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.</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 6 study fair trade 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> <u>Chacewater</u> (fieldwork: Chacewater School and Village)		<u>United Kingdom</u>		<u>Weather and Seasons</u> (Science Link) <u>Hot and cold places/ Arctic Study</u>	
<u>Year 2</u>		<u>Mapping*</u>	<u>Cornwall and the UK</u>		<u>Continents and Oceans</u> <u>Mugumareno Village, Zambia</u>	
<u>Year 3</u>		<i>Small geo link– Why did the stone age civilisation choose to settle where they did?</i> <i>Human Geography</i>	<u>Climate Zones</u> (fieldwork: Eden trip)		<u>South America</u> locational knowledge of the Americas/ 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> Regions, UK countries, capitals/ Somerset/ bath (small unit: link to history Romans)	<u>Rivers and Coasts</u> Local study/ river		<u>Mountains</u> in the UK and mountainous ranges in the World The three Peaks & 7 summits	<i>Locational knowledge: Greece</i> <i>Ancient Greece</i>
<u>Year 5</u>		<u>Local area and region study</u> Southwest	<u>Volcanoes and Earthquakes</u>	<u>Locational Knowledge</u> North America	<u>Human geography</u> <u>Global trade</u> economic activity including trade links	<i>Locational knowledge: North America revisit: Mayans</i>






<p><u>Year 6</u></p>		<p><i>Vikings: Light touch: Human Geography: types of settlement and land use/ economic activity raiders or traders</i></p>	<p><u>Darwin's Voyage</u> <u>Environment/Human and physical geography</u> biomes then focus on aquatic biome/ vegetation belts/ climate <u>Locational Knowledge</u> <u>South America, Galapagos, Isles of Scilly</u></p>	<p><u>European Region Study</u> <u>France.</u> London (Greater London)/ Paris (Île-de-France)</p>	
<p><u>Place based study/ place knowledge</u></p> <div data-bbox="138 432 371 659">  </div>		<p><u>Locational Knowledge</u></p> <div data-bbox="651 432 889 632">  </div>	<p><u>Knowledge of environmental, human and physical processes</u></p> <div data-bbox="1068 525 1245 687">  </div> <div data-bbox="1290 489 1485 676">  </div>		<p><u>Geographical skills and fieldwork (run throughout year groups)</u></p> <div data-bbox="1655 499 1834 647">  </div> <div data-bbox="1915 499 2063 647">  </div>

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 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.
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.
Cultural and Diversity (uniqueness) 	Understanding the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

Reception



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

<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>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><u>Links to the new Development Matters framework</u></p> <p>Talk about their community.</p> <p>Understand that some places are special to members of their community.</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>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><u>Links to the new Development Matters Framework</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 style="text-align: center;"><u>At the beach –</u></p> <p>_Links to Cornwall and where we live. Children look at maps where they live.</p> <p><u>Links to Development Matters new framework</u></p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>

<p>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>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="1182 598 1288 702" 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>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>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="1836 750 1942 853" data-label="Image"> </div> <p>What do we do here at Chacewater?</p>
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	Year 1 to look at the continents and oceans that make up the world in which we live.	
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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 2:</u> <u>Small geo link</u> The Potting Shed What is the UK like?	<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>Vocabulary</u>	<i>village, town, city, county, Cornwall human/physical feature map, symbol, aerial view, plan view</i>	<i>Great Britain, country, England, Scotland, N. Ireland, Wales. Capital City, London, Edinburgh, Truro. Map, atlas, symbol.</i>	<i>Planet earth, continent (x7), ocean (x5), equator, North Pole, South Pole, human & physical features. Map, globe (linking to Maths: geometry position & direction) Compass north, south, east, west. Season, Summer, Winter, Autumn, Spring. Shadow, length of day.</i>
<u>Substantive Knowledge</u>	<p><u>Locational Knowledge:</u> Name and locate where I am in the local area. Locate our local school in the local area.</p> <p><u>Place Knowledge:</u> Understand the differences between a town, village and the countryside.</p> <p><u>Environmental, Human and Physical Geography:</u> Human and physical features of Chacewater School grounds and village</p>	<p><u>Locational Knowledge:</u> Name the countries of the UK. Identify the key features of the countries of the UK. Name the capital cities of the UK. Name and identify where George Forrest lived, Edinburgh, Scotland.</p>	<p><u>Locational Knowledge:</u> Name and locate the world's seven continents and five oceans. Understand what a cold area of the world is like. To understand what weather forecasts show.</p> <p><u>Place Knowledge:</u> Understand the human and physical geography of the Arctic.</p> <p><u>Environmental, Human and Physical Geography:</u></p>

