

National Curriculum Pillars of Knowledge:

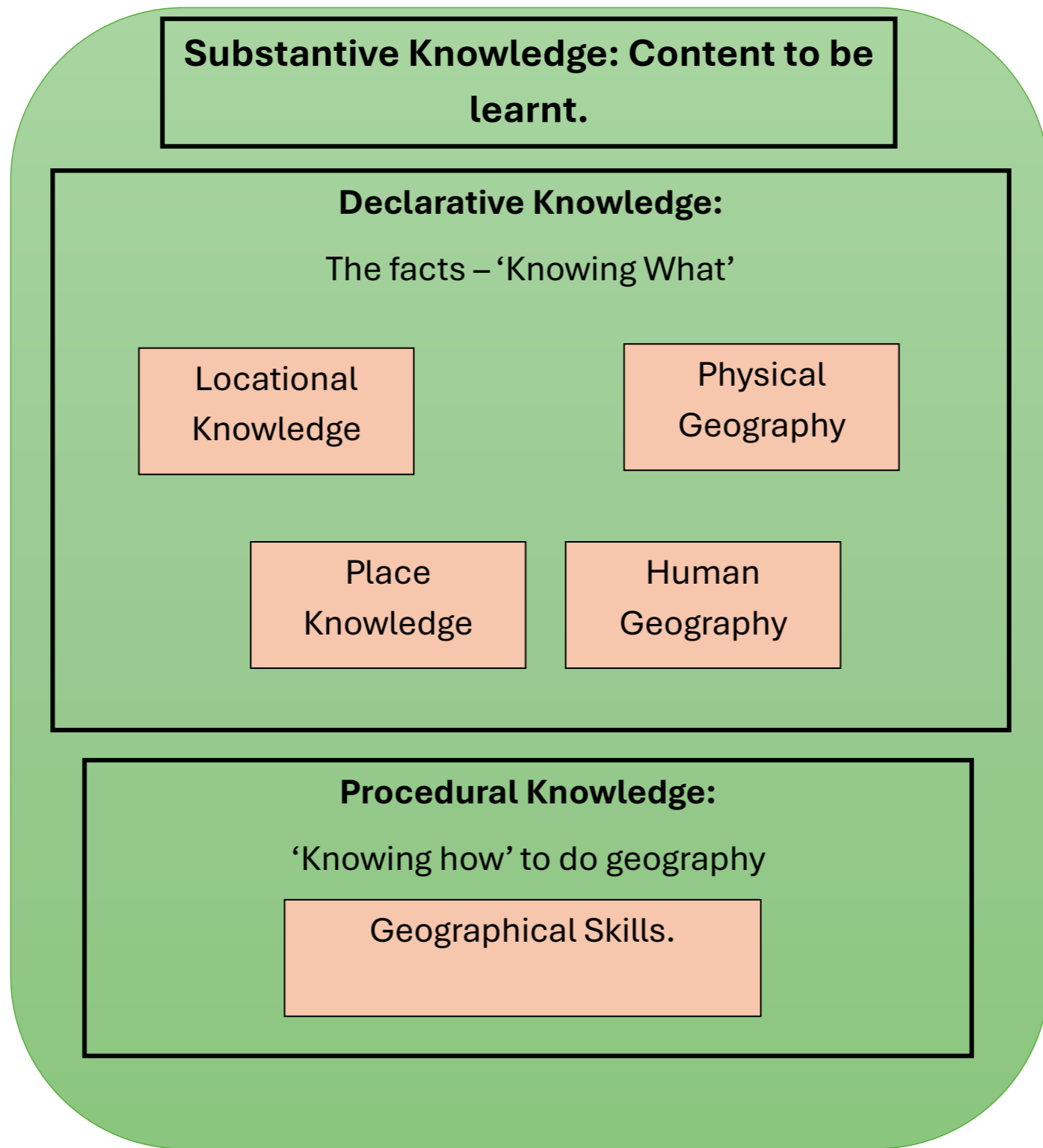
Locational Knowledge:
 KS1: Name and locate the world's 7 continents and five oceans.
 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
 KS2: Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
 Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.

Human and Physical Geography:
 KS1: identify seasonal and daily weather patterns in the UK 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: beach cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.
 KS2: Describe and understand key aspects of:
 Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 Human geography: types of settlement and land-use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Place Knowledge:
 KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.
 KS2: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America.

Geographical skills and fieldwork:
 KS1: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage.
 Use simple compass directions (North, South, East, West) and locational and directional language 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.
 KS2: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 Use the 8-points of a compass, 4 and 6-figure grid references, symbols and key (including OS maps and symbols), 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.

Sky Primary Geography Curriculum



Disciplinary Knowledge:

Geographical Concepts ‘Knowing that’
 How geographers think and know: Thinking like a geographer and learning how key concepts help us to make sense of the world and allow us to generate new ideas.

Geographical Practice ‘Knowing how’
 How geographers find out: working like a geographer. Includes learning and undertaking the skills, methods and approaches to geographical enquiry to confirm how we know what we know. Includes qualitative and quantitative enquiry in the classroom and field.

Geographical Application ‘Knowing how to apply knowledge’
 – making use of geography. Applying knowledge, understanding and skills to real world problems and issues.

Sky Core Substantive Geographical Concepts:

These concepts include the subject-specific content that is to be learned. This can be divided into the declarative knowledge “Know What” and the procedural knowledge “Know how.” These concepts run through the Sky geography curriculum.

Space:

To know where things are located, why they are there, how patterns and distributions are created, how they are changing and why. Space relates to how phenomena is arranged on the Earth’s surface.

To understand space and how phenomena have relative locations to each other, students should investigate interactions across space and processes that lead to flows or movements that create patterns and networks. They need to use maps, GIS and atlases to identify, plot and represent features, and examine spatial decision-making.

Place:

To understand that every place has a particular location and a unique set of human and physical characteristics which can be represented in different ways. Pupils need to understand the characteristics of a place, how it became like this and how it is subject to change. Pupils need to consider the unique characteristics of a place when considering strategies to address similar problems in different places. Pupils need to explore place from different viewpoints and case studies to understand it.

Physical Geography:

To understand ideas about physical processes and cycles on earth.

To understand that landforms, landscapes and environments are a result of biological, chemical and physical changes.

Human Geography:

To explore the community and culture of our local area.

The interactions between people, places and the environment.

The countryside environment.

The built environment.

The effect on the landscape and environment.

The effect on the people.

Environmental Interaction and Sustainable Development:

To understand environmental, social and economic issues that relate to sustainable development.

To acquire the knowledge and skills needed to promote sustainable development and create a healthy environment.

