



## Geography Curriculum

### St Erth CP School

Intent	Implementation	Impact
<p>At St Erth we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The teaching of geography curriculum at St Erth enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at St Erth and also to their further education and beyond.</p>	<p>Geography at St Erth is taught in blocks throughout the year, so that children can achieve depth in their learning. Planning identifies the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic children revise their previous learning, in particular their locational knowledge. This informs the programme of study and ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Between topics pupils' locational knowledge is regularly reviewed following a rolling program focussing on a different continent each term. This is designed to enable pupils to build a broad schema of locational knowledge and ensure lessons are able to give adequate focus to human and physical geography and geographical fieldwork. Mapwork is also provided with additional progression mapping to ensure clear development of this key skill.</p>	<p>Outcomes in Geography books and pupils' demonstration of knowledge, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Pupils' locational knowledge is well-developed, providing them with string cultural capital, helping to support further study beyond geography at the next stage of their education. Pupils are able to work with complex maps, using them to navigate and locate. Pupils are able to draw maps using scales and keys. Pupils' knowledge in relation to the national curriculum is secure and they are well-prepared for the next stage of their geographical education.</p>

### **Locational knowledge**

As pupils progress through the geography curriculum at St Erth they acquire locational knowledge that builds upon previous teaching, creating a schema of knowledge. In order to know and remember more in this area pupils need to encounter this knowledge regularly and have numerous, continuous opportunities to revise. Adequate time is created within our whole school curriculum to teach geography in depth and develop pupils enquiry skills,



however as teaching is blocked there are times in the year where pupils will not have a geography lesson for a number of weeks. To ensure pupils continue to develop their locational knowledge, the following are important parts of the geography curriculum at St Erth:

- The start of every Geography lesson will begin with a recap on Locational knowledge, relevant to the pupils' progression through the curriculum. This is considered as a non-negotiable
- The national curriculum states that in KS2 pupils must learn to, '*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.*'

In order to enable pupils to know and remember more and to meet this expectation they again require time and opportunity beyond that provided by curriculum time for geography alone. Therefore, pupils will be given opportunities to improve their knowledge to meet the above objective. These sessions will be planned by their class teacher following the cycle below ensuring that pupils become familiar with investigating areas of the world through studying maps and researching their geography.

Cycle	Autumn	Spring	Summer
A	Asia	Europe	North and South America – KS2 Australia – KS1
B	North and South America – KS1 Australia – KS2	Europe	Africa

### Maps Skills Progression

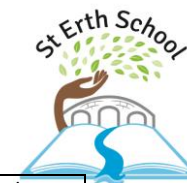
To ensure that pupils make progress towards the objectives outlined above in Geographical skills and fieldwork St Erth School have identified that pupil's ability to use and create maps is key. Therefore whilst the learning sequences below are planned to ensure pupils meet all the objectives above, map work requires more precise attention. Teaching and planning for the curriculum will provide regular opportunities to develop the map skills within this skills progression.

Phase	EYFS	Year 1&2	Year 3&4	Year 5&6
Mapwork – using maps to navigate	- Follow directions related to movement	- Use a simple map to move around the school - Use directional language such as near and far, up and down.	- Follow a route on a map with symbols	- Use 6 figure grid references to describe a location on a map, including the use of a key

		<ul style="list-style-type: none"> <li>- Follow a route on a map</li> <li>- Use simple compass directions (North, South, East, West)</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and follow a journey between 2 places using 4 compass points.</li> <li>- Describe and follow a journey between 2 places using coordinates</li> <li>- Begin to use 8 compass points to describe a route.</li> <li>- Use 4 figure grid references to describe a location on a map.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow a short route on an OS map using symbols and a key</li> <li>- Follow a short route on a variety of scaled maps.</li> </ul>
Mapwork – making maps	<ul style="list-style-type: none"> <li>- Draw 2D representations of familiar objects.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw basic maps, including appropriate pictures to represent places or features.</li> <li>- Use photographs and maps to identify features</li> <li>- Draw or make a map of real or imaginary places</li> <li>- Use and construct basic symbols on a key.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and make a map of a real locations that includes human and physical features.</li> <li>- Start using standard symbols</li> <li>- Draw a map based on a fieldwork sketch with positioning of key features located accurately in relation to one another.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a map with positioning of key features located accurately in relation to one another and use OS symbols</li> <li>- Draw a map that shows appropriate distance between places or features based on a given scale.</li> </ul>
Making maps examples. In mixed age classes example shown from Y2, Y3 & Y6. Detailed examples kept on school server.				

