# King Charles C of E Primary School Geography Curriculum Content

| EYFS | Autumn 2 | Spring 2 | Summer 2 |
|---|---|---|---|
| **Lead Enquiry Question (Composite Outcome)** | **Maps** | **Falmouth** | **The Snail and the Whale** |
| **Spirituality** – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.<br>**Hope** – (Hope) providing aspirational opportunities<br>**Inspiring** – (Hope, Wisdom) developing pupils' resilience and motivation<br>**Nurture** – (Dignity) caring and growing ourselves, others and God's creation<br>**Environment** – (Community) developing an awareness of our local, national and international community | Spirituality – how we can learn from others by sharing our lived experiences<br>Inspiring – developing new skills through map work and learning from each other<br>Environment – learning about our immediate environments and beginning to compare them | Spirituality- exploring the wonders of our local environment<br>Hope – what are our hopes for our beaches in the future?<br>Inspiring –What can we do to help keep our beaches clean and safe?<br>Nurture- caring for our beaches<br>Environment – learning about our town and what makes it special | Spirituality- exploring the wonders of the world<br>Hope- thinking about places we have visited of where we might like to visit in the future<br>Inspiring- to learn about other countries and cultures and inspire children to learn more about our world<br>Nurture- caring for our world<br>Environment – learning about different environments through exploration of countries visited by the snail and the whale |
| **Development matters** | • Draw information from a simple map<br>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; | • Draw information from a simple map<br>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps | • 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.<br>• 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. |

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| **Learning threads** | • Children will draw information from a map of their classroom learning how images and symbols are used to represent things<br>• Children will create a map of their bedroom<br>• Children will share their map with a partner to identify similarities and differences | • Locate Gyllyngvase beach on a map of Falmouth<br>• Locate all the beaches of Falmouth on the map<br>• Visit Gyllyngvase beach and describe what they see<br>• Understand that Falmouth is a seaside town and learn more about this through stories and images<br>• Know that we live in the UK and locate it on a map of the world | • Explore other countries through the story of The Snail and the Whale<br>• Locate these countries on a map<br>• Explore what life if like in these countries<br>• Recognise some similarities and differences between where we live and the countries looked at |
| **Disciplinary concepts** | Enquiry<br>Similarities and differences<br>Communication (Oracy and written) | Similarity and difference<br>Cause and consequence and continuity and change<br>Enquiry<br>Responsibility | Similarity and difference<br>Responsibility<br>Enquiry |
| **Substantive concepts** | Map work | Fieldwork and investigations<br>Locational knowledge of the UK<br>Significance<br>Physical features<br>Human features | Map and atlas work<br>Locational knowledge of the world<br>Physical features<br>Human features |

# King Charles C of E Primary School Geography Curriculum Content

| Y1 | Autumn 1 | Spring 1 | Summer 2 |
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| **Lead Enquiry Question (Composite Outcome)** | **Our Town: Falmouth** | **The United Kingdom** | **Greenland** |
| **Spirituality** – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.<br>**Hope** – (Hope) providing aspirational opportunities<br>**Inspiring** – (Hope, Wisdom) developing pupils' resilience and motivation<br>**Nurture** – (Dignity) caring and growing ourselves, others and God's creation<br>**Environment** – (Community) developing an awareness of our local, national and international community | **Environment –** Developing an awareness of our school and local town.<br>**Inspire –** see our local area with fresh eyes and excitement<br>**Hope-** To complete their own map of school | **Spirituality –** To feel a connection with the beauty of their town.<br>**Environment-** Developing an awareness of our country. | **Environment-** Developing an awareness of an international community.<br>**Spirituality-** To reflect upon their previous learning and compare their own environment to those of others<br>**Nurture-** To grow our knowledge and understanding of the world |
| **Cross-Curricular Links** | **Jigsaw –** Me & My World | | **Science –** seasons & plants |
| **Learning Threads (Substantive Concepts)** | • Local Knowledge of the UK<br>• Human features<br>• Physical features | • Locational knowledge of the world<br>• Locational knowledge of the UK<br>• Physical features<br>• Human features<br>• Map and atlas work | • Locational knowledge of the world<br>• Locational knowledge of the UK<br>• Physical features<br>• Climate and biomes<br>• Human features<br>• Understanding places and connections<br>• Map and atlas work |
| **Disciplinary Knowledge** | • Enquiry<br>• Communication<br>• Significance | • Significance<br>• Similarity and Difference<br>• Cause and Consequence<br>• Enquiry<br>• Communication | • Significance<br>• Enquiry<br>• Similarity and difference<br>• Continuity and change<br>• Responsibility<br>• Communication |

