

## Geography Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Locational Knowledge</b>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</p>	<p>Name and locate the world's continents and oceans.</p> <p>Name and locate hot and cold areas of the world (Equator, Arctic, Antarctic).</p> <p>Name, locate and identify characteristics of the four countries and capitals of the UK and its surrounding seas.</p>	<p>Locate the world's countries, focusing on Europe, Africa and South America their environmental regions, physical and human characteristics and major cities.</p> <p>Locate and name some counties and cities of the UK.</p> <p>Describe the human and physical characteristics of the local region, including coasts, rivers and land use.</p> <p>Understand hemispheres, the Tropics, latitude and longitude.</p>	<p>Locate the world's countries, focusing on Europe, North America and Asia and their environmental regions, physical and human characteristics and major cities.</p> <p>Name and locate counties and cities in the UK; Study the human and physical geography of a UK region (The Lake District)</p> <p>Name and locate North America and a region within it (California).</p> <p>Understand the Meridian and time zones.</p>
<b>Place Knowledge</b>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</p> <p>Understand that some places are special to members of their community.</p>	<p>Study the local area.</p> <p>Compare the human and physical geography of a UK area to a non-European country. (London - Beijing)</p> <p>Explore Antarctica - virtual field trip</p>	<p>Study both the local area and the geography of other countries including their human and physical features.</p> <p>Study a region in a South America (The Amazon), a European country (Greece - Athens) and Africa (Egypt)</p>	<p>Describe the human and physical characteristics of a UK region including features such as rivers, coasts, hills and land use, understanding how some of these have changed over time.</p> <p>Describe a region of North America, including human and physical characteristics and changes over time, making comparisons between their similarities and differences.</p>
<b>Human and Physical Geography</b>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps (ELG)</p> <p>Understand the effects of changing seasons on the natural world around them.</p>	<p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to physical and human geographical features in the local area.</p>	<p>Describe and understand key aspects of physical geography (including climate zones, biomes, volcanoes and earthquakes) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).</p>	<p>Describe and understand key aspects of physical geography (including the water cycle, rivers, monsoons, floods, droughts, vegetation belts &amp; mountains) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).</p>

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<b>Geographical Skills and Fieldwork</b>	<p>Draw information from a simple map. (DM-UW)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary ...(C+L)</p>	<p>Use maps, atlases and globes.</p> <p>Use basic geographical vocabulary and four compass directions to refer to local and familiar features when using maps.</p> <p>Use aerial images and other models to recognise landmarks and basic human and physical features.</p> <p>Create simple plans /maps using symbols.</p> <p>Use fieldwork to explore the geography of the school, its grounds and the local area.</p>	<p>Use maps, atlases, globes and GIS mapping.</p> <p>Use the eight points of a compass, symbols, keys and 4 figure grid references.</p> <p>Use fieldwork to observe, measure and record in the wider locality. Present findings in a range of ways.</p>	<p>Use maps, atlases, globes and GIS mapping.</p> <p>Use the eight points of a compass, 6 figure grid references and symbols and keys (including OS maps).</p> <p>Use fieldwork to observe, measure and record in the wider locality and beyond. Present findings using a range of different methods &amp; technologies.</p>
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Key Stage 1							
<b>Locational Knowledge</b> Name and locate the world’s continents and oceans.  Name and locate hot and cold areas of the world (Equator, Arctic, Antarctic).  Name, locate and identify characteristics of the four countries and capitals of the UK and its surrounding seas.		<b>Place Knowledge</b> Study the local area.  Compare the human and physical geography of a UK area to a non-European country. (London - Beijing)  Explore Antarctica - virtual field trip		<b>Human and Physical Geography</b> Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world.  Use basic geographical vocabulary to refer to physical and human geographical features in the local area.		<b>Geographical Skills and Fieldwork</b> Use maps, atlases and globes. Use basic geographical vocabulary and four compass directions to refer to local and familiar features when using maps. Use aerial images and other models to recognise landmarks and basic human and physical features. Create simple plans /maps using symbols. Use fieldwork to explore the geography of the school, its grounds and the local area.	
Year A							
	Prior Learning		Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
<b>Autumn A</b>	EYFS -Draw information from maps and globes. Understand there are similarities and differences between this and other countries.  Y1 - Name & locate the countries and capitals of the UK.		Use basic vocabulary referring to the human and physical features of coastal areas.	Mary Anning:  Coasts	1. Recap/assess prior learning. 2. Identify features of places by the sea. 3. Use fieldwork to identify features of a seaside locality. 4. Investigate how wind and waves can change seaside landscapes.	Beach Cliff Coast Harbour Lifeguard Lighthouse Port Sea Tide Waves	Children will explore coasts and coastal processes in relation to the Jurassic coast in Dorset and their local area.
<b>Spring A</b>	EYFS - Understand the effect of changing seasons on the natural world around them.  Y1 - Name & locate continents and oceans of the world.	Identify seasonal weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the Equator and Poles. Use maps, atlases and globes Use simple compass directions	The Natural World:  Weather and the Seasons  Hot and Cold Places	1. Identify seasonal weather patterns in the UK and explain how seasonal weather patterns affect us. 2. Identify different types of weather in the UK and recognise weather symbols. 3. Fieldwork: Collecting weather data over a period of time. 4. Identify the locations of hot areas of the world in relation to the Equator and recognise some features of these places.	Antarctic Arctic Climate Equator North/South Pole Observations Seasons Temperature Tropics Weather	Children will learn about UK seasons and weather. They will gather weather data for our local area. They will identify hot and cold areas of the World and	