### Learning sequences and curriculum coverage

Early years' framework expectations - Within understanding the world.		
	Framework	What pupils will know
People culture and communities	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul> <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>As pupils progress through our EYFS curriculum they will be given regular opportunities to develop their understanding of people, culture and communities and the natural world. This exact context and substantive content will vary from year group to year group as planning is developed to meet the specific needs of each cohort. Examples of how this will be achieved are as follows:</p> <ul style="list-style-type: none"> <li>- Through daily storytelling for example, reading books which are based in locations studied in KS1 such as London, Australia and Africa.</li> <li>- Understanding of the natural world and seasonal change are developed through the school's Forest school curriculum and visits to places such as Trink Farm with KS1.</li> </ul>
The natural world	<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> </ul>	



	<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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>- Pupils' locational knowledge will be given a particular focus to prepare them for KS1. They will engage in our termly focus on a particular continent. They will have opportunities to read and explore atlases and maps, which will be part of the reading area and a display in the class. Map work is another key focus of our geography curriculum, this will be developed in line with the skills progression for maps outlined below.</p>	
Year	Autumn	Spring	Summer
Year 1/2 cycle A	<p><b>The colours of ME!</b> <b>Intent:</b> To find out more about the village, country and continent we live in. We will find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out more about our local area. <b>Sequence of learning</b> <b>Key Question: What is geography all about?</b> 1. Identify the UK and its four countries on a world map and investigate the Union Flag and what it represents. 2. Use a map to find our towns and streets in the local area. 3. Describe where we live, including country, town and street, and explore the differences between urban and rural areas. 4. Walk around the local area and take photographs of the key physical and human features that we can see. 5. Draw a simple map of the school using an ariel photo. <b>Vocabulary</b> City, town, village, country, settlement, capital city, Earth, continent, ocean, sea, Europe, UK, England, Northern Ireland, Wales, Scotland, Houses, population, urban, rural, hills, mountain, fields, rivers, lakes, lochs, monarchy, parliament, government, Union Jack,  <b>Fire! Fire!</b> <b>Intent:</b> Pupils will study the city of London to understand its human and physical Geography, including its location, geographical features and famous landmarks. They will work with compasses to develop their navigation skills with maps. They</p>	<p><b>Castles and Palaces</b> <b>Intent:</b> Pupils will find out why castles were built on hills and what natural resources the residents of the castle would have needed to have nearby. Pupils will think about what makes castles easier to defend and the problems the builders might have come across when building in a hilly location. Finally pupils will explore the castles in each capital city of the UK and identify the geographical features they have been built on or near.. <b>Sequence of learning</b> <b>Key Question: What is geography all about?</b> 1. Why were some castles built on hills? 2. Which physical land features made castles easier to defend. 3. Name and locate UK capital cities and their castles. 4. Use an ariel photograph of a UK castle to devise and complete a map and construct a simple key. <b>Vocabulary</b> Physical features: hill, sea, river, cliff, forest, river and valley, coast, ocean, beach, cove, mountain, bay, inlet Cardiff, Edinburgh, Belfast, London, City, Channel, North Sea, Key, North, East, South, West Compass</p>	<p><b>Australia</b> <b>Intent:</b> Discover how Australia's states and territories piece together to make-up the vast continent and be able to visualise and describe the many varied landscapes. Pupils will use maps and symbols to improve their mapping skills and find out where Australia's animals live and what they eat. Explore the culture and lifestyle of some typical Australian children and make comparisons between Australia and the United Kingdom. <b>Sequence of learning</b> <b>Key Question: What is geography all about?</b>  Pre-unit Quiz 1. Where is Australia on a map? Is it close to the UK? 2. Use a compass and review what north, south, east and west are. 3. Explore Australia's climate and weather. 4. What is Christmas like in Australia compared to the UK. 5. Learn about the physical features and landscapes of Australia. 6. Investigate Australia's unusual animals and their habitats. 7. Compare the lives of an Australian aboriginal child and an Australian city child. <b>Vocabulary</b> Hemisphere, equator, territories, states, capital, continent, climate, seasons, indigenous, landmarks, physical and human features.  <b>Land Ahoy!</b> <b>Intent:</b> Learn all about maps and the geography of our surrounding area with 'Map Makers' lessons. Pupils will find out why we use maps now and how they have been used in the past. Pupils learn how to read maps, how to draw them and plan for perspectives.</p>