	<p>Describe some physical features of Truro and Chacewater (town and village). Explain what makes their town special Describe some places which are not near the school Describe the key features of a place, using words like, 'forest', 'hill', 'mountain', 'valley'</p>		<p>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. ● I can use maps to locate the four countries and capital cities of the UK and its surrounding seas. ● I can use world maps to identify the UK in its position in the world. ● I am able to use appropriate vocabulary when describing seasons and local weather. ● Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Pole. 		

Year 2

<u>Geographical Enquiry Questions</u>	<u>Autumn term 2:</u> <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?	<u>Summer term 1: African Adventure</u> What is life like in Mugurameno Village, Zambia compared to Chacewater Village?
<u>Vocabulary</u>	<i>Maps, features, directions, compass points, north, south, east, west, symbols, route, aerial view, United Kingdom, England, Scotland, Wales, Ireland, London, Belfast, Edinburgh, Cardiff, United Kingdom, British Isles,</i>	<i>Revisit Aut 1 Vocab UK countries and capital cities Chacewater, Cornwall, St Ives, England, hot, cold, similar, different, United Kingdom, British Isles, human, physical/ North Sea, Irish Sea, Coast, Sea, harbour, cliff, beach, farm, countryside, town, county, Europe, forest, harbour, high street, hill, local, office, park, port, river, road, seas, shop, valley, urban, rural, town, city, village</i>	<i>Revisit Aut 1 KN/ Vocab: Continents and Oceans Continent, country, ocean, sea, Asia, Africa, North and South America, Antarctica, Europe, Zambia, Equator, North pole, South pole, Zambezi River, Lusaka City, airport, well, canoe, land, elephant, lion, well, home, village, savannah, habitat, atlas, globe, map, world, Atlantic Ocean, Arctic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean</i>
<u>Substantive Knowledge</u>	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. <u>Locational Knowledge</u>	Revisit: Locational Knowledge from the work all about George Forrest: Edinburgh, Scotland. Cornwall: Comparing our local area to the characteristics of the four countries and capital cities. <u>Locational Knowledge</u>	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? <u>Locational Knowledge</u> Name and locate the world's 7 continents and 5 oceans. (Revisit from Year 1)

	<p><i>Apply skills from Autumn: (Four countries in the UK, Capital cities) Use simple fieldwork and observational skills</i></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name the UK's surrounding seas.</p> <p><u>Place Knowledge:</u> Compare two capital cities.</p> <p><i>Focus map skills</i></p>	<p>Children deepen their understanding of the UK and its four countries and their capital cities and locate them on maps, globes, atlases, and aerial photographs.</p> <p>Know that the UK is an island.</p> <p>Name and locate the surrounding seas of the UK. (Focus; Cornwall).</p> <p>Describe a seaside town in Cornwall (St Ives).</p> <p><u>Place Knowledge:</u> Compare the local area and St Ives to a contrasting location in the UK/ London.</p> <p><u>Environmental, Human and physical</u></p> <p>Use basic geographical vocabulary to refer to:</p> <p>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>Understand Africa is a continent and within the continents there are 54 countries.</p> <p>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> <p>Describe a place outside Europe using geographical words.</p> <p><u>Place Knowledge:</u></p> <p>Compare life in Chacewater village to that of Muguraneno village.</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.</p> <p>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>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>Compare and understand how people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.</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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Geographical skills and fieldwork

Fieldwork: Explore the village on foot observing and recording the physical and human features. Compare the village to a seaside location.

Fieldwork skills:

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.

Represent finding using simple graphs and maps.

Map skills:

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.

Use aerial photographs to recognise landmarks and basic human and physical features; construct basic symbols in a key.

Ask questions about specific places and environments.

Use world maps, atlases and globes to identify the United Kingdom and its countries.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

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).