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				5. Describe what it is like in hot and cold places in the world. 6. Identify animals that live in hot and cold places and recognise how they adapt. 7. Explore Antarctica – virtual field trip.		describe some of their features.
<b>Summer A</b>	EYFS - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Y1 - Use basic vocabulary to refer to human and physical features of coasts.	Use geographical skills and fieldwork in the local area to develop locational and place knowledge.	Our Cornwall:  Our local area  RGS - Mapwork (Y1 & Y2)	1. Recap/assess prior learning. 2. RGS Mapwork: Make a map of the classroom. 3. Use fieldwork skills to observe the school grounds. 4. Make and use a map of our school grounds using your observations. 5. Locate our local area on a map. 6. Describe the human and physical features of the local area. 7. Fieldwork / Mapwork: The Wonders of Penzance.	Bay Celtic Sea Coast English Channel Harbour Map Route Rural Town Urban Village	Children will make and use a variety of maps to identify features of the local area. They will conduct local fieldwork to develop their sense of place.
<b>Year B</b>						
	<b>Prior Learning</b>	<b>Intent (children will learn)</b>	<b>Unit</b>	<b>Sequence of Lessons WALT (children will...)</b>	<b>Vocabulary</b>	<b>Outcome / Composite</b>
<b>Autumn B</b>	EYFS: Explain some similarities between life in this country and other countries; draw information from a simple map.  Y1 - Natural World Use basic geographical vocabulary to refer to physical and human geographical features. Y1 - Continents/oceans	Name and locate continents and oceans.  Use basic geographical vocabulary to refer to physical and human features.	Explorers:  Continents and Oceans  Physical and Human Features	1. Locate the 7 continents and 5 oceans of the world on a map. Use this to map journeys of different explorers. 2. Locate places that Ibn Battuta travelled to. Use maps/atlas etc to find key locations on the journey. 3. Identify the different physical and human geographical features of Africa. 4. Identify the different physical and human geographical features of Asia.	Canal City Continent Desert Equator Globe Hemisphere Mountain Ocean Pole Port River Tropics	Children will produce maps of explorer journeys.
<b>Spring B</b>	EYFS: 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.	Compare and contrast a small area of the UK with a non-	Another Place: China	1. Locate China on a world map and identify its main physical and human features (children will use map work skills) 2. Know the 5 main features of a map and make a simple map of China. 3. Compare aspects of life in China with our own.	Agriculture Asia Capital city Climate Continents Culture	Children will complete a range of enquiries to determine difference