	<p>will understand How London's location affects its weather.</p> <p><b>Sequence of learning</b></p> <p>Key Question: What is geography all about?</p> <p>Pre-Unit Quiz.</p> <ol style="list-style-type: none"> <li>To be able to locate London on maps and describe its location.</li> <li>To be able to identify and describe landmarks of London.</li> <li>To be able to use compass points and directional language to navigate between London landmarks.</li> <li>To be able to identify and describe a variety of geographical features in London.</li> <li>To explore seasonal weather patterns in London.</li> <li>Plan a trip to London, what will you need and what will you do?</li> </ol> <p><b>Vocabulary</b></p> <p>Landmark, location, city, England, London, Europe, UK, government, Parliament, tourism, tourist, attractions, busy, traffic, Thames, rivers, lakes, parks, Seasons, weather patterns.</p>		<p><b>Sequence of learning</b></p> <p>Key Question: What is geography all about?</p> <ol style="list-style-type: none"> <li>use compass points to navigate around a map.</li> <li>use aerial photographs and plan perspectives to recognise and create landmarks</li> <li>Use simple fieldwork and observational skills to study the geography of our school and surroundings.</li> </ol> <p>TRIP</p> <ol style="list-style-type: none"> <li>devise a simple map and use and construct basic symbols in a key</li> </ol> <p>Compare to Term 1</p> <ol style="list-style-type: none"> <li>Having been stranded on an island we will design and plan a town of our own on a map (referring to key human features)</li> </ol> <p><b>Vocabulary</b></p> <p>North, South, East, West, compass, direction, location, routes, cartographer, ariel view, perspective, landscape, symbol, key, fieldwork, observation, physical and human features.</p>
<p>Year 1/2 cycle B</p>	<p><b>All about me!</b></p> <p><b>The World and my school.</b></p> <p><b>Intent:</b> Pupils will look at the location of our school on our road and some of the key physical and human features of our area. Pupils will explore the location of our village within the United Kingdon and the UK's four countries, capital cities and the seas surrounding us.</p> <p><b>Sequence of learning</b></p> <p>Key Question: What is geography all about?</p> <ol style="list-style-type: none"> <li>What is my classroom like?</li> <li>Where is my school?</li> <li>Where is my village/town in the country?</li> <li>What countries make up the UK?</li> <li>What are the seasons like in the UK?</li> <li>Where is my country in the world?</li> <li>How is the weather different around the world?</li> </ol> <p><b>Vocabulary</b></p> <p>Beach, capital, city, coast, continent, country, farm, forest, hill, house, map, mountains, ocean, river, seasonal, shop, town, village, weather.</p>	<p><b>Wild Africa</b></p> <p><b>Intent:</b> Pupils will learn about some of Africa's physical features such as mountains, deserts, rivers and oceans. Pupils will also explore the ways in which the people of Kenya affect and are affected by the natural world. Pupils will make comparisons with the UK and consider how their lives may be different if they lived in a different location.</p> <p><b>Sequence of learning</b></p> <p>Key Question: What is geography all about?</p> <ol style="list-style-type: none"> <li>Where in the world is Kenya?</li> <li>Is the weather in the UK the same as Kenya?</li> <li>What type of animals would we find in Kenya?</li> <li>How can we locate the big 5?</li> <li>How is Kenya similar and different to the UK?</li> <li>What would it be like to live in Kenya?</li> <li>How would my day be different if I lived in Kenya?</li> </ol> <p><b>Vocabulary</b></p> <p>Climate, seasons, weather continents, atlas, globe, country, human and physical features, compass, north, east, west, south, town, village.</p>	<p><b>How does your garden grow?</b></p> <p>We will explore what a working farm looks like. Find out about arable, livestock and dairy farms and the difference between them. We will learn about the features of a farm and use a map to navigate around a farm, as well as thinking about the differences between life in the country and life in a busy town.</p> <p><b>Sequence of learning</b></p> <p>Key Question: What is geography all about?</p> <ol style="list-style-type: none"> <li>What is a farm and why are they important?</li> <li>Why are farms usually in rural areas?</li> <li>What are the features of a farm?</li> <li>How can you use a map to navigate around a farm?</li> <li>What happens on a farm during the different seasons?</li> <li>How is life different on a farm and in a city?</li> </ol> <p><b>We're all going on a summer holiday</b></p> <p><b>Intent:</b> As young geographers, we will begin to identify and understand the key physical and human geographical features of the seaside as and the broader concept of 'coasts'. We will also</p>



