**Geography**

**Knowledge and Skills Sequencing**

**Y1 – Summers**

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| **Unit Title** | **Required prior learning (ELG)** | **Key learning** | **Lesson Sequence** |
| Our Local Area | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
 | * Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this
* Compare journeys and landscapes and understand near/far, often/ rarely
* Learn about maps, map-making and symbols.
 | 1. Places we go
2. What is near and what is far?
3. I can read a plan
4. I can read a map
5. Where is our nearest open space?
6. We built our journey!
 |
| People and Communities | * 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.
 | * Name and locate the world’s seven continents
* Learn about the human and physical geography of a small area in several non-European countries
* Read images, maps, atlases and globes
* Ask and answer questions
* Use basic geographical vocabulary
 | 1. What is our area like?
2. What is it like living by the sea?
3. What is it like to live in a rainforest?
4. What is it like to live in a dry place?
5. What is life like in large cities?
6. Prepare for take off!
 |
| Animals and their Habitats | * 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.
 | * Name and locate the world’s seven continents and five oceans
* Use world maps, atlases and globes to identify countries, continents and oceans
* Use simple fieldwork and observational skills.
 | 1. What is it like where emperor penguins live?
2. What is it like where Asian pandas live?
3. What is it like where whale sharks live?
4. What is it like where the African elephant lives?
5. What is it like where swallows live?
6. Who lives in my ‘place in a box’?
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**Y2 – Pendower**

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| **Unit Title** | **Required prior learning** | **Key learning** | **Lesson Sequence** |
| What are Seasons?  | * Name different types of weather
 | * develop locational and place knowledge about their locality, and the UK as a whole
* identify seasonal and daily weather patterns in the UK
* Name the 4 countries that make up the UK
* Name the 4 points on a compass
 | 1. Can we observe the weather?
2. What have we observed about the weather?
3. Why does the weather change?
4. What are the 4 seasons?
5. What can we find out about the weather in different parts of the country?
6. Big finish- weather wonderland
 |
| What are the seven wonders of the world? | * Name and locate the seven continents and the 5 oceans
* understand that the UK is made up of 4 countries.
* identify human and physical features in their local area.
 | * name, locate and identify characteristics of the seven continents and oceans

 • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world. identify and name some of the wonders • use atlases, maps and globes to locate some of the wonders | 1. Local wonders
2. Are mountains wonders of the world?
3. Which rivers are natural world wonders?
4. What are the ancient world wonders?
5. Which landmarks are new world wonders?
6. Big finish- Can we explain and describe wonders of the world.
 |
| Journeys Where does our food come from? | * know the seven continents
* Know the 4 countries that make up the UK
 | • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. | 1. What can we buy on the high street?
2. How does our food get to us?
3. What plants grow on a farm?
4. What animals rear on a farm?
5. Can we make a great British picnic?
6. Big finish- Can we create a great British food map?
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**Y3/Y4 - Porthcurnick**

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| **Unit Title** | **Required prior learning** | **Key learning** | **Lesson Sequence** |
| Why does the Earth shake, rattle and roll? | * Name and locate the world’s seven continents and five oceans.
 | • describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • introduction to plate tectonics. • learn about the ‘Pacific Ring of Fire’ | 1.What happens when the Earth shakes?2. What is happening when the Earth rattles and rolls.3. Does the Earth shake, rattle and roll all over?4.How and why do people live where the Earth shakes, rattles and rolls?5. How disastrous have recent Earthquakes and volcanic eruptions been?6. Can we make a model volcano that erupts? |
| What is special about the Alps? | * Name and locate the world’s seven continents and five oceans.
* Plate tectonics and how fold mountains are formed.
* use geographical vocabulary to refer to key physical features and human features
 | * Be able to locate countries and regions on maps.
* describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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
* use fieldwork to observe, measure, record and present features in the local area using a range of methods
 | 1. Where are the Alps?2. What is it like in the Alps?3. Why do people visit the Alps?4. What is there to do in our local area?5. How are the Alps different to our local area?6. What is life like in the Alps? |
| Do we like to be beside the seaside? | * Locate the 4 countries of the UK and Cornwall
* Use geographic vocabulary to refer to key physical and human features
 | • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.  | 1. Have you been to the seaside?2. What is the cost of SW England like?3. What natural features can I see at the seaside?4.What other features and activities can be seen around UK coasts?5. Do we like to be beside the seaside?6. What sort of seaside would you choose? |
| Why is climate important? | * difference between weather and climate
* 4 points on compass
 | • improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world. | 1. What are weather, climate and biomes?2. What are the polar regions like?3. Where are the hottest, driest places in the world?4. Where are the hottest, wettest places in the world?5. Which climate zone and biome do we live in?6. Big finish What are the coordinates? |
| Local geography unit: What is the geography of the Roseland? | • locate Cornwall on the map• understand why people come to Cornwall on holiday | • understand the unique position of the Roseland peninsular in Cornwall • Why is Roseland an AONB and what part is ASSI?• recognise key physical and human features of the Roseland• why do people come to the Roseland? | 1. Where is the Roseland and what makes it an AONB?2. Physical and human features of the Roseland 2. Why is part of the Roseland an ASSI?3. The Fal and location of Falmouth4. St Anthony, Nare Head, Dodman Point |
| Where on Earth are we? | • use maps, atlases and globes • understand the Equator is an imaginary line | • improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world. | 1. What is the world like?2.How can we describe where places are on the Earth’s surface?3.What do lines of maps and globes mean?4. Why do we have day and night?5. What time is it where you are?6. Big Finish What are the coordinates? |