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| **Vocabulary** | beach, coast, sea, ocean, weather, town, port, harbour, shop, physical features, human features, map, near, far, left, right | United Kingdom<br>**Seas:** North, Irish, English Channel, Celtic,<br>**Capital cities:** London, Cardiff, Edinburgh, Belfast<br>**Physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley<br>**Human features:** city, town, village, factory, farm, house, office, port, harbour, shop | Arctic, snow, ice shelf, glacier, ice cap, temperature, climate, Greenland, Nuuk, Europe, United Kingdom, season |
| **LCs (Components)**<br>**Assessment checkpoints in green** | 1) As a geographer, can I identify key features of my local area on a walk?<br>2) As a geographer, can I locate our school and features of Falmouth on a map?<br>3) As a geographer, can I use locational language to describe the features of Falmouth?<br>4) As a geographer, can I use fieldwork and observation skills to study my school and surrounding area?<br>5) As a geographer, can I create a map of my school? (to share with new reception children) | 1)As a geographer, can I use a world map, atlas, and globe to find the UK and Identify the four countries it is made up of?<br>2)As a geographer, can I explore features of London and England? Difference between a town and city<br>3) As a geographer, can I explore features of Cardiff and Wales?<br>4) As a geographer, can I explore features of Edinburgh and Scotland?<br>5) As a geographer, can I explore feature of Belfast and Northern Ireland?<br>Sort landmarks of the UK | 1) As a geographer, can I explore Greenland's location?<br>2) Can I identify human features of Greenland? At the start of lesson, sort human and physical features of UK<br>3) Can I identify physical features of Greenland?<br>4) Can I learn more about Greenland and what it is like to live there? At the start of lesson, sort human and physical features of Greenland.<br>5) Can I compare the UK and Greenland? |
| **Assessment at a distance** | **Locate Gyllngvase beach on a map (learning from R)** | **Map of Falmouth – find key human and physical features: beach, school, Maritime Museum, harbour** | **Name and locate the UK on a world map** |

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| Y2 | Autumn 1 | Spring 2 | Summer 1 |
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| **Lead Enquiry Question (Composite Outcome)** | **Weather and Climate** | **Plant Hunters** | **Brazil (Rio, Brazil and London, UK)** |
| **Spirituality** – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.<br>**Hope** – (Hope) providing aspirational opportunities<br>**Inspiring** – (Hope, Wisdom) developing pupils' resilience and motivation<br>**Nurture** – (Dignity) caring and growing ourselves, others and God's creation<br>**Environment** – (Community) developing an awareness of our local, national and international community | **Spirituality – to feel a connection with their local environment.**<br>**Environment- to reflect on our community and communities around the world.**<br>**Hope- explore challenges different weathers can create and how we can overcome them.** | **Spirituality – To feel a connection with the beauty of their country**<br>**Environment – How our British values are integral to living on harmony with those around us**<br>**Inspiring- working in the community** | **Spirituality – to feel a connection with the beauty of another country (Brazil)**<br>**Inspire – to know that we can be inspired by the cultures of other countries**<br>**Nurture – to care for others around the world and to take care of the natural world around us** |
| **Cross curricular links** | | | **My Name is River**<br>**Thames and Tide Club- London**<br>  |
| **Learning Threads (Substantive Concepts)** | Water, weather, and Climate.<br><br>**Locational knowledge:**<br>Latitude & Longitude:<br>Identify the position and significance of the equator, N & | Land Use and Settlement.<br>Weather and climate.<br>Local Area.<br>**Locational knowledge:**<br>Use locational and directional language to describe the | **Locational knowledge of the world**<br>Location, Land use and Settlement.<br>Water, Weather and Climate.<br>Trade and Economy |

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| | S hemisphere, arctic and Antarctic circle.<br>**Physical geography:**<br>Identify seasonal and daily weather patterns in the United Kingdom.<br>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.<br>**Sustainability:**<br>Begin to explain local and small scale issues. | location of features and routes on a map.<br>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.<br>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.<br>**Place Knowledge:**<br>Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Piha, New Zealand and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different?<br>**Physical Features:**<br>Understand that different countries have a different range of plants that grow.<br>**Human Features:**<br>Use basic geographical vocabulary to refer to and name the key human features of a location in order to say whether it is a city, town, village, coastal or rural area. | **Locational Knowledge:**<br>The World: Name and locate the continents. Name and locate the UK.<br>Latitude & Longitude<br>Identify the equator and the poles.<br>**Place Knowledge:**<br>Comparing Place: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – Brazil.<br>Brazilian culture and lifestyles compared with the UK.<br>Understanding the diversity of places and lifestyles in Rio, Brazil.<br>**Physical features:**<br>Identify key physical features in Rio, Brazil.<br>Identify climate and seasonal weather patterns in Rio.<br>**Human Features:**<br>Identify key human features in an area of Brazil including: city, town, village, shops, office, etc.<br>Culture: To learn about the culture in Brazil – religion, celebrations, food, language, and compare to our own culture and values |