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	<p>Draw information from a simple map.</p> <p>Y1 – Name and locate continents and oceans; identify hot and cold areas of the world.</p>	European country.	A contrasting locality	<p>4. Know what Chinese culture and traditions are like.</p> <p>5. Know about different types of farming in China.</p>	<p>Export</p> <p>Key</p> <p>Population</p> <p>Pollution</p> <p>Symbols</p> <p>Tradition</p>	<p>between life here and in China</p> <p>comparing London and Beijing.</p>
<b>Summer B</b>	<p>EYFS - 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. Draw information from a simple map</p> <p>Y1 - Compare and contrast a small area of the UK with a non-European country</p>	<p>Name, locate and identify the four countries of the UK, their capitals and the surrounding seas.</p>	<p>The Great Fire of London:</p> <p>The UK</p>	<p>1. Recap/assess prior learning</p> <p>2. Locate the four countries of the UK on a map.</p> <p>3. Identify the four capital cities of the UK and the surrounding seas.</p> <p>4. Explain the differences between physical and human features.</p> <p>5. Describe the human and physical feature of one of the UK's capital cities.</p> <p>6. Write a UK information sheet sharing what you've learned.</p>	<p>Capital City</p> <p>City</p> <p>Countries</p> <p>Northern</p> <p>River</p> <p>Sea</p> <p>Town</p> <p>Village</p> <p>United Kingdom</p>	<p>Children will develop knowledge of the four countries of the UK and their capitals and the surrounding seas.</p>

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### Lower Key Stage 2

<p style="text-align: center;"><b>Locational Knowledge</b></p> <p>Locate the world's countries, focusing on Europe, Africa and South America their environmental regions, physical and human characteristics and major cities.</p> <p>Locate and name some counties and cities of the UK.</p> <p>Describe the human and physical characteristics of the local region, including coasts, rivers and land use.</p> <p>Understand hemispheres, the Tropics, latitude and longitude.</p>	<p style="text-align: center;"><b>Place Knowledge</b></p> <p>Study both the local area and the geography of other countries including their human and physical features.</p> <p>Study a region in a South America (The Amazon), a European country (Greece - Athens) and Africa (Egypt)</p>	<p style="text-align: center;"><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography (including climate zones, biomes, volcanoes and earthquakes) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).</p>	<p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and GIS mapping.</p> <p>Use the eight points of a compass, symbols, keys and 4 figure grid references.</p> <p>Use fieldwork to observe, measure and record in the wider locality. Present findings in a range of ways.</p>
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### Year A

	Prior Learning	Intent (children will learn)		Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
<b>Autumn A</b>	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries the United Kingdom and its surrounding seas. Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use geographical vocabulary to refer to key physical and human features	Describe and understand key aspects of physical geography during this period, such as changes in the climate, sea levels and coastline. Describe and understand key aspects of human geography from the Stone Age to Iron Age, including types of settlement and land use and the distribution of natural resources including food minerals and water. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Stone Age to Iron Age  RGS Mapwork (Y3)	1. Recap/assess prior learning. 2. RGS Mapwork – make a map of the British Isles. 3. Consider how the Ice Age changed the physical geography of Britain and the effect upon humans at that time. 4. Locate an Ancient Neolithic sit in the UK and explain its significance. 5. Know that different types of maps show different kinds of information. 6. Use Digimaps to map local Bronze Age and iron Age sites. 7. Fieldwork: Visit a local Ancient village; explore land use.	Agriculture Climate Coastline Earthwork Glacier Hillfort Ice Age Interglacial Period Migrate Sea Level Settlement	Children will locate major ancient UK sites. They will learn about settlement and land use in the period and how that changed over time. They will map local sites and consider why local sites were located where they are.
<b>Spring A</b>	Y1/2: Another Place: China Compare the human and physical geography of the local area to a non-European country.	Children will describe and understand key human and physical features of South America. They will explore the different	South America	1. Recap our knowledge of the continents and oceans and locate South America using an atlas. 2. Recognise key features of a range of biomes. 3. Describe the key features of a tropical climate. 4. Locate key locations and landmarks in South America – human and physical features		Arid Biome Climate Continents Country Equator	Children will learn about the major human and physical features of the continent of