Geographical Skills:

The knowledge required for using maps and carrying out fieldwork.

Understanding how to use maps, globes and compasses to identify and locate places, measure, record and annotate places and recognising key symbols.

Disciplinary Geographical Concepts:

Disciplinary knowledge is how geographical knowledge is formed, debated and contested. Through disciplinary knowledge, pupils learn: ‘how geographers think’ through key geographical concepts and ideas; ‘how geographers work and find out’ by carrying out geographical fieldwork and thinking critically; and ‘knowing how to make use of geography’ through the application of geographical knowledge and real-world issues (applying conceptual understanding, analysing situations, making judgements and arguing a case).

Time: To provide the dimensions of past, present and future when exploring physical processes and places. To explore the key geographical ideas of stability and continuity and change which are essential when studying human and physical processes in geography.

Scale: Scale can refer to the size of an investigation – micro, small, macro, etc. Scale can be used when analysing an issue – regional, national, international, global, etc. and to consider the interconnectedness between phenomena. We can also zoom in and out of scales to appreciate connections, relationships and differences between places.

Scale can also be used to explore different areas of a map, to identify the distance between places and to compare different regions or countries.

Social Justice, Equality and Diversity:

To explore the wide range of characteristics of the physical and human worlds.

To explore similarities and differences between places, features of the earth and natural worlds and human environments.

To compare and contrast.

To identify the causes and consequences of inequality.

Interconnection and globalisation: How local places are connected when you zoom in and how they are connected to the wider locality when you zoom out.

Exploring regional, national, international and global connections.

Geographical skills and fieldwork: To apply and practice the skills and techniques used in geographical enquiry, qualitative and quantitative fieldwork whilst carrying out geographical practice.

To analyse our fieldwork and use our geographical data to explore our findings in more depth.

Enquiry Skills: To ask and respond to geographical questions. To use a variety of sources as evidence. To analyse and communicate geographical information. To express their own views, evaluate and debate geographical issues and findings.



Core Geographical Concept: Space

Local Area

EYFS: The Natural World

Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. Local area walk.

People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Exploring a local farm.

Past and Present

Begin to make sense of their own life story and family's history.

Y1: Identifying where we are in the world. Exploring the key features of our local area and how these have changed over time. Comparing our local area to a region in South Africa.

Y2: Comparing our local area with our capital city: London.
Comparing key settlements and land-use in our local area: countryside vs town.
Comparing our local area with a region in Tanzania, Africa

Y3: Exploring areas of natural and man-made green spaces in our local area and identifying how these have changes over time. Identifying native trees in our local area. Comparing our local area with a region in Brazil. To identify unique features of our local area and culture.

Y4: Comparing our local area with a region in Europe. Exploring our local river and investigating how it compares to a usual river system.

Y5:
To compare a region in India with our local area.
To explore our local coastlines, investigate how they are changing and why and identify what can be done to help.

Y6: To identify key regions – towns, cities, counties and environmental features in the UK and local area.
To compare our local area with a region in the arctic – Alaska.
To explore natural resources and sustainability in the local area.

The UK

Y1: Pupils to locate the UK, its four countries and their boundaries.

Y2: Pupils recap the four countries of the UK, locate and name the surrounding seas. Pupils to locate and explore London as a capital city.
History – The Great Fire of London.

Y3: Pupils to investigate which trees are native to the UK.
Pupils to locate our county and counties closest to Cornwall.

Y4: Pupils to identify the key rivers of the UK.

Y5: Pupils to explore the different types of coasts found in the UK and map UK coasts.
History – Invasions of Britain – Anglo-Saxons and Vikings.
Changes during the industrial revolution.

Y6: Pupils to investigate UK regions and topography.

Africa

EYFS: People, Culture 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 maps.

The Natural World.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class.
To explore the African Savannah as a hot environment focusing on climate and landscape.

Y1: To compare our local area with an area in a contrasting non-European country – South Africa, focusing on weather and climate.

Y2: To compare our local area with an area in a contrasting non-European country – exploring Tanzania as a place and making comparisons.

Y3: History: Exploring Africa in Ancient Egypt.

Europe

EYFS: Begin to explore arctic regions in Europe.

Y1: To locate the continent of Europe and understand that this is where we live in the UK.

Y2: Recap the location of Europe and identify its surrounding oceans.

Y4: To locate Europe and its countries on a map, including the location of Russia.
To understand the weather and climate in Europe.
To explore the key features of Europe.
To compare our local area with region in a European Country -Greece – Athens and Zakynthos.
History – To explore the Ancient Greeks and Ancient Romans.

Y6: Locate European countries in arctic circle.

North America

EYFS: To begin to explore arctic regions in North America.

Y3: History – To explore the Mayan civilisation in central America (as part of the North American continent).

Y4: To locate the Ring of Fire and understand why it is a volcano hotspot.

Y6: Locate North America
Locate Alaska and explore how the Inuit tribes live.
Compare Alaska with New York and St Austell.

South America

Y2: To identify equatorial regions in South America as hot places. To identify where cocoa beans grow.

Y3: To identify the location of Brazil, S. America and the Amazon Rainforest.

Y6: Locate Curitiba in Brazil and explore it as a case study for a green city.

The World

EYFS: Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class.

Y1: To know the name of the equator and the seven continents.
To identify and locate Australia.

Y2: To locate and name the equator, northern and southern hemispheres, arctic and Antarctic regions. To locate and name the seven continents and five oceans.
To locate hot and cold places in relation to equator and poles.
DT – India location and curry.

Y4: To locate and name the equator, northern and southern hemispheres, arctic and Antarctic regions, Tropics of Cancer and Capricorn.

Y5: To locate and name the equator, northern and southern hemispheres, arctic and Antarctic regions, Tropics of Cancer and Capricorn. Key lines of latitude including Greenwich Meridian and Time zones.
To identify and locate India.

Y6: To recap all the above.



Core Geographical Concept: Place

EYFS

Developing a sense of our place in the world:

The Natural World

Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. Local area walk.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Past and Present

Begin to make sense of their own life story and family's history.

Year 1

Understanding our place in the world.

Explore the key features, industry and culture of our local area.

Developing a sense of place for South Africa as a contrasting non-European country to compare with our local area.

Year 2

Developing a sense of place by exploring different aspects of our local area – countryside vs town.

Developing an understanding of London as our capital city.

Developing a sense of place for Tanzania as a contrasting non-European country to compare with our local area.

Year 3

Developing a sense of place for our local area – native trees and green spaces.

Developing a sense of place for the Amazon rainforest in Brazil as a region in South America to compare with our local area.