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| **Disciplinary Knowledge** | *Disciplinary Knowledge:*<br>*Geographical Enquiry:*<br>*Children encouraged to ask simple geographical questions such as where is it? What is it like?*<br>*Use NF books, stories, maps, pictures, photos and the internet as a source of information.*<br>*Make appropriate observations about why things happen.*<br>*Make simple comparisons between features of different places.*<br>*Using globes, maps and atlases:*<br>*Recognise features on aerial images and maps.*<br>*Fieldwork:*<br>*Identify seasonal and daily weather patterns.*<br>*Globalisation and interconnection:*<br>*Similarities & differences between own place and various places in the world.* | *Geographical Enquiry:*<br>*Children encouraged to ask simple geographical questions such as where is it? What is it like?*<br>*Make appropriate observations about why things happen.*<br>*Direction and Location:*<br>*To use directional location to describe features and routes on a map.*<br>*Begin to use map sites on the internet using the zoom function to explore specific places.*<br>*pictures represent.*<br>*Fieldwork: Use fieldwork to make observations of features in a place and compare with a contrasting location.* | *Geographical Enquiry:*<br>*Ask and respond to simple questions.*<br>*Use information books as sources of information.*<br>*Make simple comparisons between features of different places.*<br>*Direction and Location:*<br>*Follow simple directions – up/down, left/right, forwards/ Backwards.*<br>*Introduce the four compass points.*<br>*Using maps, globes and atlases:*<br>*Using maps to identify continents and countries studied.*<br>*Pupils will use compass points and grid square to navigate around a simple map.*<br>*Globalisation and Interdependence:*<br>*Exploring immediate & local environment.*<br>*Similarities & differences between own place & other areas in the world.*<br>*Social Justice, Equality and Diversity:*<br>*What fairness means.*<br>*What if fair and unfair. (Wealth* |
| **Vocabulary** | *Weather patterns, seasonal changes, daily weather, inland, coastal, climate, hot, cold, equator, arctic circle, Antarctic circle.* | Native, exotic, compare, contrast, climate, continent, location, north, south, east, west, left, right, up, down, coastal, equator, New Zealand, Piha, Cornwall, UK, Trebah, Mawnan Smith. | *Continent, Countryside, cliff, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, north, south, east, west, left, right, up, down, near, far, culture, lifestyle, Brazil, South America.* |
| **LCs Components**<br>**Assessment checkpoints in green**<br><br>Need to include knowledge of the 5 oceans Pacific, Atlantic, Indian, Southern and Arctic (hopscotch song to sing during Brazil? | C1: Can I identify weather patterns in the UK? Children name as many types of weather as they can and link these to their associated seasons.<br>C2: Can I record daily weather across a week? (Fieldwork) | C1: Can I plot plant origins on a map of the world and name the continents? Locate the origins of plants on a world map and name the continents.<br>C2: Can I use geographical language to describe the journey from New Zealand to | C1: As a geographer, can I locate and name the country of Brazil? Locate South America and Brazil on a map, identifying neighbouring countries. |

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| https://www.youtube.com/watch?v=X6BE4VcYngQ ) | C3: Can I describe how daily weather patterns change over time, and how weather may be different in inland and coastal areas? Provide differences between inland and coastal weather.<br>C4: Can I identify ways in which we learn about the weather, then make predictions about the weather which are helpful?<br>C5: Can I identify the hot and cold places in the world and identify the relationship between the climate and where a place is? Can I identify climate of UK? Identify equator, hemispheres and poles on maps.<br>Photo analysis: Children look at a range of photos including aerial photos, diagrams, etc, and sort them into hot or cold zones.<br>C6: Can I find out how the weather in equatorial and polar regions differs from weather in the UK? | Cornwall. Use compass directions to describe/plot a route.<br>C3: Can I describe the location and climate of Piha? Describe the location and climate of a contrasting location.<br>C4: Can I describe the location and climate of Trebah? (Fieldwork visit)<br>C5: Can I compare and contrast the geographical similarities and differences between Trebah with Piha? Explain the reasons for geographical similarities and differences between places. | C2: As a geographer, can I explore Brazil's climate and weather patterns? Explain that Brazil has a tropical climate and identify seasonal weather differences such as wet and dry seasons.<br><br>C3: As a geographer, can I use a range of resources to identify the key physical and human features within Brazil and Rio de Janeiro? Name and locate physical and human features on a map of Brazil.<br><br>C4: As a geographer, can I identify key features of Rio de Janeiro in order to say whether it is a city, town, village, coastal or rural area? List Rio's geographical characteristics.<br><br>C5: As a geographer, can I compare geographical similarities and differences through studying the human and physical geography of London and Rio? |
| **Assessment at a distance** | *Name weather and associated seasons – whiteboard activity.*<br><br>*Identify weather in hot and cold climates and link this to their* | *Name the seven continents and five oceans – oracy/ white board.* | *Locate South America and Brazil on a map.* |