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	<p>KS1 Explorers Use basic geographical vocabulary to refer to physical and human geographical features. Identify the location of hot and cold areas of the world.</p> <p>KS1 Seasonal weather patterns</p>	<p>biomes present on the content and relate these to the hemispheres, the equator and lines of latitude and longitude. They will learn about the Amazon rainforest and about debates over its use and protection.</p>		<p>5. Identify the key characteristics of the Amazon basin and why it is so important.</p> <p>6. Recognise the different layers of a rainforest.</p> <p>7. Recognise plants and animals that you would find in the rainforest.</p> <p>8. Recognise risks to rainforests.</p>	<p>Hemisphere</p> <p>Human feature</p> <p>Physical feature</p> <p>Tropics</p>	<p>South America.</p> <p>They will explore the different biomes of the continent before conducting a depth study of the Amazon rainforest.</p>
<b>Summer A</b>	<p>EYFS – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Y1/2 - Use basic vocabulary referring to the human and physical features of coastal areas.</p> <p>Y1/2 - Identify seasonal weather patterns in the UK.</p> <p>Y1/2 - Use geographical skills and fieldwork in the local area to develop locational and place knowledge (The Wonders of Penzance)</p>	<p>Children will locate West Penwith within the UK. Explore the difference the different physical and human features of the area and recognise key landmarks.</p>	<p>Local Study – Wonders of Penwith</p> <p>RGS Map Skills (Y4)</p>	<p>WALT: Recap and assess prior learning .</p> <p>WALT: Locate West Penwith within the UK and then focus in on the area.</p> <p>WALT: Use an aerial image to describe the key physical and human features of Penwith (RGS map skills Y4).</p> <p>WALT: Develop enquiry questions about change in our local area.</p> <p>WALT: Use fieldwork to observe, measure and record a range of data on the human and physical features in Penwith using a range of methods.</p> <p>WALT: find evidence of settlement and change.</p> <p>WALT: use an Ordnance Survey map to identify local landmarks and features.</p> <p>WALT: record the features of the local area using a sketch map.</p> <p>WALT: compare different perspectives on the local area.</p>	<p>Compass points</p> <p>Grid reference</p> <p>Human features</p> <p>Locate</p> <p>Map</p> <p>Physical features</p> <p>Topographical</p>	<p>To create a map of West Penwith with key landmarks and physical features located.</p>
<b>Year B</b>						
	<b>Prior Learning</b>	<b>Intent (children will learn)</b>	<b>Unit</b>	<b>Sequence of Lessons WALT (children will...)</b>	<b>Vocabulary</b>	<b>Outcome / Composite</b>
<b>Autumn B</b>	<p>EYFS: Know some similarities and differences between the natural world around them and contrasting environments</p>	<p>Locate and name continents, oceans and specific countries (cross curricular Geography focus)</p>	<p>The Ancients</p>	<p>WALT: Locate and identify the places where ancient civilisations first developed.</p> <p>WALT: Recap our knowledge of the continents and locate Africa using an atlas.</p>	<p>Aerial images</p> <p>Continents</p> <p>Countries</p> <p>Human features</p> <p>Land Use</p>	<p>Children will learn where the earliest human civilisations developed.</p>