Consider why our local area is unique – culture, industry, land-use, settlement, festivals, food, celebrations, etc.

Year 4

Developing a sense of place for regions in Greece, Athens and Zakynthos as European regions to compare with our local area.

Develop a sense of place for an area near a volcano – why would people choose to live there

Exploring our local rivers and their cycle within the natural environment.

Year 5

Developing a sense of place for key regions in India (countryside vs town) to compare with our local area.

To understand the importance of our local coastlines and how we can protect them.

Year 6

Developing a sense of place for regions in North America and to explore the comparison – Alaska and New York.

Compare regions with each other and our local area.

Developing a deeper sense of place the UK – exploring regions and topography.

Developing a sense of place for how our local community is supporting climate change and what our next steps should be.



Core Geographical Concept: Physical and Human Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical: The Natural World. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Observations and learning experiences in different types of weather. Identifying changes in the natural world including seasons and changing states of matter. Exploring different bodies of water. Identifying the equator.</p> <p>To learn how the weather is different in contrasting environments (Africa & polar regions).</p> <p>Human:</p> <p>To begin to explore industry and jobs in the local area (Farming).</p> <p>To begin to identify different types of buildings in our local area – school, shops, houses.</p>	<p>Physical: World continents. To explore physical features in our local area. To identify how the weather changes throughout the year (also science link). To begin to understand the climate regions near the equator and the reasons for this. To learn about the weather and climate in environments close to equator (Africa)</p> <p>Human:</p> <p>To explore the human features in our local area.</p> <p>To explore the culture and community in our local area.</p>	<p>Physical: World continents and oceans. To identify key physical features in London. Hot and cold countries in relation to the equator and poles. To identify key physical features of the countryside and green spaces. To understand the importance of the oceans for life on Earth. To explore how weather and climate has an effect on local industry and animals. To identify physical features of Tanzania. The climate needed for plants to grow (science link)</p> <p>Human:</p> <p>To identify key human features in London. To explore transport links in London and investigate the effects of pollution. To explore the culture and community in Tanzania through case studies.</p>	<p>Physical: To understand that light travels to Earth in straight lines from the sun and shadows are formed when light is blocked (science link) To understand why specific types of trees are native to the UK and what they are. To investigate the how rocks are formed, and the different types of rocks found on Earth. To understand how soil is made from rocks and organic matter (science link) The water cycle and growing plants (science link). The physical features and climatic zones found in the rainforest due to their locations on the Earth. The physical features of South America.</p> <p>Human:</p> <p>To identify how humans have impacted on the land – change of green spaces. To identify the relationship between humans and rivers. To explore the relationship between humans and the rainforest.</p>	<p>Physical: To identify the physical features found in the Mediterranean region (Greece). Tectonic plates, how volcanoes are formed and the causes of earthquakes. To observe how materials change state when heated or cooled. To identify the part played by evaporation and condensation in the water cycle. To understand how rivers are formed, their physical features and how they change the landscape.</p> <p>Human:</p> <p>To explore the human features of Europe and Greece. To explore the impact of ancient civilisations (Greeks and Romans) on human features. To explore the relationship between humans and volcanoes and earthquakes – what preventative measures do they take? Why do they live there? How does it impact them?</p>	<p>Physical: To identify the physical features and climatic zones of India. To understand the formation and features of different types of mountains Understanding of some of the key forces on Earth – gravity, air resistance, water resistance, buoyancy, and friction (science link). To explore the impact of space on Earth incl. day and night and time zones (science link). History – The effects of the industrial revolution on the climate The formation of coasts and impact of erosion on our coastlines.</p> <p>Human:</p> <p>Identifying the key human features for India. Using case studies to explore the lives of people living in different parts of India. To explore the relationship between us and our local coasts.</p>	<p>Physical: To identify the topography and climatic zones of the UK. The causes and effects of climate change and global warming. To identify the physical features and climatic zones of North America and polar regions – Alaska and New York. To recap how light travels in straight lines and understand why shadows have the same shape as the objects that cast them.</p> <p>Human:</p> <p>To identify the human features of polar regions, North America and key regions. Identifying the key human features of the UK Exploring the relationships between humans, nature and climate change. To explore the Inuit people's relationship with nature.</p>



Core Geographical Concept: Geographical Skills.

EYFS

To explore and observe the immediate environment, using talk and questioning skills to discuss features.

To begin to use maps to explore where places are in the world.

To begin to create maps with messy maps and mark-making to show places and journeys that they know well.

Year 1

Mapping:
Pupils to explore where they find maps.
Pupils to recognise that a map is about a place.
Pupils to locate key places on maps: Cornwall.

To begin to know the four compass points.

GIS/Computer maps:
Begin to use map sites on the internet, using the zoom function to explore specific places.

Drawing Maps: Drawing Maps:
Make a plan of a small area from above.

Add simple information to maps, such as labels and markers.

Year 2

Using Maps: Follow a route on a map.
Recognise features on aerial images and maps.
Use infant atlases and mini globes to locate places.

To explore different types of maps. Identify and locate places on a map.
To explore key features and places on a map.
To use a map to navigate around a place.

GIS: Begin to use map sites on the internet, using the zoom function to explore specific places.

Drawing Maps: Draw sketch maps with features and a key to show what the pictures represent. (use aerial photographs to help add detail to the sketch maps).
Add own and class agreed symbols to a map with a key.
Annotate maps with simple information to maps, such as labels and markers.

Year 3

Using Maps: To use 4-figure grid references on OS maps to identify our nearest woods.
To use maps to name and locate key places.
Begin to identify points on maps – A B C.
Locate places on larger scale maps.
Begin to learn the OS symbols.
Locate features on a map.
To learn the eight, compass points.

GIS:
Begin to use map sites on the internet using the zoom function to locate and explore specific places.

Drawing Maps: Try to make a map of short route experiences, with features in the correct order, using standard symbols.

Make a simple scale drawing.

Give maps a key with standard symbols.

Year 4

Using Maps: Follow a route on a large-scale map.
Recognise some patterns on maps.
Locate places on large scale maps and globes.
Begin to identify significant places and environments.
Begin to understand contour lines.
To use 4-figure grid references on OS maps.
To use the 8 compass points.
Use junior atlases.

Use GIS mapping to measure a specific location and search with grid references.

Drawing Maps:
Make a map of a route experience with features in the correct order.
Make a map of a small area with features in the correct places.
Make a simple scale drawing.
Begin to use Ordnance Survey symbols.
Create a key

Year 5

Using Maps:
Select maps for a specific purpose.
Identify areas of elevation on a map.
Follow a route on a map confidently – orienteering.
Compare maps with aerial photographs.
Identify significant places and environments.
Use index and contents page within atlases.
Begin to use atlases to find out about other features of places.
Use thematic maps for specific purposes.