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| | *position in relation to equator and poles.* | *Locate New Zealand on a world map and use directional language (compass points) to compare it to Cornwall's location- fastest finger activity on maps/ globe.*<br><br>*Explain why plants native to New Zealand can live in Cornwall – Oracy discussion* | *Explain that Brazil has a tropical climate and identify seasonal weather differences such as wet and dry seasons – oracy discussion.*<br><br>*What is that same and what is different between London and Rio (include Rio's urban, coastal, tourist aspect)?* |

| Y3 | Autumn 2 | Spring 2 | Summer 2 |
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| **Lead Enquiry Question (Composite Outcome)** | **Earthquakes and volcanoes** | **Hills, mountains, rivers and coastlines of the UK** | **Falmouth past and present** |
| **Spirituality** – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.<br>**Hope** – (Hope) providing aspirational opportunities<br>**Inspiring** – (Hope, Wisdom) developing pupils' resilience and motivation<br>**Nurture** – (Dignity) caring and growing ourselves, others and God's creation<br>**Environment** – (Community) developing an awareness of our local, national and international community | **Inspiring –** with hope and wisdom, we inspire resilience and motivation in our pupils as they learn about earthquakes, volcanoes, and the valuable energy and fertile soil these areas provide, encouraging them to overcome challenges and embrace new opportunities for growth.<br>**Hope -** The focus on efforts to protect the areas in earthquake/volcanic hot spots, such as building reinforcements and providing humanitarian aid, provides hope for a future where humans live in harmony with nature.<br>**Nurture –** to nurture our understanding of earthquakes, volcanoes, and the rich | **Spirituality -** we encourage our pupils to reflect on their learning about the UK's counties, cities, mountains, coastlines, and rivers—looking in to understand its impact on themselves, looking out to see its significance for others, and looking up in appreciation of God's creation.<br>**Nurture -** With dignity, we nurture our understanding of the UK's counties, cities, mountains, coastlines, and rivers—caring for ourselves, others, and | **Environment -** we develop an awareness of our local, national, and international connections as we learn about how Falmouth has changed, understanding the impact of these changes on people and the environment. |

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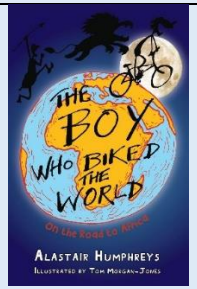
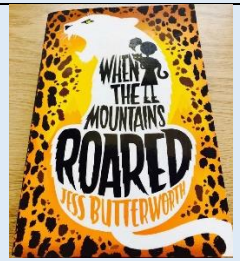
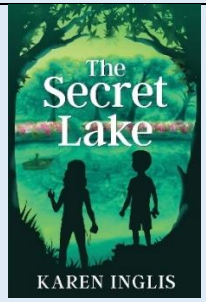
| | resources they provide—caring for ourselves, others, and God's creation as we learn how these powerful forces shape our world and sustain life. | God's creation as we explore and appreciate the beauty of our land. | |
| **Cross-curricular Links** |  **The Boy who biked the World.** |   **When the mountains roared.** **The Last Bear** |  **The Secret Lake.** |
| **Learning Threads (Substantive Concepts)** | Locational knowledge of the World.<br>Physical features. | Locational knowledge of the UK.<br>Map and atlas work.<br>Human and physical features. | Map and atlas work.<br>Fieldwork and investigations. |
| **Disciplinary Knowledge** | Significance<br>Cause and consequence<br>Continuity and change<br>Enquiry | Significance<br>Similarity and difference<br>Cause and consequence<br>Enquiry | Similarity and difference<br>Cause and consequence<br>Continuity and change<br>Responsibility<br>Communication<br>Enquiry |
| **Tier 3 Vocabulary** | Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma<br><br>Eruption cloud, magma, main vent, lava, conduit<br>Society, economy, environment, fertile, geothermal, Guatemala<br><br>friction, epicentre, focus, seismic wave<br>Peak, slope, ridge, valley, summit. | British Isles, United Kingdom, Great Britain, London, Edinburgh, Belfast, Cardiff, Regions, counties, Hills, mountains, Snowdon, Scafell Pike, Ben Nevis, Coastline, seas, ocean. Rivers, source, mouth, tributaries, meanders. | Housing Types – Terraced, detached, semi-detached, flats or bungalows.<br>Land use, Rural, Coastal.<br>Service Industry – retail, education, healthcare, or tourism.<br>Settlement, hamlet, village, town, city, mega city. |
| **LCs (Components)** **Assessment checkpoints in green** | 1. What is the Earth made of? Name and locate the 7 continents of the world. Know which one we live on. Identify the different layers of the Earth (crust, mantle, outer core, inner core) and their characteristics. | 1. What places make up the UK? Recall the four countries of the UK and their capital cities. Describe regions of the UK using terminology North, South, East and West. | 1. Where in the world are we? Say which continent we belong to. Name the seas and oceans surrounding the UK. Know which is the Pacific and which is the Atlantic Ocean. |