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	<p>Y1/2: Another Place: China</p> <p>Compare the human and physical geography of the local area to a non-European country.</p> <p>Y1/2 Explorers</p> <p>Use basic geographical vocabulary to refer to physical and human geographical features.</p> <p>Identify the location of hot and cold areas of the world.</p>	Describe the human and physical characteristics of the local region, including coasts, rivers and land use.		<p>WALT: Describe the key physical and human features of Africa.</p> <p>WALT: Locate key geographical features of Ancient Egypt.</p> <p>WALT: Understand why human settlement in Egypt centres on the River Nile.</p> <p>WALT: Identify land use patterns and how they have changed over time.</p>	Landmarks Physical features Settlement	They will identify the main physical and human features of the content of Africa before examining the development of settlement and land use in Egypt.
<b>Spring B</b>	<p>Y1/2 Units</p> <p>Children will have learned to name and locate the world's continents and oceans.</p> <p>Y1/2: Natural World</p> <p>Use maps, atlases and globes, use four compass directions, to create simple plans and maps; use fieldwork to explore the geography of the school and its grounds.</p> <p>Y1/2 Another Place</p> <p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world.</p>	Children will be able to develop their use of geographical knowledge in order to enhance their understanding of natural disasters.	Disaster  Volcanoes and Earthquakes	<p>1.Find out about the structure of the Earth and label a diagram.</p> <p>2.Describe what happens at the boundaries between the Earth's plates.</p> <p>3.Describe and explain the key features of a volcano.</p> <p>4.Locate where famous earthquakes have occurred.</p> <p>5.Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</p> <p>6.Identify the effects of earthquakes on land and people.</p> <p>7.Identify the help people need after an Earthquake.</p> <p>8. Fieldwork</p>	<p>Active</p> <p>Core</p> <p>Crust</p> <p>Dormant</p> <p>Epicentre</p> <p>Eruption</p> <p>Fault Line</p> <p>Lava</p> <p>Magma</p> <p>Mantle</p> <p>Molten</p> <p>Natural disaster</p> <p>Richter scale</p> <p>Tectonic plate</p>	Children will identify the physical processes responsible for volcanoes and earthquakes. They will locate significant areas of volcanic activity and areas prone to earthquakes. They will consider human responses to these.
<b>Summer B</b>	<p>EYFS: Draw on their experiences and what has been read in class.</p> <p>Y1/2: Explorers –</p> <p>Use basic geographical vocabulary</p>	To locate Ancient Greece, Athens and Sparta on a map (include Geography objectives, place knowledge of a region in Europe; continents and oceans revision)	The Greeks	<p>1.Locate the key countries and capital cities in Europe on a map.</p> <p>2.Identify major physical and human features of the continent of Europe.</p> <p>3.Identify features of the Mediterranean vegetation belt.</p> <p>4.Map the main physical and human features of ancient Greece.</p> <p>5.Explore what life is like in Greece now with a specific focus on Athens.</p> <p>6.Compare life in Greece with your life.</p>	<p>Agriculture</p> <p>Biome</p> <p>Civilisation</p> <p>Continent</p> <p>Culture</p> <p>Europe</p> <p>Island</p> <p>Mediterranean</p> <p>Peninsular</p> <p>Temple</p> <p>Trade</p>	Children will locate European countries and capital cities. They will learn about the Mediterranean vegetation belt. They will map Greece compare and contrast life in Greece with their own lives.