GIS:
Annotate GIS maps with routes, images and labels.
Drawing Maps:
Create a scaled map of an area 1cm:1m.
Create a 3D relief map.

Create a sketch map using contour lines or layer shading.

Begin to draw thematic maps based on their own data.

Begin to use Ordnance Survey symbols.

Year 6

Using Maps: Follow a route on an OS map and describe features shown on the map.
Use a scale bar to measure a route on a map.
Understand contour lines.
Use atlases to find out about other features of places.
Confidently use atlases.
Recognise a map as a flat globe.
Use maps at different scales.
Use a variety of thematic maps for specific purposes.

GIS:
Measure a route or area on GIS maps.
Annotate GIS maps with areas, routes, images and labels.
Use linear and area measuring tools accurately on GIS mapping.
Drawing Maps: Create an accurate, scaled map with a scale bar on a bigger scale.
Draw a variety of thematic maps based on own data, such as an open spaces map.
Begin to draw plans with increasing complexity.
I can design maps from descriptions.









Recognise and use OS symbols confidently.










Core Geographical Concept: Environmental interaction and Sustainability

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Learning to respect and care for the environment and understanding that it provides us with food.</p> <p>Understanding the role of plants in the natural world.</p> <p>Helping our local beaches to stay clean.</p>	<p>To explore how the weather affects us and animals in our local area.</p> <p>To explore the change in weather and seasonal weather patterns.</p> <p>To learn about positive eco activities e.g. litter picking, gardening, recycling, reusing, etc.</p>	<p>To explore the geographical issue of bees and their cycle with supporting plants and the environment.</p> <p>To compare London vs Cornwall and identify factors that affect our health and well-being.</p> <p>Begin to explain local and small-scale issues.</p> <p>Introduce Fair Trade.</p> <p>To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.</p>	<p>To explore the native trees and green spaces in our local area and consider why they are important.</p> <p>To explore human relationships and impact on our local green spaces.</p> <p>Begin to explain larger scale issues – deforestation.</p> <p>To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.</p>	<p>To consider why it is sustainable to live near a volcano.</p> <p>Establish an understanding of the interaction between human and physical processes – The water cycle and rivers.</p> <p>To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.</p>	<p>Understand that people and places are culturally diverse and begin to understand the ways that they interact with each are affected by their perceptions of the human and physical environment.</p> <p>Establish an understanding of the interaction between human and physical processes – Our changing coasts: what can we do to help?</p> <p>Environmental issues in India.</p> <p>To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.</p>	<p>Understand that people and places are culturally diverse and begin to understand the ways that they interact with each are affected by their perceptions of the human and physical environment.</p> <p>To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.</p> <p>Explore an issue on a local scale and progress to a global scale – climate change and renewable energy.</p>

Geography Curriculum at Sky Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS</p> <p>Geography & history running through topics together in FS.</p>	<p>How do we get ready for our Sky treat? Harmony Principle: Diversity (celebrating that we are all unique and valuing difference).</p> <p>Geography: Concept: Place, geographical skills.</p>  <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. Local area walk.</p>	<p>How can we use all of our senses to explore the different seasons? Harmony Principle: Interdependence (Noticing what happens to nature outside our classrooms in different weather).</p> <p>Geography: Concept: Physical geography, geographical skills</p>  <p>The Natural World: Children to observe the changes of the natural environment around them, discussing seasonal changes they have noticed.</p> <ul style="list-style-type: none"> Children to understand the process of changing seasons and understand the effect of changing seasons on the natural world around them, including animals and plants. Children to explore the natural world around them and make observations. <p>People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country – Diwali Why some people celebrate it and others don't.</p>	<p>Why do penguins huddle? Harmony Principle: Health (Exploring how animals stay healthy).</p> <p>Geography: Concept: Location (Fauna & World). Physical geography.</p>  <p>Understanding the World: People, Culture and Communities: Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>The Natural World: Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class. Recognise some environments that are different to the one in which they live – focus on Africa as a hot environment, exploring the climate and landscape of the African Savannah. Focus on the arctic regions for a cold environment, exploring the climate. Describe a contrasting environment to their own. Use globes and maps to talk about the different places around the world. Explore different habitats and animal adaptations for survival. Talk about the differences between materials and changes they notice. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>What food do we get from farms? Harmony Principle: Cycle (learning about cycles on a farm that provide us with food).</p> <p>Geography Concept: Location, Place, Sustainability, geographical skills.</p>  <p>The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary. Understand the key features of the life cycle of a plant or animal.</p> <p>People, Culture and Communities Begin to identify the origins of some foods. Locally produced food is grown seasonally. Organic farms use natural products to keep the soil healthy.</p> <p>Fieldwork: Visit a local farm, observe how they work and they types of animals and plants that you find there.</p>	<p>What will we find on our great plant hunters' expedition? Harmony Principle: Oneness (Living in harmony with nature).</p> <p>Geography: Concept: place, Sustainability, geographical skills.</p>  <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the key features of the life cycle of a plant and an animal. Understand their role in protecting the natural world. Plant seeds and care for growing plants.</p>	<p>Which tales from the seashore can we share? Harmony Principle: Adaptation (Adapting stories and bringing them to life through a range of activities.).</p> <p>Geography: Concept: Place, Physical Geography, Sustainability.</p>  <p>People, Culture and Communities Draw information from a simple map and identify landmarks of our local area, particularly coastal regions. Create own maps. Comment and ask questions about the different parts of the local community. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Recognise, know, and describe features of different places – visiting a range of local beaches. Look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>The Natural World Name some natural and man-made materials in the environment. Describe ways to look after the immediate environment. Describe, predict and sort things that float and sink and talk about the forces that they can feel.</p>
<p>Year 1</p>		<p>How and why do we share stories?</p> <p>Geography: Where do I live? Concept: Space, Geographical Skills</p>  <p>Substantive Knowledge: Location: Pupils to locate the four countries of the UK. Pupils to locate the UK country boundaries. Pupils to understand the different aspects of an address. To begin to learn the names of the seven continents and to identify that we live in the continent of Europe. To know the four main compass points – North, South, East, West.</p> <p>Mapping: Pupils to explore where they find maps. Pupils to recognise that a map is about a place. Pupils to locate key places on maps: Cornwall. Begin to use map sites on the internet, using the zoom function to explore specific places.</p> <p>Disciplinary Knowledge: Globalisation and Interdependence: Pupils to explore Richard Trevithick and how he helped places to connect. Geographical skills: Talk about the main differences between a world map and a globe.</p>		<p>Who is the giant of Sky?</p> <p>Geography: Can I find signs of the Giant of Sky? Concept: Place, human & Physical geography, geographical skills.</p>  <p>Substantive Knowledge: Locational Knowledge: Explore where we live and where our school is, using maps and globes.</p> <p>Mapping: Use maps, GIS maps and aerial photos to locate Cornwall and our local areas key geographical features. To recognise key features on aerial images. Make a plan of a small area from above. Add simple information to maps, such as labels and markers.</p> <p>Human and Physical geography: To explore the difference between human and physical features. Physical features: Use simple geographical vocabulary to refer to physical features of our school and local environment e.g. trees, hills, wild areas, beaches, woods, etc. Begin to express views on features in the local environment.</p>		<p>Which animals are local to us?</p> <p>Geography: How is South Africa different to the Cornish countryside? Concept: Place, Location, Physical and Human Geography, Sustainability</p>  <p>Substantive Knowledge: Physical Geography - Weather To understand the difference between daily and seasonal weather. To explore the difference between weather and climate. To explore how daily weather patterns can change over time. To describe different aspects to the seasons: precipitation, temperature, etc. and consider how these can affect us and the clothes that we wear. To consider how weather and climate affect animal habitats. Place Knowledge: To compare our local area with a contrasting non-European country – South Africa. Sustainability – To understand how the weather affects our lives and the lives of animals.</p> <p>Disciplinary Knowledge: Fieldwork: To use instruments to measure the weather where we live over a period of time. To identify any affects the weather has on the school grounds. Analysis: Was the weather the same everyday? How did it change? Why is it helpful to predict the weather?</p>