			<p>develop an understanding of weather patterns across the UK. Understand seasonal and daily changes in weather as well as coastal and inland weather patterns.</p> <p><b>Sequence of learning</b></p> <p>Key Question: What is geography all about?</p> <ol style="list-style-type: none"> <li>1. How is the seaside different from other places?</li> <li>2. How do people enjoy themselves at the seaside?</li> <li>3. What living things can be found in rock pools?</li> <li>4. How do people affect our beaches?</li> <li>5. Where in the world is Hayle?</li> <li>6. How has the way we use the seaside changed over the years?</li> </ol> <p>Weather patterns</p> <ol style="list-style-type: none"> <li>1. What are the differences between seasonal and daily weather patterns?</li> <li>2. How do daily weather patterns change over time, and how may the weather be different in inland/ coastal areas?</li> <li>3. How do we learn about the weather, then make predictions about what the weather will be?</li> </ol>
Year 3/4 cycle A		<p><b>Why do so many people in the world live in Megacities?</b></p> <p><b>Intent:</b> This investigation supports pupils to develop their understanding of the important geographical concepts of settlement and urbanisation through the study of the world's megacities (cities with a population of over 10 million). Through the sequence of learning pupils are able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities.</p> <p><b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. What are megacities and where are they located?</li> <li>2. Why do so many people in the world live in megacities? Why is Milton Keynes the fastest growing city in the UK?</li> <li>3. Why do so many people in the world live in megacities? Why is Brasilia the fastest-growing city in Brazil?</li> <li>4. How do the advantages of living in cities compare with the disadvantages?</li> </ol> <p><b>Vocabulary</b></p>	<p><b>Why are jungles so wet and deserts so dry?</b></p> <p><b>Intent:</b> This enquiry builds on and extends the pupils' understanding of weather, which was introduced at Key Stage 1. It lays a firm foundation of understanding to enable them to consider the challenges of climate change later through the Upper Key Stage 2 programme. Pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth. Pupils are able to develop their understanding of how climate is the main factor determining the distribution of biomes on Earth through the study of two biomes in depth.</p> <p><b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. Why is climate different across the United Kingdom?</li> <li>2. What are the world's climates?</li> <li>3. How do climate graphs help geographers compare the climate of one place with another?</li> <li>4. How does the climate effect the plants and animals living in place?</li> <li>5. Why are rainforests so wet and humid?</li> </ol>