Locate and name on a world map and globe the seven continents and five oceans.



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> <u>Where in the World?</u> <u>Climate Zones</u> Physical geography Why does a place's location in the world affect its climate? What on earth is a climate zone? 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, Brasilia, latitude, longitude, time zone, tropical, population, Southern Hemisphere, Northern Hemisphere, culture, region, favela, trade, recreation, export, manufacturing, mining, port, tourism, trade</i></p>
<p><u>Substantive knowledge</u></p>	<p><i>(Link into history unit: The Stone Age: settlements) More in-depth study in Aut Year 4: UK.</i></p> <p><u>Environmental, Human and physical</u> Explain how human activities have affected the UK's landscape. Identify some of the Stone Age architecture in the UK. 5 architecture sites from the Stone Age.</p>	<p><i>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);</i></p> <p><u>Locational Knowledge:</u> Define the difference between weather and climate. Identify different lines of latitude, including the equator on a map. Explain the significance of key lines of latitude including the equator. Explain the significance of the Northern and Southern Hemisphere.</p>	<p><i>Revisit climate zones from Spring term;</i></p> <p><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.</p> <p><u>Place Knowledge: Region of South America Study:</u> Understand the geographical similarities and differences of a region of the UK and a region within South America (Rio and South East Brazil).</p>

		<p>Describe the location of different climate zones around the world.</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>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>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>
 	<p><u>Geographical Skills and fieldwork:</u></p> <p><i>Fieldwork opportunity: When visiting Eden explore the different climate zones. What is different about these climates?</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 ● compare temperature graphs and rainfall ● Use fieldwork to observe and record the human and physical features in the local area (Eden 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>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>Chn use maps, atlases, globes and digital/computer mapping 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, (including the use of a simplified ordnance survey map.)</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>		

Year 4

<p><u>Geographical Enquiry Questions</u></p>	<p style="text-align: center;"><u>Autumn term 2:</u> How did the Romans impact Britain?</p> <p style="text-align: center;">Theme: Name and locate countries and cities of the UK Region of the UK Place</p>	<p style="text-align: center;"><u>Spring term 1:</u> <u>Raging rivers and Cornish Coasts</u> What is a river? How do people use rivers? What journeys do rivers make? How do people change rivers?</p>	<p style="text-align: center;"><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, mediterranean region, Romans, invasion, settlements,</i></p>	<p><i>water cycle, overland flow, evaporation, precipitation, condensation, mouth, channel, transporting, crops, recreational, source, mouth, meander, tributary, v-shaped valley, waterfall, ox-bow lake, 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 Knowledge</u></p>	<p><u>Locational Knowledge:</u></p> <p>Locate Europe on a map and identify some of its features.</p> <p>Locate some of Europe's countries and capitals, and find out more about them.</p> <p>Locate the regions within England: <i>Regions within England/</i></p> <p><i>These are London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West.</i></p> <p>Name and locate counties and major cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Locate Rome on the map and create a route from Rome to Bath.</p> <p><u>Place Knowledge:</u></p> <p>Compare the Mediterranean and in particular Rome/ Italy and compare South West England (Bath).</p> <p><u>Environmental, Human and physical</u></p> <p>Compare the human and physical features of Rome and Bath.</p>	<p><i>Revisit from Year 3: South America; Amazon River</i></p> <p><u>Locational Knowledge:</u></p> <p>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)</p> <p>Locate the ten longest rivers within the UK, using topography.</p> <p><u>Environmental, Human and physical:</u></p> <p>What is a river?</p> <p>Describe the water cycle.</p> <p>Explain what a river is.</p> <p>Identify the stages and features of a river, and the way the land use changes from the source to the mouth.</p> <p>Describe how rivers are used around the world. <i>(Mugurameno Village – living near a river, link to Year 2 learning).</i></p> <p>Recognise and explain how human activity affects rivers.</p> <p>Understand how rivers in the UK are not as large as the rivers in some parts of the world.</p>	<p><u>Locational Knowledge:</u></p> <p><i>(Mountain study: Describe what a mountain is. Locate the world's 'Seven Summits' on a map)</i></p> <p><u>Environmental, Human and physical:</u></p> <p><u>Mountains within the UK the 3 Peaks</u></p> <p>Scotland, England, Wales</p> <p>Ben Nevis, Scafell Pike and Snowdon</p> <p>Discuss the difference between a mountain and a hill (Highest point within the Southwest).</p> <p><i>Mountains focus: Describe how different types of mountains are formed.</i></p> <p><i>Name different types of mountains.</i></p> <p><i>Describe the climate of mountains.</i></p> <p><i>Name and locate the 7 summits within each continent of the world.</i></p>
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Geographical Skills and fieldwork:

Fieldwork opportunity: Local river; Carnon River

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

Fieldwork skills:

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

Maps Skills:

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

Follow a route on a large-scale map

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

Identify features on an aerial photograph, digital or computer map

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

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

Draw a sketch map from a high viewpoint.

Learn about topological and thematic mapping.

Year 5

<p><u>Geographical Enquiry Questions</u></p>	<p style="text-align: center;"><u>Autumn term</u> Britain's settlement by Anglo-Saxon and Scots <u>Local Area and Region Study</u></p>	<p style="text-align: center;"><u>Spring term 1</u> <u>Volcanoes and Earthquakes</u> What lies beneath the surface of the Earth? What happens when the Earth's plates meet? What goes on inside a volcano? How do earthquakes affect people and places?</p> <p style="text-align: center;"><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?</p>	<p style="text-align: center;"><u>Summer term 1</u> <u>Going Global!</u> How did trade get Global?</p>
<p><u>Vocabulary</u></p>	<p style="text-align: center;"><i>continent, country, city or region, immediate, local area</i></p>	<p style="text-align: center;"><i>Volcano, plates, tectonic, core, mantle, crust, boundaries, magma, ash cloud, central vent, eruption, lava, continents, map, Europe, North America, Pacific Ring of Fire, effect, short-term, long-term, rubble, human features, aid, survival kit, drill, preparation, Venn diagram, eyewitness, eruption, effects, impact, glacier, habitat, mountain range, national park, wilderness, wildlife, Cascades, eruption, mountain range, north-west, facilities, state, human features, landscape,</i></p>	<p style="text-align: center;"><i>latitude longitude, Northern Hemisphere Western Hemisphere, location, physical features Trade, import, export, key, trading, fair-trade, globalisation, brand, multinational, company, supply</i></p>
<p><u>Substantive Knowledge</u></p>	<p><u>Locational Knowledge:</u> Locate England and Europe on a map. Learn about the different regions in the UK and study one. Locate the region in which I live.</p>	<p><u>Locational Knowledge:</u> Locate North America on a world map, using latitude and longitude. Identify North America's countries.</p>	<p><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.</p>

	<p><u>Environmental, Human and Physical Geography</u></p> <p>Identify the principal features of a region within the UK</p> <p>To locate key sites on a regional map to use scale on a map to measure approximate distances</p> <p>To use distance and compass points to identify the approximate location of a place</p> <p>To consider how a region can meet the needs of its population</p> <p>To identify key human needs and processes</p> <p>To gather evidence through urban fieldwork of how a region is meeting people's needs</p> <p>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</p>	<p>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></p> <p>I can locate the world's countries, focus on North America. <i>Revisit: Mountains</i></p> <p><u>Locational Knowledge:</u></p> <p>Label a map of the plates.</p> <p>Locate where famous earthquakes have occurred.</p> <p>Identify key facts about famous earthquakes.</p> <p>Locate a range of famous volcanoes.</p> <p><u>Place Knowledge:</u> I can report on the effects of a specific volcanic eruption.</p> <p><u>Environmental, Human and physical</u></p> <p>Be able to label the structure of the Earth.</p> <p>Describe what happens at the boundaries between the Earth's plates and label a map of the plates.</p> <p>Identify the key features of a volcano.</p> <p>Identify the effects of earthquakes on land.</p> <p>Identify the effects of earthquakes on people.</p> <p>Describe and explain what kind of help people need after an earthquake.</p> <p>I know what to do in the event of an earthquake.</p> <p>Reflect on how volcanoes and earthquakes are linked.</p> <p>Evaluate the advantages and disadvantages of living near a volcano.</p>	<p>Locating the countries that the UK exports goods to.</p> <p>Locate continents and countries using a digital world map to determine what each country's highest-value export is.</p> <p><u>Place Knowledge:</u></p> <p>What does the UK export and to where?</p> <p>Compare the resources of different places and understand that different places import and export different goods.</p> <p><u>Environmental, Physical Geography:</u> describe how in the past distance and bodies of water prevented trade from happening at an international scale.</p> <p>Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from.</p> <p><u>Human geography:</u></p> <p>Explain the UK's trade links with other countries</p> <p>Use maps to show the UK's trade links with other countries</p> <p>Describe and understand how trade connects different countries and their populations and compare the wealth and level of development of different countries.</p> <p>Explain the importance of fair trade</p> <p>Explain the global supply chain</p>
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Geographical Skills and fieldwork:

Fieldwork opportunity: Local study within 50 mile radius of Chacewater

Fieldwork skills:

- 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.

Learn about topological and thematic mapping.

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

<u>Geographical Enquiry Question</u>	<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>
<u>Vocabulary</u>	<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,</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</i></p>
<u>Substantive Knowledge</u>	<p><i>What can we learn about Viking settlement from a study of place- name endings?</i></p> <p><u>Human Geography</u></p> <p>Pupils can locate places with 6 of the main Viking suffixes from a given map.</p> <p>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>Place Knowledge:</u></p>	<p><u>Locational Knowledge:</u></p> <p>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>Place Knowledge:</u></p> <p>Focus on the biomes of the Galapagos islands, how does this compare with the topics taught</p>	<p><u>Locational Knowledge:</u></p> <p>Use an atlas to find Europe and locate France and other countries within Europe and identify them in relation to the UK.</p> <p><i>Locate the major European cities. A study of immediate Europe. Locate the countries of</i></p>

	<p>Where did the Vikings settle and how do we know? contains the maps with examples of places in Lincolnshire/Yorkshire.</p> <p>Locate Viking homelands</p> <p>Locate countries in the world that the Vikings visited</p> <p>Identify Viking settlements</p>	<p>in year 3: Antarctica and Amazon, make comparison with the UK.</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK (Southwest, Darwin left from Plymouth), a region of mainland European country and a region with South America (Galapagos Island).</p> <p>Study life through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar/ different.</p> <p><u>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>Use and explain the term ‘climate zone’. Identify the different climate zones.</p> <p>Ask questions and find out what affects the climate. Use maps to identify different climate zones.</p> <p>Understand the term ‘biome’.</p> <p>Use knowledge of this term to make suggestions for places in the world which may be biomes.</p> <p>There are five major types of biomes: aquatic, grassland, forest, desert, and tundra.</p> <p>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.</p> <p>Understand time zones.</p> <p>Defend reasoning using knowledge of maps.</p> <p>Focus on the Galapagos– identify the climate, the habitats, the plant and animal types and how people live there.</p>	<p>immediate Europe (Spain, France, Portugal, Netherlands, Germany, Italy) and know their key physical and human characteristics, and major cities.</p> <p>Identify and understand the significance of longitude and latitude lines, equator, Northern and Southern hemisphere</p> <p><u>Place Knowledge</u></p> <p>Identify the position of longitude lines for time zones in Europe.</p> <p>A study of Paris and France (Ile-de-France region).</p> <p>Compare and contrast to London – human and physical geography of France. Geographical similarities and differences.</p> <p>Explore the climate in France and compare it to that of London.</p> <p><u>Environmental, Human and physical</u></p> <p>Use map skills to highlight key physical features of France/ River Seine (revisit rivers Y4). Compare the River Thames</p> <p>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, townUnderstand economic activity.</p>
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Geographical Skills:

Geographical Skills and fieldwork:

Fieldwork opportunity: Visit to London

Fieldwork skills:

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

Maps Skills:

Describe the features shown on an OS map/ Paris

Use atlases to find out data about other places

Use 8 figure compass and 6 figure grid reference accurately

Use lines of longitude and latitude on maps to locate countries/ cities

Locate the world's countries on a variety of maps, including the areas studied

Draw plans of increasing complexity

Begin to use and recognise atlas symbols

Extend to 6 figure grid references with teaching of latitude and longitude in depth.

Learn about topological and thematic mapping.