		<p>Direction & Location: Pupils to begin to explore the four compass points and use these to navigate a space in the school environment.</p> <p>Geographical enquiry: Ask and respond to simple questions. Use information books and maps as sources of information</p>		<p>Human features: Use simple geographical vocabulary to identify key human features in the school and local area e.g. village, farm, house, office, port, harbour and shop.</p> <p>Settlements: To explain a village settlement</p> <p>Begin to express views on features in the local environment.</p> <p>To learn about the local culture.</p> <p>Place Knowledge: To compare the key human and physical features of our local area with the key features of a region in a contrasting non-European country - South Africa.</p> <p>Disciplinary Knowledge:</p> <p>Geographical enquiry: Make observations of things in their school and local environment.</p> <p>Make simple comparisons between features of different places</p> <p>Globalisation & interdependence: Exploring immediate & local environment.</p> <p>Similarities & differences between own place & other areas in the world.</p> <p>Fieldwork: Understand what we mean by human and physical features and identify the key features in our school and surrounding environment taking photographs of the features to label in books.</p> <p>Explore how key places make us feel in our school and local area and show this on a map using faces (e.g. smiley face, sad face) and a simple key.</p> <p>Fieldwork analysis: Which features stand out the most in our local area? How do we feel about these features.</p>		<p>Geographical enquiry: Begin to appreciate different weather patterns in the UK.</p> <p>Appreciate that there are extremes of weather close to the equator.</p> <p>Compare our temperate region with a very hot region. Make simple comparisons between features of different places.</p> <p>Ask and respond to geographical questions.</p> <p>Analyse and communicate geographical information.</p> <p>Express their own views about the people, places and environments studied.</p>
Year 2	<p>What do I need to be healthy?</p> <p>Geography: Would you rather live in London or St Austell?</p> <p>Concept: Space, Human and Physical Geography, Sustainability.</p>  <p>Substantive Knowledge:</p> <p>Location:</p> <p>To recap the four countries of the UK – Scotland, England, Wales, Northern Ireland.</p> <p>To learn the names of the UK seas – Irish sea, English, Channel, North Sea, Celtic Sea.</p> <p>To identify where the UK is in relation to other places on Earth.</p> <p>To locate London on a map.</p> <p>Physical and human geography: exploring habitats, transport, pollution, green spaces and tourism in London and St Austell.</p> <p>To identify the key features of London as a capital city.</p> <p>To explain why it is important for London to have green spaces.</p> <p>To explain the importance of the River Thames.</p> <p>Sustainability:</p> <p>To explore the transport and pollution in London.</p> <p>To compare London with St Austell.</p> <p>Geographical Skills: To use maps, atlases and globes to locate places studied. To annotate maps to communicate geographical knowledge.</p> <p>Disciplinary Knowledge:</p> <p>Understand that the globe represents the Earth as it is and maps are a 2D representation of the Earth.</p> <p>Geographical enquiry: Use NF books, stories and maps as a source of information.</p> <p>Make simple comparisons between features of different places.</p> <p>Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area.</p> <p>Time: Explore how London has changed over time.</p> <p>Fieldwork: Traffic survey to compare local types of transport with types of transport in London.</p>		<p>Where does Chocolate come from?</p> <p>Geography: Where does chocolate come from?</p> <p>Concept: Space, Place, sustainability, geographical skills, human and physical geography.</p>  <p>Substantive Knowledge:</p> <p>Locational Knowledge:</p> <p>Recap continents and oceans, explain their relative position in the world and use them to explain our relative position in the world.</p> <p>I can locate hot and cold countries in the world in relation to the equator and the North and South poles.</p> <p>To identify where and how cocoa trees grow.</p> <p>To locate the journey of a cocoa bean from pd to product.</p> <p>Human and Physical geography:</p> <p>To explore Tanzania's climate and landscapes.</p> <p>To explore the physical and human features of Tanzania.</p> <p>To explore the challenges faced by cocoa farmers. (fair trade)</p> <p>Place Knowledge:</p> <p>I can compare a region in a contrasting non-European country to where I live – Tanzania (Africa).</p> <p>To explore case studies of a child's daily life in Tanzania and compare with my own life.</p> <p>To explore jobs in Tanzania (Including cocoa farmers) to compare with jobs in the UK.</p> <p>Maps: Recognise features on aerial images and maps. Use infant atlases and mini globes to locate places. Identify and locate places on a map.</p> <p>Begin to use map sites on the internet using the zoom function to explore specific places.</p> <p>Sustainability: Introduce Fair Trade.</p> <p>Disciplinary Knowledge:</p> <p>Geographical enquiry: Children encouraged to ask simple geographical questions such as where is it? What is it like?</p> <p>Use NF books, stories, maps, pictures, photos and the internet as a source of information.</p> <p>Ask and respond to geographical questions.</p> <p>Analyse and communicate geographical information</p>		<p>Why are bees brilliant?</p> <p>Geography: Why are our countryside's important?</p> <p>Concept: Place, Human & Physical Geography, Geographical Skills, Sustainability.</p>  <p>Substantive Knowledge:</p> <p>Locational Knowledge:</p> <p>Recap continents and oceans.</p> <p>Understand our location in relation to other places on Earth.</p> <p>Land-use and Settlement:</p> <p>To explore what our countryside's are used for and why they are important - farms, habitats, maintaining clean air, etc. are</p> <p>To explore why bees are so important for the ecosystem.</p> <p>To identify the differences between the countryside and the town.</p> <p>Physical and human geography:</p> <p>To explore the key features of our local countryside.</p> <p>To explore how bees make honey.</p> <p>To explore how weather and seasons affect life on a farm.</p> <p>To explore how weather affects bees.</p> <p>To identify the sector that farming is in and the other sectors of industry.</p> <p>To identify how our countrysides have changed overtime and why.</p> <p>Mapping:</p> <p>To learn how to use a map to navigate around a place.</p> <p>To create a sketch map of a place.</p> <p>Disciplinary Knowledge:</p> <p>Fieldwork: To visit the countryside or a local farm, creating a questionnaire for a farm worker and annotating maps to show key features.</p> <p>To draw a sketch map of a farm</p> <p>Or observe and record features in our local countryside and create a sketch map.</p> <p>To visit the local town and record the types of shops and building that we see.</p> <p>Analysis: Comparison of town and country – which is more important.</p> <p>Time: To use historical maps to look at how our countryside has changed over time.</p> <p>Geographical enquiry: Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	