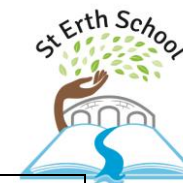


		Human Geography, Physical Geography, Megacity, Cities, village, town, population density, Employment, Economy, migration, housing, services, Industry, business, Shanty, favela, government, capital city, Culture, Transport, Pollution, Congestion, Crime, Urbanisation	6. How are deserts created? <b>Vocabulary</b> Weather, climate, pattern, equator, North Pole, Tropic of Cancer, Tropic of Capricorn, Climate graph, Northern Hemisphere, Southern Hemisphere, Meteorological, Tropical, rainforest, Savanna, Tundra, mountain, humid, drought, Biome, Basin, tributary, source, mouth, convectional, condensation, Thunderstorm, Cumulonimbus, atmosphere, desert.
Year 3/4 cycle B	<p><b>What is a River?</b> <b>Intent:</b> The objective of this investigation is to enable pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. For example, from regular news reports and perhaps even direct experience of river floods in their own community. Many settlements in the United Kingdom, no matter what size, will have rivers flowing through or close to them.</p> <p><b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. How does the course of the River Axe change from source to mouth?</li> <li>2. How does the course of my local river change from source to mouth?</li> <li>3. Why are river estuaries such important places for wildlife?</li> <li>4. Why are rivers such an important part of the water cycle?</li> <li>5. What affect does a meander have on a river?</li> <li>6. Why do rivers flood and some more often than others?</li> </ol> <p><b>Vocabulary</b> River, Source, Mouth, Course, Meander; Stream, Waterfall, Bank, Flood plain, Tidal, Coast, Estuary, Erosion, Rapids, Estuary, tidal, mud banks, brackish water, Water cycle, evaporation, vapor, condensation, precipitation, run off, Meander, marsh, mud flats, creek, dock, Flood, Flood plain, monsoon</p>	<p><b>How can we live more sustainably?</b> <b>Intent:</b> The main objective of this enquiry is for the pupils to understand through the use of a number of examples what sustainability entails and how they might approach applying those principles to their own lives. This groundwork is also important from the perspective of establishing continuity and progression through the curriculum – in Upper Key Stage 2 the concept of sustainability will be central to the pupil’s investigation of the causes and implications of climate change.</p> <p><b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. What does being sustainable actually mean?</li> <li>2. How can we help our school be more sustainable?</li> <li>3. Why are we seeing more wind and solar farms in the countryside?</li> <li>4. How is sustainable development improve biodiversity?</li> <li>5. How are sustainable projects helping change the way people live for the better?</li> </ol> <p><b>Vocabulary</b> Sustainable, finite, renewable, non-renewable, energy, environmental, biodiversity, waste, solar, carbon dioxide CO2, greenhouse gases, pollution, global warming, sustainable development, deforestation, erosion, silt.</p>	
Year 5/6 cycle A	<p><b>Why is Fair Trade fair?</b> <b>Intent:</b> This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between</p>	<p><b>Who are Britain’s National Parks for?</b> <b>Intent:</b> National Parks are an extremely significant element of both the physical and human geography</p>	<p><b>Climate Change</b> <b>Intent:</b> This investigation builds upon ‘How can we live more sustainably’, studied in year 3&amp;4 and focuses on the personal stories of real people around the world</p>