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| | 2. How are volcanoes made? Use correct vocabulary such as magma, lava, eruption, crater, ash to explain step by step how a volcano is made (magma rises through cracks, erupts as lava, cools, and builds layers).<br>3. What happens when a volcano erupts? Discussion: Why do people live near volcanoes?<br><br>4. How does an earthquake occur? Explain that earthquakes are formed when tectonic plates move (folding, faulting, volcanic activity).<br>5. What are the features of a mountain?<br>6. How are mountains formed? Describe key features such as summit, ridges, valleys, and snow line. | 2. What are the UK counties? Name the county we live in and its neighbouring counties. Name 2 other counties in the UK.<br>3. Which towns and cities are in the UK? Be able to locate London and Falmouth on a map of England. Locate 2 other towns or cities on a UK map and explain which county they belong to.<br>4. What are the hills and mountains like in the UK? Describe features of hills and mountains in the UK (e.g., Snowdonia, Ben Nevis, Lake District).Be able to explain the colours of a contour map and the purpose of contour lines.<br>5. What are our coastlines like? Explain features of UK coastlines (rocky, sandy, bays, headlands). Name the seas/oceans that surround the UK(recap from KS1).<br>6. Where are the UK rivers and what are they like? (Compare Fal to Nile) Name some UK rivers (e.g., Thames, Severn, Fal) and describe where they are found. Say 1 difference and 1 similarity between the Fal and the Nile. | 2. What is a settlement? Discuss different types of settlements. Be able to describe the difference between a hamlet, village, town and city.<br><br>3. What was Falmouth like in the past? Spot differences between old and new Falmouth using pictures or photos and explain that life was not the same as it is today.<br>4. Fieldwork – generate enquiry question<br>5. Methods of data collection Able to explain how we are collecting our data<br>6. Doing – complete fieldwork Able to read an o/s map, orientate and be able to know where to go.<br>7. Analyse - What have we found out? Able to name key places we visited during our fieldwork – Kimberley Park, Moor, Event square, Falmouth hotel and Gylly beach.<br><br>8. Communicate – Can I present my data and reflect? Discuss how the infrastructure has changed over the last 100 years. Reflect on if this is better or worse |
| **Assessment at a distance** | Before L4 next unit. Chn will be able to explain how mountains and volcanoes are formed linking to tectonic plate movement and being able to explain the structure of the earth. | Able to describe differences between counties, cities and towns and name at least 2 other counties and towns within the UK. | |

| **Y4** | **Autumn 2** | **Spring 2** | **Summer 2** |
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| **Lead Enquiry Question (Composite Outcome)** | **The Mediterranean** | **Coast** | **The Amazon** |

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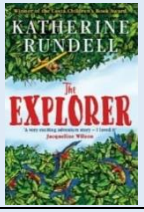
| **Spirituality** – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.<br>**Hope** – (Hope) providing aspirational opportunities<br>**Inspiring** – (Hope, Wisdom) developing pupils' resilience and motivation<br>**Nurture** – (Dignity) caring and growing ourselves, others and God's creation<br>**Environment** – (Community) developing an awareness of our local, national and international community | **Nurture:** Promotes an understanding of how the sea connects people and fosters a sense of dignity in preserving these connections.<br>**Environment:** Encourages pupils to consider environmental sustainability, particularly in relation to the Mediterranean's tourism, fishing, and trade industries. | **Inspiring:** The resilience of coastal communities, such as those facing challenges from erosion or rising sea levels, can inspire pupils.<br>**Environment**: Pupils are encouraged to consider how human activity impacts coastal environments, fostering an understanding of the need for sustainable management practices to protect these vital areas. | **Hope:** The focus on efforts to protect the Amazon, such as conservation projects or sustainable development, provides hope for a future where humans live in harmony with nature.<br>**Nurture:** Nurturing the Amazon, and by extension the planet, aligns with the value of caring for God's creation. Understanding the importance of protecting the rainforest for future generations emphasizes respect and dignity for all living things. |
| **Cross-curricular Links** | | **Shared Reading -The Edge of the World** by Julia Green<br>  | **Shared Reading -The Explorer** by Katherine Rundell<br>  |
| **Learning Threads (Substantive Concepts)** | Locational knowledge of the world<br>Locational knowledge of the UK<br>Map and Atlas work<br>Understanding places and connections | Understanding places and connections<br>Map and atlas work<br>Physical features<br>Fieldwork and Investigations<br>. | Locational knowledge of the world<br>Locational knowledge of the UK<br>Map and atlas work<br>Understanding places and connections<br>Physical features<br>Human features |
| **Disciplinary Knowledge** | Significance<br>Similarity and difference | Cause and consequence<br>Continuity and change<br>Responsibility<br>Communication Enquiry | Significance<br>Similarity and difference<br>Cause and consequence<br>Continuity and change<br>Responsibility |
| **Tier 3 Vocabulary** | Latitude, longitude, Europe, continent, Mediterranean, climate, physical features, human features, island, islet, port, tourism, archipelago, population | Erosion Coast Wave erosion Sediment Coastal process Collapse Bay, cape, cove, cliff, arch, cave, stack, stump, spit, headland, beach, dune, swash | Equator, Tropic of Cancer, Tropic of Capricorn, tropical rainforest, temperate rainforest, continent, South America, Brazil, Bolivia, Peru, Ecuador, |