			Express their own views about the people, places and environments studied. Globalisation and Interdependence: Similarities & differences between own place and various places in the world. Links between local community & wider world.		Direction and Location: Follow the four compass points and know how to represent these on a map. Use directional language to describe features and routes on a map.	
Year 3	<p>How can we identify our native trees?</p> <p>Geography: Which trees can we find locally? Concept: Place, Geographical Skill, Physical Geography, Sustainability.</p>  <p>Substantive Knowledge: Human and Physical Geography: To explore the benefits of trees. To identify the types of trees in our local area e.g. woodland, orchard, etc. and consider if they are considered a human or physical feature. To name different types of woodland and forest areas in the UK e.g. coniferous woods, moorland, grassland, broad leaf forests. To identify types of global trees and forests.</p> <p>Locational knowledge: On world maps, locate countries focusing on Europe, including Russia. To identify and locate different types of forest and woodland in the UK. To map changes in forests around the world.</p> <p>Mapping: To use 4-figure grid references on OS maps to identify our nearest woods. To use maps and atlases to name and locate key places. Begin to identify points on maps – A B C. Locate places on larger scale maps. Locate features on a map.</p> <p>Try to make a map of short route experiences, with features in the correct order, using standard symbols. Make a simple scale drawing. Give maps a key with standard symbols.</p> <p>Disciplinary Knowledge: Fieldwork and geographical skills: To complete a local tree survey. To identify wooded places in the local area and annotate a map to show this, using a key for different types of trees. Analysis: What types of trees have we found in our local area? Do we need more trees? To consider how the wooded places in our local area have changed over time. Geographical enquiry: Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between locations photos, maps, etc.</p>		<p>Why should we protect the rainforests? Harmony Principle: Diversity (learning about the rich biodiversity that lives in the rainforest).</p>  <p>Geography: Why should we protect the rainforests? (Rainforests and South America). Concepts: Location, Place, Physical and human geography, sustainability.</p> <p>Substantive Knowledge: The World: On a world map to locate South America, the Amazon Rainforest and the countries that it is in. The UK: Identify where other countries in South America are in relation to the UK. Latitude & Longitude: Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America (Amazon rainforest). Physical features: Features of a rainforest. Biomes, climate zones & vegetation belts. Water cycle. Human geography - Culture: To learn about the culture of indigenous people in the Amazon rainforest and compare with our lifestyles in the UK. Fair Trade. Settlements: To compare rainforest settlements with local settlements. To understand how and why rainforest settlements are different. Maps: Locate places on larger scale maps. Locate features on a map.</p> <p>Disciplinary Knowledge: Sustainability: Begin to explain larger scale issues – deforestation. Geographical enquiry: Ask and respond to questions and offer own ideas. Begin to use primary and secondary sources of evidence in their investigations. Scale: Investigate places with more emphasis on larger scale. Using Scale: Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other. Understand scale: Identify the differences in scale through photos and maps. Geographical skill: Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Global connections between people & countries – key focus on trade links with the Amazon rainforest. How fairness may not always mean equal treatment. Develop a sense of justice.</p>		<p>What makes Cornwall unique?</p> <p>Geography: What is unique about our local area? Concepts: Location, Place, Geographical Skills, Physical & human Geography.</p>  <p>Substantive Knowledge: Locational Knowledge: Locate local area, county and counties close to us. Explain where we live in relation to other places in the world. Human Geography and local place knowledge: Explore local human traditions: culture, food, festivals, place names, etc. and identify where these originated from. To describe the human geography of our local area, including settlements, land-use, economic activity, trade links and the distribution of natural resources. Consider the impact of tourism on our local area – how has it developed over time, is it good or bad? Physical geography: To explore similarities and differences in the physical geography of our local area. To compare the physical and human geography of our local area with other parts of Cornwall – Newquay. Mapping: To use a range of maps to locate and explore their local area. To begin to use four figure grid references to locate key features on maps. To annotate GIS maps to show key features and landmarks in their local area. Make a map of the school grounds and local area highlighting the main geographical features, using a key.</p> <p>Disciplinary Knowledge: Fieldwork: Identify the key geographical features of our local area (human and physical) Analysis: Discuss the impact of these features on the people that live here, industry, settlements, etc. Publish a guide to our local area. Geographical enquiry: Ask questions about what has changed in our local area and why. Sustainability: Consider how industry has changed over time and which industries are more sustainable. To consider how places in the same locality can have similarities and differences.</p>	
Year 4	<p>What is it like to live in modern Greece?</p> <p>Geography: Who are our European neighbours? Concepts: Space, Place, Human & Physical features, Geographical skills.</p>		<p>What makes the Earth explode?</p> <p>Geography: How powerful is our Earth? Concepts: Space, Physical Geography</p>  <p>Substantive Knowledge: Latitude & Longitude:</p>		<p>From source to sea: What journey does a river take?</p> <p>Geography: How does a river change along its journey? Concepts: Place, Geographical Skills, Physical & human Geography, Sustainability.</p>	



Substantive Knowledge:

Locational Knowledge:
The World:
 On a world map to locate Europe and identify the European countries and cities, including Russia.
The UK: Identify where other countries in Europe are in relation to the UK.
Latitude & Longitude:
 Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.
Place knowledge:
Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country – Athens and Zakynthos.
Human features:
 To identify key human features in the regions of Greece studied – cities, landmarks, towns, land-use, etc.
Culture: To learn about the culture in the Greek regions studied and compare to our own culture and values.
 To identify climate zones and vegetation belts in the mediterranean and Greece.
Geographical skills and fieldwork:
 - To understand the use of contour lines on a map.
 Locate places on large scale maps and globes.
 Begin to identify significant places and environments.
 Use junior atlases.