**Y4/Y5 - Portholland**

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| **Unit Title** | **Required prior learning** | **Key learning** | **Lesson Sequence** |
| Local geography study (What is the geography of Truro?) | • 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop• use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.• 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 | • 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• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 |  |
| Can you come on a great American road trip? RS | • Name and locate the world’s seven continents and five oceans.name and locate the world’s seven continents and five oceans• 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | • enhance their locational and place knowledge • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/ computer mapping • learn to use the eight points of a compass. | 1. What are North American cities like?
2. What are South American cities like?
3. Are South American cities similar to North American cities?
4. What are the Americas’ main environmental regions?
5. What is Route 66?
6. Have you been along Route 66?
 |
| Where are we? Countries and cities of the UK | * Be able to locate countries and regions on maps.
 | •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• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 1. identify and locate the counties of the United Kingdom.
2. identify and locate the counties of the United Kingdom.
3. locate and identify towns and cities in the UK
4. find out about the hills and mountains of the UK
5. find out about the seas and coasts of the UK.
6. be able to identify and explore the major rivers of the UK.
 |
| How does water go round and round? RS | •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.• 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | • name and locate some of the UK’s and the world’s most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle. | 1. Where does all the rain go?
2. Where does all the rainfall come from?
3. What can we learn about the River Thames?
4. How and where do people use and change rivers?
5. How do rivers wear away mountains?
6. Can we model a river or a stream?
 |
| How is the UK changing? RS | • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* Understand the difference between physical and human geographical features.
 | • name and locate counties and cities of the UK, 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK 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.  | 1. What are the key features of the UK?
2. How did the 2012 Olympics change East London?
3. How did the Second World War change the West Midlands?
4. How is our local area changing?
5. How might our local area change in the future?
6. How has our area changed from the past and how might it change in the future?
 |
| What is special about mountains? | * Know how to use maps and atlases to name and locate countries.
* Be able to locate countries and regions on maps.
* Name and locate the world’s seven continents and five oceans.
 | • Use a legend to find areas of higher ground on a map.• Explain different ways areas of higher ground are shown on a map.• Tell you that not all mountains look the same.• Identify a valley and the summit, foot and slope of a mountain.• Draw a mountain range including the key features they have identified.• Tell you that mountains formed a very long time ago.• Describe how tectonic plates move together to create fold mountains.• Describe how lava flow creates volcanic mountains.• Describe what the weather is usually like on a mountain.• Tell you why people might visit mountains.• Describe some of the negative effects of tourism on an area. | 1. Mountain ranges
2. UK mountains
3. Features of a mountain
4. How mountains are made
5. Mountain climates
6. Mountain travel
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**Y5/Y6 - Porthluney**

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| **Unit Title** | **Required prior learning** | **Key learning** | **Lesson Sequence** |
| What is life like in the Caribbean? | * Be able to locate countries and regions on maps.
* Name and locate the world’s seven continents and five oceans.
 | * 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
* 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
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | 1. To know where the Caribbean is and what islands it consists of.
2. To explore the physical geography of the Caribbean
3. To find out about the climate of the Caribbean
4. To research and discuss the human geography of the Caribbean.
5. To explore the Caribbean as a tourist destination
 |
| Where does all our stuff come from? | * Be able to locate countries and regions on maps.
* Name and locate the world’s seven continents and five oceans.
 | * 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
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 | 1. Where do my school uniform and lunch come from?
2. Where does my fruit salad come from?
3. How do clothes get to my wardrobe?
4. How has the import of products affected local industries?
5. Local produce or imported produce?
6. What is the journey of our stuff?
 |
| How will our world look in the future? | * use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
* Understand that our world is a changing place and that humans have impacted upon these changes.
 | * describe and understand key aspects of:

− physical geography − human geography * learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK
* use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
 | 1. What, in our region, should we preserve for the future?
2. What is housing like in our area?
3. What are the work opportunities like in our area?
4. What are the public services and amenities like in our area?
5. What is the community spirit like in our area?
6. Can we make a plan for a sustainable future in our area?
 |
| What is life like in the Amazon? | * Understand that climate is.
* Understand what a rainforest is and its key geographical features.
* Have an understanding of the world’s seven continents.
* Be able to locate countries and regions on maps.
* Understand the difference between physical and human geographical features.
 | * extend their knowledge and understanding beyond their local area to include South America
* develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
* locate the world’s countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities
* understand geographical similarities and differences through the study of human and physical geography of a region in South America
* Describe and understand key aspects of physical and human geography
* Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.
 | 1. Where is the Amazon?
2. What would it be like to walk through the Amazon rainforest?
3. What is Manaus like?
4. Do people live in the Amazon rainforest?
5. How can people protect the Amazon?
6. Why should we protect the Amazon?
 |
| Are we damaging our world? | * Know how to use maps and atlases to name and locate countries.
 | * describe and understand key aspects of the distribution of natural resources including energy, minerals and water
* use maps, atlases and globes to locate countries and describe features studied
* use the eight points of a compass, symbols and keys to build their knowledge of the UK 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.
 | 1. Are we damaging our world?
2. What are minerals? Do we have an endless supply?
3. Where does our energy come from?
4. Why should we protect our oceans?
5. How can we become a more sustainable school?
6. Can we plan a campaign?
 |
| Local geography What is the geography of the river Fal? | * learn about the features of a named river in the UK, from source to mouth
* identify some of the processes associated with rivers
 | * learn about the features of a named river in the UK, from source to mouth
* learn how rivers are formed
* identify some of the processes associated with rivers
* understand where rivers fit into the water cycle.
* use the eight points of a compass, symbols and keys to build their knowledge of the UK 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.
 |  |