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| | density, environment, cities, Greece, tropic of cancer, tropic of Capricorn, Equator, | Backwash, prevailing wind sediment sediment transport wave process depositions weathering, coast, defence, protection, sea wall, groynes. | Columbia, Venezuela, Guyana, Suriname, French Guinea, climate, biodiversity, forest floor, understory, canopy, emergent layer, export, trade, rainforest products, Agouti, pollinate, lifecycle, ethnic group, indigenous, settlements, colonists, carbon dioxide, water cycle. |
| **LCs (Components)** **Assessment checkpoints in green** | What are the key countries around Europe?<br>Recap key lines of latitude to identify the position of Europe on a map.<br><br>Can I research a European country around the Mediterranean Sea?<br>Identify key European countries on a map and explain key features of these countries.<br><br>What are the main geographical features of Greece?<br>Use maps and atlases to locate key physical features of Greece, such as mountains, seas, and islands.<br><br>What are the main physical features of the South Aegean region?<br><br>What are the key settlements in the South Aegean region? | How were our coastlines formed?<br>Can students describe the natural processes that contribute to the formation of coastlines (e.g., weathering, erosion, and deposition)?<br><br>Lesson 2: Are all coasts the same?<br>LC: identify similarities and differences between our coastlines.<br>Are students able to explain why coastlines vary based on geological and environmental factors?<br>Can students explain what coastal erosion is and identify its key causes (e.g., waves, wind, and human activity)?<br><br>Lesson 3: What is coastal erosion?<br>LC: understand coastal erosion and its effects.<br>Can students use specific examples to explain how coastal erosion has impacted Whipsiderry Beach?<br>Can students explain the process of longshore drift and its role in shaping coastlines? | Lesson 1: What is a rainforest?<br>LC: identify the locations and climate of the world's rainforests.<br>Can students locate the world's major rainforests on a map?<br>Can students accurately identify the location of the Amazon rainforest on a map, including the countries it spans?<br><br>Lesson 2: Where is the Amazon rainforest?<br>LC: identify the location of the Amazon rainforest?<br>Are students able to describe the rainforest's layered structure (emergent, canopy, understory, forest floor)?<br><br>Lesson 3: What are the features of the Amazon rainforest? (Double lesson)<br>LC: identify the key features of the Amazon rainforest.<br>Can students identify various foods that originate from the rainforest (e.g., cocoa, coffee, bananas)?<br><br>Lesson 4: What food comes from the rainforest? (Trade link). |

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| | Can I compare the South Aegean region in Greece with the Southwest of England? | Lesson 4: How has erosion affected Whipsiderry beach?<br>LC: explore the effects of coastal erosion in our local area.<br>Are students able to discuss the advantages and disadvantages of various protection methods?<br>Can students formulate questions they want to investigate during their fieldwork?<br><br>Lesson 5: What is longshore drift?<br>LC: understand longshore drift.<br>Are students able to explain their findings using geographical terms and concepts?<br>Lesson 6: How can we protect our coastline?<br>LC: identify strategies used to protect coastlines in the UK.<br>Students are able to describe and explain different coastal protection strategies, using geographical terms such as "groynes," "sea walls," and "managed retreat"<br><br>Lesson 7: What do we want to find out and how will we do it? Fieldwork<br>LC: prepare for our fieldwork.<br><br>Lesson 8: What have I found out about coasts?<br>LC: analyse our fieldwork findings.<br>Students able to identify patterns or trends in their data and explain what these suggest about coastal processes or management? Students able to plan clear enquiry questions, select | LC: explore which food can be grown in the rainforest.<br>Are students able to discuss how people adapt to the rainforest environment, including housing, food, and transport?<br><br>Lesson 5: How are Brazil nuts grown, harvested and exported?<br>LC: identify how Brazil nuts are grown, harvested and exported.<br>Can students identify current challenges facing the Amazon, such as deforestation, climate change, and biodiversity loss?<br>Lesson 6: How do people live in the Amazon rainforest? (Double lesson)<br>LC: consider what life is like in the Amazon rainforest.<br>Students able to explain how different groups (e.g. indigenous peoples, farmers, loggers) live and use the rainforest, using key geographical terms<br><br>Lesson 7: What does the future hold for the Amazon rainforest? (Double lesson)<br>LC: explore future challenges for the Amazon rainforest.<br>Students able to identify and explain challenges such as deforestation, climate change, and economic pressures, and consider their possible impacts?<br><br>Lesson 8: How can we protect our rainforests? |