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					Vegetation belt	
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Upper Key Stage 2							
<b>Locational Knowledge</b> Locate the world’s countries, focusing on Europe, North America and Asia and their environmental regions, physical and human characteristics and major cities.  Name and locate counties and cities in the UK; Study the human and physical geography of a UK region (The Lake District)  Name and locate North America and a region within it (California).  Understand the Meridian and time zones.		<b>Place Knowledge</b> Describe the human and physical characteristics of a UK region including features such as rivers, coasts, hills and land use, understanding how some of these have changed over time.  Describe a region of North America, including human and physical characteristics and changes over time, making comparisons between their similarities and differences.		<b>Human and Physical Geography</b> Describe and understand key aspects of physical geography (including the water cycle, rivers, monsoons, floods, droughts, vegetation belts & mountains) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).		<b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and GIS mapping.  Use the eight points of a compass, 6 figure grid references and symbols and keys (including OS maps).  Use fieldwork to observe, measure and record in the wider locality and beyond. Present findings using a range of different methods & technologies.	
Year A							
	Prior Learning	Intent (children will learn)		Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A	Y1 – Continents/oceans Y1/2: Natural World Use maps, atlases and globes, use four compass directions, to create simple plans and maps, use fieldwork to explore the geography of the school and its grounds. Y3/4 To recognise continents, oceans and countries on a world map. They will explore their understanding of hemispheres, equator, latitude and longitude.	Use maps, atlases and globes. Locate the world’s continents and oceans. Understand latitude, longitude, Equator, Hemispheres, Tropics, Arctic and Antarctic. Begin to understand trade links. Begin to understand why people colonise new places.	The Tudors	1. Know that different types of maps show different information and recognise physical and political maps. Draw a Tudor pictorial map showing daily activities. Know and locate the 7 continents and 5 oceans. 2. Understand how Tudor explorers furthered our knowledge of the globe. Understand how Tudor explorers had both positive and negative effects (generally positive for Europeans and trade but negative for indigenous peoples). 3. Know that Walter Raleigh set up one of the first European settlements in North America but that the colonists mysteriously disappeared.		Colonise Continent Equator Indigenous Ocean Physical Map Political Map Trade Tropics	Children will have a greater understanding of how Tudor explorers improved maps and our knowledge of the world. Understand that trade links exist between countries. Understand colonisation and its positive and negative effects.
Spring A	Stone Age to Iron Age Types of settlement Land Use  South America	Pupils will learn about the continent of North America, its location in the world and the countries it contains. They will study the natural features of the continent and investigate how	North America	1 Continents, oceans, countries of North America, major physical features of North America 2 The Rocky Mountains and how mountains are formed		Alpine Altitude Avalanche Biomes Landscape	Children will be aware of how landscape, natural resources and earth geography

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	<p>Climate zones Vegetation zones</p> <p>Local Study: Cornwall Mapwork</p> <p>Disaster Using maps atlases and globes Earthquakes Desert</p>	<p>many of them are formed. They will look at natural resources and see how these, combined with landscape, affects land use and settlements.</p> <p>They will discover how geographers divide the world into biomes.</p> <p>They will find out how humans first settled in North America. They will then look more closely at California and find out how it has changed over time.</p>		<p>3 What's it like in the Rocky Mountains? Place knowledge</p> <p>4 The Grand Canyon</p> <p>5 The Great Lakes</p> <p>6 Biomes and vegetation belts of North America</p> <p>7 How did people come to America?</p> <p>8 What are natural resources and where do they occur?</p> <p>9 Where do people choose to live in the USA?</p> <p>10 How has San Francisco changed over time?</p> <p>12 Time zones of the USA</p> <p>12 Virtual fieldwork: Mountains (Everest Base Camp)</p>	<p>Migration Ocean Prime Meridian Resources Summit Topography Tropics Vegetation belt</p>	<p>affect humans and settlements.</p> <p>They will be knowledgeable about North America and its physical and political geography.</p> <p>They will understand how some land features are formed.</p>		
Summer A	<p>Y1/2: Countries, capital and seas of the UK. Locate the continent of Europe and identify the UK's location within it. Our Cornwall</p> <p>Y3/4: Local Study - the Wonders of Penwith/Cornwall</p>	<p>Children will learn more about the islands we live on. They will study the whole of Europe initially and see how the UK fits in with its European neighbours. We will then investigate the birth of the UK and learn how that differs from the GB. Then we will zoom into the UK and see how it is divided into counties using compass directions to guide our journey. We will look closely at the Lake District before finding out about the major physical features of our island home. After seeing how land is used across the country, we will learn about map making, finishing up with a sketch map of our area.</p>	<p>Geography of the British Isles</p> <p>RGS Mapwork (Y5 &amp; 6)</p>	<p>1. Europe, its location, countries and capitals.</p> <p>2. How was the UK formed and what is the difference between UK and GB?</p> <p>3. Locating England's counties using compass directions.</p> <p>4. The Lake District - a local study.</p> <p>5. Geographical regions and physical features of the UK.</p> <p>6. The major human features of the UK.</p> <p>7. The major hills, mountains and rivers of the UK.</p> <p>8. How is land used in the UK</p> <p>9. Using 4 and 6 figure grid references on maps</p> <p>10. Drawing maps - an aerial plan of the classroom.</p> <p>11. Draw an annotated sketch map of the local area.</p>	<p>Capital Compass Rose Country Density Economy Geographical Region Population Rural Union Flag Urban</p>	<p>Children will have a much greater understanding of the islands we live on. They will know about the physical and human features, learn about the economics of the islands and become proficient at mapping out where all these features lie. We will also be aware of the values which make our country what it is today.</p>		
Year B								
	Prior Learning		Intent (children will learn)		Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	<p>EYFS: Offer explanations for why things might happen</p> <p>Y1/2: Great Fire of London</p>		<p>Countries of Europe (Invaders map)</p> <p>Counties of England (Anglo Saxon kingdoms link)</p> <p>Land Use (why people invaded)</p>		<p>Invaders and Settlers</p>	<p>1. Map countries in Europe and routes of people movement during the periods studied.</p> <p>2. Map land use in the UK and changes resulting from the</p>	<p>Agriculture Civilisation Continents Land Use Natural Resources</p>	<p>Children will be able to talk with confidence about the history of our island and understand how</p>