Disciplinary Knowledge:
 Ask and respond to questions and offer own ideas.
 Investigate places and themes at more than one scale.
 Begin to use 8 compass points.
 Identify global connections between people and countries – key focus on tourism and trade links.
 Understanding contributions of different cultures to our lives.
 Value what contributes to own identity.
Value Diversity
 Recognising the benefits of listening to a range of different perspectives & viewpoints.
 Ask and respond to geographical questions using supporting evidence

Identify the position and significance of the equator, N & S hemisphere, Tropics of Cancer and Capricorn. Influence of the distance from the equator. Pupils will also identify the tectonic plates of the world.
Earth Systems: Volcanoes and earthquakes – looking at cause and effects using key geographical vocabulary, plate tectonics and the ring of fire. Link to Science: rock types:
 Structure of volcanoes.
 Types of volcanoes.
 Structure and composition of the Earth.
 Causes of Earthquakes and tsunamis.
 Measurement of Earthquakes
 How humans live in and adapt to areas prone to natural disasters.
 Explore and identify the affects following a natural disaster.
Mapping: Use GIS mapping to measure a specific location and search with grid references.

Disciplinary Knowledge:
 Understand scale: Identify the differences in scale through photos and maps. Begin to use map sites on the internet using the zoom function to locate and explore specific places.
Interaction – How do natural disasters affect a people and environments?
Globalisation and Interdependence: Global connections between people and countries – key focus on communication links.



Substantive Knowledge:
Locational Knowledge: Locate the key rivers in the UK on maps – River Severn, River, Thames, River Tay, River Bann, River Tamar.
 To locate local rivers on a map – Par, St Austell and Caerhays.
Physical Geography: To understand the water cycle.
 To identify the features found along the journey of a river – meander, Tributary, Delta, Oxbow lake, floodplains, source, mouth, estuary, confluence.
 To understand where a river begins at the source and ends at the mouth, moving downhill.
 To identify where a river is narrower and wider and how the speed of a river changes on its journey.
Sense of Place: Identifying local rivers and key rivers in the UK.
Geographical skills: Understand how to make field sketches and use 4-figure grid references. To know how to map a route and create a key using OS symbols.
 Try to make a map of short route experiences, with features in the correct order, using standard symbols.
 Make a simple scale drawing.
 Give maps a key with standard symbols.
Human Geography: Explore aspects of how rivers can affect people – flooding, using for trade, creating defense systems.

Disciplinary Knowledge:
Fieldwork: follow a route on a map and use grid references to locate specific aspects. field sketches of different courses or aspects of a river, measure how fast the river is travelling in different places, take samples of rocks from river to compare sizes for erosion, measure the width of the river in different places.
Analysis: How does our local river compare with the characteristics of a river system?
Geographical enquiry: Investigate places and themes at more than one scale.
 Begin to collect and record evidence.
 Analyse evidence and begin to draw conclusions e.g. make comparisons between locations photos, maps, etc.
Direction and Location: Use four compass points to follow and give directions confidently. Begin to learn the 8 compass points.

Year 5

How did trade get global?

Geography: How did trade get global?
Concepts: Physical & Human geography, Geographical skills.



Substantive Knowledge:
Locational knowledge: Key lines of longitude: Time Zones and Greenwich Meridian.
Human and Physical geography and economic activity:
 Explore how we are linked to other people through global trade in clothing.
 Use import and export data to investigate global trade in commodities and manufactured goods.
 Understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains.
 Investigate the production of the mobile phone and describe some of the effects the manufacturing process has on people's lives.
 Describe how different types of goods are transported from producers to supermarkets and evaluate the cost and benefits of different forms of transportation.
 Explain how the choices we make can affect other people, environments and places.
 Reflect on my own opinion about ethical trade.
Locational Knowledge and mapping: Map the key countries involved in global trade and explore the types of exports and imports from the countries.

Disciplinary Knowledge:
Geographical enquiry:
 Use primary and secondary sources of evidence in their investigations.
 Consider the importance of ethical trade.

How can we protect our local wildlife?

Geography: What will I see on a journey through India?
Concepts: Space, Place, Human & Physical geography, Geographical skills.



Substantive Knowledge:
Locational Knowledge:
The World:
 On a world map locate the main countries in Asia. Identify their main environmental regions, key physical and human characteristics, and major cities.
 Identify India and narrow focus.




Latitude & Longitude:
 Identify significant latitude and longitude lines taught across the school.
 Identify absolute and relative host country position.
Place knowledge:
Comparing Place: 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 in Asia (India).
Scale:
 Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other.
 Know and understand what life is like in a range of settlement sizes.
Physical geography:
 Describe and understand key aspects of :
 Physical geography including coasts, rivers; mountains; climate zones, biomes and vegetation belts in India.
 Explore types of mountains and how they are formed – comparing mountains in the Himalayas to UK mountains.

How can we ensure our oceans stay amazing?

Geography: How are our coasts changing?
Concepts: Place, Physical geography, Geographical Skills, Sustainability.



Substantive Knowledge:
Place Knowledge:
 Sense of own place:
 Exploring our local coasts.
Scale:
 Using Scale: Describe and compare issues at a range of scales.
Physical features:
 Physical geography, coasts.
 - Physical geography:
 What are the features and key aspects of a coast?
 - Mapping UK coasts and exploring their uses.
 - identifying the advantages and disadvantages of living near a coast.
 - Understanding weathering and erosion.
 - Exploring the effects of weathering in the local area.
 - Understanding what longshore drift is and how to measure it.
 - Identifying strategies used to protect our coasts.
Mapping: Follow a route on a large scale map.
 Recognise some patterns on maps.
 Begin to understand contour lines on maps.
 Begin to use 6-figure grid references to locate features.
Drawing Maps:
 Make a map of a route experience with features in the correct order.
 Make a map of a small area with features in the correct places. Make a simple scale drawing.