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| | | appropriate methods, and explain how these will help them investigate the coastline<br><br>Lesson 9: How can I present my data?<br>LC: present our fieldwork data.<br>Students able to choose suitable ways (e.g. graphs, annotated photos, maps) to present their findings and explain why these methods are effective | LC: identify strategies that can be used to protect the rainforest.<br>Students able to describe and evaluate different protection strategies (e.g. sustainable farming, ecotourism, conservation projects), giving reasons for their effectiveness? |
| **Assessment at a distance** | | Complete a Quiziz on European countries to compare locations and features | Complete coastal erosion Quiziz |

| **Y5** | **Autumn 1** | **Spring 1** | **Summer 1** |
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| **Lead Enquiry Question (Composite Outcome)** | Deserts of the world (Biomes) | Western United States | India |
| **Spirituality** – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.<br>**Hope** – (Hope) providing aspirational opportunities<br>**Inspiring** – (Hope, Wisdom) developing pupils' resilience and motivation<br>**Nurture** – (Dignity) caring and growing ourselves, others and God's creation<br>**Environment** – (Community) developing an awareness of our local, national and international community | **Spirituality (Community, Dignity) –** We reflect on how different environments shape our world and our responsibility to care for them.<br><br>**Hope (Hope) –** We explore the challenges of different biomes and discover how people adapt, showing resilience and innovation.<br>**Inspiring (Hope, Wisdom) –** We develop curiosity and perseverance as we learn about extreme environments and the ways humans overcome difficulties.<br><br>**Nurture (Dignity) –** We care for the Earth and its people, understanding the impact of our actions on the environment and future generations.<br><br>**Environment (Community) –** We recognize the importance of our local, national, and global communities in protecting and sustaining the natural world | **Spirituality (Community, Dignity)** – We reflect on how different environments shape our world and our responsibility to care for them.<br><br>**Hope (Hope) –** We discover how people overcome challenges in extreme environments, showing resilience and determination.<br><br>**Inspiring (Hope, Wisdom) –** We explore how people adapt and innovate to thrive in different biomes, developing our own curiosity and perseverance.<br><br>**Nurture (Dignity) –** We consider how human actions impact the land and how we can care for and restore the environment.<br><br>**Environment (Community) –** We recognize the importance of our local, national, and global communities in protecting and sustaining the natural world | **Spirituality (Community, Dignity) –** We reflect on the rich landscapes and cultures of India, considering how its diverse communities shape identity and belonging.<br><br>**Hope (Hope) –** We explore the opportunities and challenges faced by people in India, understanding how resilience and ambition drive change<br><br>**Inspiring (Hope, Wisdom) –** We learn how India's geography, culture, and people have influenced the world, inspiring us to embrace diversity and global connections.<br><br>**Nurture (Dignity) –** We consider how India's natural and human environments are cared for, and how people strive to create a better future for all.<br><br>**Environment (Community) –** We explore how India's physical features, from mountains to |

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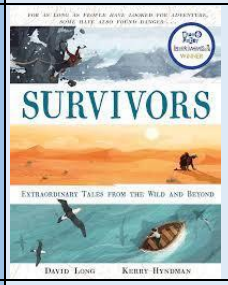
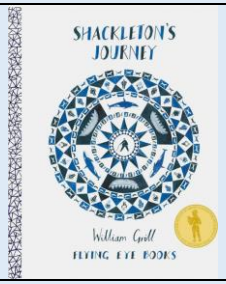
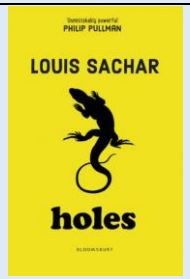
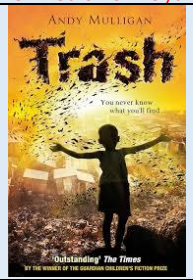
| | | | rivers, connect people and places, shaping communities and ways of life. |
| **Cross-curricular Links** |   |  |  |
| **Learning Threads (Substantive Concepts)** | Locational Knowledge:<br>Latitude & Longitude:<br>Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones (including day and night).<br>Identify absolute and relative host country position.<br>To identify the different biomes in the world.<br>To identify where the main deserts are in the world.<br>Place knowledge:<br>To compare some of the major deserts in the world.<br>Physical features:<br>Features of the world's major biomes.<br>Features of deserts.<br>Eco systems.<br>Climate zones.<br>Human Features:<br>To explore human features in the desert.<br>Natural resources, economic activity and trade links.<br>Settlements:<br>To identify desert cities and settlements and explore how people live in a desert. | Locational Knowledge<br>Locate the UK, North America, and the USA on maps, including countries, states, capital cities, and major physical features (e.g., Rocky Mountains, Great Lakes, UK regions).<br>Locational Knowledge of the World<br>Identifying North America on a world map, including its countries, capital cities, and major physical features.<br>Recognizing the position of North America relative to other continents and oceans.<br>2. Locational Knowledge of the UK<br>Comparing the UK with North America, focusing on size, population, and geographical features.<br>Understanding regional differences between the UK and the USA.<br>3. Physical Features (Climates and Biomes)<br>Exploring the diverse climates and biomes of North America (e.g., tundra, deserts, temperate forests).<br>Studying major physical features such as the Rocky Mountains, Great Plains, and Mississippi River.<br>4. Human Features (Understanding Places and Connections)<br>Investigating urbanization and migration in North America, particularly in the USA. | Locational Knowledge:<br>The World:<br>On a world map locate the main countries in Asia. Identify their main environmental regions, key physical and human characteristics, and major cities.<br>Identify India and narrow focus.<br>Latitude & Longitude:<br>Identify significant latitude and longitude lines taught across the school.<br>Identify absolute and relative host country position.<br>Place knowledge:<br>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).<br>Scale:<br>Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other.<br>Know and understand what life is like in a range of settlement sizes.<br>Physical geography:<br>Describe and understand key aspects of:<br>Physical geography including coasts, rivers; mountains; climate zones, biomes and vegetation belts in India. |