## Geography Knowledge, Skills, Sequencing and Progression

	Capital cities of four countries of the UK Y3/4 Stone Age Identify types of settlement, land use and trade.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world		arrival of new settlers to the UK.	Settlement Trade	our culture has been affected by invaders and settlers from other places.
<b>Spring B</b>	<p>EYFS: Draw information from a simple map. Offer explanations for why things might happen, making use of recently introduced vocabulary</p> <p>Y1/2 Another Place Characteristics of the capital in UK</p> <p>Y3/4 Disaster Water cycle; coastal location; land use</p>	<p>Pupils will learn that rivers and river systems are dynamic, changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives.</p> <p>The aim of this module is to explore coasts as dynamic and changing systems. It will examine different types of coasts both in terms of their landforms and their uses and provide a framework within which students can explore different coastal features and processes.</p> <p>The module concludes with an opportunity for students to apply their knowledge and understanding of coasts to plan a day's fieldwork. By the end of the module students should understand the importance of different coastal zones and how they are affected by, and can affect, human activity.</p>	Water	<ol style="list-style-type: none"> <li>1. What is a coastline and why do people live by them?</li> <li>2. How does the sea shape the coasts</li> <li>3. How do we prevent coastal erosion?</li> <li>4. How does the sea affect Human activity - field work</li> <li>5. Digimaps - Coastal mysteries</li> </ol> <ol style="list-style-type: none"> <li>1. Features of a river 1</li> <li>2. Features of a river 2</li> <li>3. Flooding - its causes and effect on human activity.</li> <li>4. What is the water cycle?</li> <li>5. Monsoons</li> </ol>	<p>Abrasion Attrition Constructive wave Destructive wave Gravitational pull Hard engineering Hydraulic action intertidal Longshore Drift Soft engineering</p> <p>Bed Deposition Erosion Estuary Lake Meander River Source Tributary Upper / Middle / Lower course Water Cycle</p>	Children will take part in a coastal walk and identify features.
<b>Summer B</b>	<p>EYFS: Draw information from a simple map.</p> <p>Y1/2 Our Cornwall Use aerial images and other models to recognise landmarks and basic human and physical features.</p> <p>Y3/4 Local Study Cornwall Locate and name some counties and cities of the UK. Study the human and geographical characteristics of the local area.</p>	Continents and Oceans Countries of Europe Mapwork (grid references)	Local Study Cornwall - WWII	<ol style="list-style-type: none"> <li>1. Map changes in Europe in relation to the passage of the War.</li> <li>2. Map sites in Cornwall studied as part of the unit.</li> </ol>	Coastal Continental Defences Europe Rural Urban	Children will make maps showing changes in Europe brought about by WW2.