	<p>countries through exports and imports – and the fact that trade has been operating for thousands of years. The Silk Road, which remains the world’s most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don’t have and are prepared to pay to obtain. The topic then introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School.</p> <p><b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. How did trade develop and connect the world in medieval times?</li> <li>2. How do countries trade goods today?</li> <li>3. Why do countries export goods to other countries, even in different continents?</li> <li>4. Why isn’t trade always fair?</li> <li>5. Why is fair trade fair?</li> </ol> <p><b>Vocabulary</b> Trade, domestic, international, caravan, silk road, Port, import, export, trade, economy, Commodity, Wholesale, retail, monopoly, Fairtrade, co-operative.</p>	<p>of the United Kingdom. As well as covering over 7 per cent of the land area and including some of the United Kingdom’s most scenic and wild places, they are also a tangible manifestation of the cultural importance that British society attaches to the outdoors, countryside and open spaces. Investigating why the United Kingdom has National Parks, their special qualities and how they are managed is a relevant and meaningful aspect of geography for young people to be engaging with. Such a study highlights the central paradigm of the subject – the interrelationship of people with their environment.</p> <p><b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. What is the physical Geography of Britain’s National Parks and where are they?</li> <li>2. What is the Human Geography of National Parks and why is this important?</li> <li>3. Why do National Parks welcome Visitors, what effect does this have on the Southwest?</li> <li>4. Why are OS maps important and what can they tell us about our national parks?</li> <li>5. How are National Parks worked and lived in, whilst being protected?</li> <li>6. How do Southwest National Parks compare to the Everglades National Park in Florida?</li> </ol> <p><b>Vocabulary</b> Conservation, National Park, Landscape, Urban, Rural, Cultural heritage, Tourism, Area of Outstanding Natural Beauty (AONB), World Heritage site, Site of Special Scientific Interest (SSSI), Ordnance Survey (OS), Grid reference, contour, relief (Height and shape of land), Key, Economic activity, Wilderness.</p>	<p>who are being impacted upon by changes in the usual weather patterns. Pupils are encouraged to see these apparently unconnected examples in the broader context of the concept of global warming on a global scale. They investigate the main manifestations of global warming and also spend time understanding its causes, particularly in relation to greenhouse gas emissions from the increased burning of fossil fuels. Pupils reflect upon international agreements to reduce global warming, phase out the burning of fossil fuels and to develop renewable and carbon neutral sources of energy.</p> <p><b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. How is reduced rainfall affecting people’s lives?</li> <li>2. How is an increase in heat and reduction in rainfall affecting people’s lives?</li> <li>3. How are increased sea levels affecting people’s lives?</li> <li>4. How are increased temperatures in polar regions affecting people’s lives?</li> <li>5. Why is weather changing all over the world?</li> <li>6. What is being done about global warming?</li> </ol> <p><b>Vocabulary</b> Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Drought; Crop; Trade winds, Bushfire; Wildfire; Natural disaster; Heatwave, Glacier, Ice cap, Glacier; Inuit; Migration; Indigenous, Global warming; Carbon dioxide (CO<sub>2</sub>) ; Greenhouse gas; Climate change; Methane; Fossil fuel, Sustainability; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.</p>
Year 5/6 cycle B	<p><b>How do volcanoes affect the lives of people on Hiemaey?</b> <b>Intent:</b> This unit encourages and supports pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical. All landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them. This unit exemplifies this in a manner that is straightforward for pupils to grasp and to evaluate. As the enquiry evolves, so pupils are able to appreciate how environments may change over time and how this might bring</p>	<p><b>The local area</b> <b>How and why is my local area changing?</b> <b>Intent:</b> In this unit pupils will investigate the concept of change in their local area, which they will have studied at KS1. Pupils will build an understanding of changes that occur in environments as a consequence of natural events over which people have little or no control, and changes that people choose to make as a means of improving the quality of life. Pupils will use local resources to the community to investigate changes in our locality. Spatial changes over time to St Erth and Hayle will be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales. Fieldwork in the local</p>	<p><b>Study of a non-European country; USA – Florida</b> <b>Intent:</b> This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. Pupils investigate people-environment interaction in Florida, looking at: significance of climate, natural hazards, aerospace technology and the conservation of the environment. This unit builds upon enquiries into non-European countries from KS1. <b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. Why does Florida attract so many tourists? How would I find my way around?</li> </ol>