		<p>Consider what would happen if we didn't have global trade in the world Interdependence: Identify how countries need to trade with each other in order to have all of the goods that we enjoy. Ask & Answer Qs: Ask and investigate geographical questions. Analysing & Communicating: Analyse, communicate and explain geographical information. Evaluating & Debating: Express their own views about people places and environments studied, justifying their reasons</p>		<p>Human Geography: To identify and locate key human features in India and compare to human features in the UK. To consider the impact of emigration to rural to urban areas in India and identify issues involving social injustice. Culture: To learn about the culture in India and compare with other cultures we have learnt about across the school. Drawing maps: Draw a variety of thematic maps based on own data, such as climatic map, topographical map. Direction and Location: Use latitude and longitude on atlas maps.</p> <p>Disciplinary Knowledge: Geographical Enquiry: Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and different places. Using globes, maps and atlases: Use 6-figure coordinates to locate features on a map. Locate mountains on a map with contour lines. Use atlases to find out about other features of places. Recognise a map as a flat globe. Use a variety of thematic maps for specific purposes. Globalisation and interdependence: How actions from other places in the world may affect us locally. Social justice, equality and diversity: Defining poverty. Inequality within and between societies. Concern at injustice of others.</p>		<p>Begin to use Ordnance Survey symbols. Create a key. To use 8 compass points. To use 4-figure grid references on OS maps.</p> <p>Disciplinary Knowledge: Time: Identifying how coasts can change over time and why. Fieldwork: Applying procedural knowledge in fieldwork by collecting geographical data. To explore a local coastline and identify the effects of erosion. Begin to identify significant places and environments. Geographical skills: Make a map of a small area with features in the correct places. respond to geographical questions using supporting evidence. Analyse and communicate geographical information. Express their own views about the people, places and environments studied, giving reasons. Compare views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence. Geographical enquiry: ask and answer questions through fieldwork.</p>
Year 6	<p>How do the Inuit of the Arctic live with nature?</p> <p>Geography: How do polar regions compare with our local area? (Place knowledge focus on Alaska – North America) Concepts: Place, Human geography, Sustainability, Geographical skills.</p>  <p>Substantive Knowledge: Locational Knowledge: To explore where the polar regions are – Antarctica and the Arctic – to locate and name the eight countries in the arctic. To recap and locate all key lines of latitude and longitude learnt across the school including equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. To locate Alaska on a map and understand that it is in North America and part of the USA. Physical Geography – To identify physical features in polar regions - small icebergs broken from ice shelf, glacier, pancake ice, ice floes, mountains & hills, rivers & oceans, coastlines. To understand the differences between the climate of Antarctica and the Arctic Tundra. To identify the natural resources found in the arctic and learn how they are mined and exported. To explore the physical features, climate and vegetation in Alaska. Human geography: To learn about Inuit tribes in the arctic and use case studies to explore how Inuit tribes live in Alaska. To explore key features of Inuit life and their culture – how they travel, food, houses, folktales etc. To identify key human features in Alaska. Sustainability: To explore the impact of environmental change on arctic eco-systems. To understand the impact of climate change on the polar ice caps and sea levels. Comparing Place: Understand geographical similarities and differences through studying the human and physical geography of a region in the UK and a region in North America – Alaska and another region in North America – New York.</p> <p>Disciplinary Knowledge</p>		<p>How will we rise to the challenge of climate change?</p> <p>Geography: Are we doing enough to support climate change? (Eco topic) Concepts: Sustainability, Place, Geographical Skills, Physical geography.</p>  <p>Substantive Knowledge: Place knowledge: Sense of own place: Explore what we are doing locally to support climate change and how this affects the local environment. Locate Curitiba in Brazil and explore it as a case study for a green city. Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Physical geography: To identify the carbon cycle and the reasons for climate change. Human geography: The distribution of natural resources of energy. Sustainability: Explore an issue on a local scale and progress to a global scale – climate change and renewable energy. Direction and location: Use 6-figure grid references to locate features on a map. Mapping: Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Annotate GIS maps with routes, images and labels. Begin to draw thematic maps based on their own data. Begin to use Ordnance Survey symbols.</p> <p>Disciplinary Knowledge: Geographical enquiry: Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Collect and record evidence unaided. Analyse evidence, make comparisons on various scales, recognise patterns and draw conclusions. Fieldwork: Observe, measure and record using a range of methods.</p>			<p>What will make me a great leader?</p> <p>Geography: What's in a UK region? Concepts: Place, Physical & Human geography, Geographical skills.</p>  <p>Substantive Knowledge: Locational Knowledge: The UK: Locate and name the main counties and cities in the UK. Locate and name the main counties and cities in the UK. Place knowledge: Sense of own place: Explore the features of St Austell compared to other regions in the UK. Scale: Using Scale: Describe places at all levels (local, national) comparing locations with their own location and with each other. Physical geography: Topic: Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains, rivers and land use patterns and understand how these features have changed over time. Human geography: Human Geography: To identify and locate key human features in the UK. Mapping: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Understand how to use a scale bar and contour lines. Draw a variety of thematic maps based on own data, such as a climatic map. Create a 3D relief map.</p> <p>Disciplinary Knowledge: Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Using maps, atlases and globes: Follow a route on an OS map and describe features shown on the map. Use a scale bar to measure a route on a map. Identify areas of elevation on a map.</p>

	<p>To compare and contrast regions of North America with St Austell, using their knowledge from their previous fieldwork. Understand the diversity of cultures & societies within & beyond our own experiences. Global connections between people and countries. Scale: Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area. Sustainability: To explore how they work with nature's cycles. Geographical Enquiry: Use secondary sources of information. Make comparisons between features of different places. Diversity: Willingness to challenge stereotypes. To explore the diversity of people and environment in Alaska Inuit tribes. Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions.</p> <p>Drawing maps: Draw a variety of thematic maps based on own data, such as a climatic map.</p>		<p>To choose from a range of methods when communicating geographical information. Identifying sources of renewable and non-renewable energy in the school grounds and local area. Using grid references in the field. Global connections between people & countries – key focus on trade links for energy. Social justice, equality & diversity: How fairness may not always mean equal treatment. Develop a sense of justice. Thinking like a geographer: Ask & Answer Qs: Ask and investigate geographical questions, suggesting enquiries to test them. Analysing & Communicating: Analyse, communicate and explain geographical information. Evaluating & Debating: Express their own views about people places and environments studied, justifying their reasons.</p>			<p>Geography: How can we help our planet in the future? Understanding the sustainable actions that they can continue to use to support our planet in the future.</p>
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