	<p>advantages and challenges to the people who are interconnected with them.</p> <p><b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. What are the different parts of a volcano?</li> <li>2. Where is Iceland and how does it compare to other European countries?</li> <li>3. What are the geographical features of the Westman Islands?</li> <li>4. How does the physical and human geography of Hiemaey compare with the area in which I live?</li> <li>5. Why are there so few trees on Hiemaey?</li> <li>6. Why are there volcanoes on Hiemaey?</li> <li>7. How were the people of Hiemaey affected when Eldfell erupted?</li> <li>8. Why do people live near active volcanoes?</li> </ol> <p><b>Vocabulary</b></p> <p>Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Natural resources; Landscape; Eruption; Fjord; Magma; Evacuation; Lava; Gulf Stream; Glacier; Mountain; Earthquake; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season;</p>	<p>area provides an ideal context to introduce the idea of hypothesis generation and testing through data collection and interpretation – which is central to what geographers do.</p> <ol style="list-style-type: none"> <li>1. Why do places change?</li> <li>2. How has my local area changed in the past?</li> <li>3. How did my local area change with the opening and closing of mines?</li> <li>4. How and why does the quality of the environment change in my local area?</li> <li>5. How do NASA satellite images inform us of environmental change on a global scale?</li> </ol> <p><b>Vocabulary</b></p> <p>Cumbria; Lake District; Mining; Docks; Fishing; Tin; Copper; Industrial revolution; Church of England; Methodist; Hayle river; Bridge; A30; Environment; Derelict; Borough; Geographical Information System (GIS); Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Census; Population; Demographic; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities;; Correlation.</p>	<ol style="list-style-type: none"> <li>2. Where is Florida?</li> <li>3. Why do tourists come to the magic kingdom from some countries and not others?</li> <li>4. What is a peninsula?</li> <li>5. Why is the Kennedy Space Centre in Florida?</li> <li>6. How is the wildlife different in Florida compared to the United Kingdom?</li> <li>7. How and why is the climate of the sunshine state different from where I live?</li> <li>8. How do Floridians cope with Hurricanes?</li> </ol> <p><b>Vocabulary</b></p> <p>Florida, State, USA, North America, Tourist, USA, contiguous, time zone, Prime meridian, Choropleth map, Quality of life, reliability, Peninsula, trajectory, axis, equator, latitude, gravity, endangered, conservation, lifecycle, pollution, Climate, weather, temperature, precipitation, region, tropic of cancer, tropic of Capricorn, equator, hurricane, evacuation, tropical storm</p>
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## Cycle A KS1 National Curriculum Coverage

GEOGRAPHY Locational Knowledge	Autumn	Spring	Summer
name and locate the world's 7 continents and 5 oceans	✓		✓
name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	✓ ✓	✓	
Place Knowledge			
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country			✓
Human and physical geography			
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	✓	✓	
use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	✓	✓	✓
use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	✓ ✓	✓	✓
Geographical skills and fieldwork			



use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	✓ ✓	✓	✓ ✓
use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map	✓		✓ ✓
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	✓ ✓	✓	✓
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	✓		✓

### Cycle B KS1 National Curriculum Coverage

<b>GEOGRAPHY Locational Knowledge</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
name and locate the world's 7 continents and 5 oceans	✓ ✓	✓	✓
name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	✓		✓
<b>Place Knowledge</b>			
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		✓	
<b>Human and physical geography</b>			
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	✓	✓	✓ ✓
use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	✓	✓	✓ ✓
use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	✓	✓	✓ ✓
<b>Geographical skills and fieldwork</b>			
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	✓ ✓	✓	✓
use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map	✓	✓	✓ ✓
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	✓		✓
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	✓ ✓		✓ ✓

### Cycle A KS2 National Curriculum Coverage



<b>GEOGRAPHY Locational Knowledge</b>	Autumn Yr 3&4	Autumn Yr 5&6	Spring Yr 3&4	Spring Yr 5&6	Summer Yr 3&4	Summer Yr 5&6
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		✓	✓	✓	✓	✓
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time			✓	✓	✓	✓
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			✓	✓	✓	✓
<b>Place Knowledge</b>						
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			✓			
<b>Human and physical geography</b>						
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			✓	✓	✓	✓
describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		✓	✓	✓	✓	✓
<b>Geographical skills and fieldwork</b>						
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		✓	✓	✓	✓	✓
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		✓	✓	✓	✓	✓
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.						

## Cycle B KS2 National Curriculum Coverage

<b>GEOGRAPHY Locational Knowledge</b>	Autumn Yr 3&4	Autumn Yr 5&6	Spring Yr 3&4	Spring Yr 5&6	Summer Yr 3&4	Summer Yr 5&6
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	✓	✓	✓	✓		✓
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	✓					
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		✓	✓	✓		✓
<b>Place Knowledge</b>						
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		✓				✓
<b>Human and physical geography</b>						
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	✓	✓	✓	✓		✓



describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	✓	✓	✓	✓		✓
<b>Geographical skills and fieldwork</b>						
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓		✓
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	✓		✓	✓		✓
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	✓			✓		