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| | | Exploring economic activities across different states, with a focus on the Western United States.<br>Understanding connections between North America and the UK in terms of trade, culture, and history.<br>5. Map and Atlas Work<br>Using maps and atlases to locate key features, states, and cities in North America.<br>Analyzing thematic maps to explore economic activities, climate zones, and population distribution.<br>6. Fieldwork and Investigations<br>Comparing geographical data from North America and the UK.<br>Investigating how physical geography influences human activity in different regions. | |
| **Disciplinary Knowledge** | Geographical enquiry:<br>Begin to use primary and secondary sources of evidence in their investigations.<br>Investigate places with more emphasis on larger scale.<br>Maps, atlases and globes:<br>Identify significant places and environments.<br>Use index and contents page within atlases.<br>Begin to use atlases to find out about other features of places.<br>Use deserts thematic maps.<br>Draw own scaled map showing desert features.<br>Use time zone maps to find out key information. | **Significance -** Identifying key physical and human features of North America, including countries, states, cities, mountains, rivers, and economic regions.<br><br>**Similarity and Difference -** Comparing physical and human geography between the UK and the USA, as well as within different regions of North America.<br><br>**Cause and Consequence -** Understanding how physical geography (mountains, rivers, earthquakes, volcanoes) influences human activity, settlement, and economic development.<br><br>**Responsibility -** Exploring sustainability challenges such as climate change, resource use, and the impact of urbanization in North America. | Geographical Enquiry:<br>Use primary and secondary sources of evidence in their investigations.<br>Investigate places with more emphasis on the larger scale; contrasting and different places.<br>Direction and Location:<br>Use latitude and longitude on atlas maps.<br>Using globes, maps and atlases:<br>Use atlases to find out about other features of places.<br>Recognise a map as a flat globe.<br>Use a variety of thematic maps for specific purposes.<br>Drawing maps:<br>Draw a variety of thematic maps based on own data, such as climatic map, topographical map.<br>Globalisation and interdependence:<br>How actions from other places in the world may affect us locally.<br>Social justice, equality and diversity:<br>Defining poverty. |

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| | | **Enquiry -** Using maps, atlases, and data to investigate and draw conclusions about the geography of North America. | Inequality within and between societies. Concern at injustice of others. |
| **Tier 3 Vocabulary** | Biomes, tropical rainforest, deciduous forest, coniferous forest, tundra, grasslands, desert, savanna, eco systems, climatic conditions, flora, fauna, diverse, precipitation, temperature, hot & cold climates, deserts, formations, sand dunes, salt flats, pillars, arches, human habitation, natural resources, desertification, time zones, Greenwich mean time (GMT), prime meridian, lines of longitude. | aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, oce, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather | Absolute and relative position. Lines of latitude – equator, tropics of cancer and Capricorn, arctic and Antarctic circle. India. Climate. Physical features: Himalayan mountains, Indo-Gangetic plain, Ganges river & other key rivers, Thar desert, Central plateau, Deccan Plateau, Eastern & Western Ghats. Human Features: cities and landmarks. Mountainous regions. Major rivers. Culture. Diversity. Vegetation. |
| **LCs (Components)**<br>**Assessment checkpoints in green** | 1. How do we read and understand world maps?<br>Key features – lines of longitude and latitude, hemispheres, arctic/Antarctic circles, time zones, historical and political influences on how world maps are represented.<br><br>2. What and where are the Earth's biomes? – forests and grasslands. Forests – tropical, temperate and taiga, Grasslands – temperate grasslands and savannah (tropical grasslands)<br>LC: identify the different biomes on Earth and their key features<br>ACP: Able to locate major biomes on a world map, key characteristics and name countries or plqces within them<br><br>3. Whqt and where are the Earth's biomes?- Deserts (hot deserts, tundra, polar) | **What is the geography of North America and the USA?**<br>1. What are the key features of the UK and my region? (recap)<br>ACP: Identify and describe two significant physical and two human features of the local region, explaining their impact on human activity.<br>2. What is the geography of the North American continent? (Countries, capital cities, oceans, biomes)<br><br>3. What is the USA? (Regions, states, cities, landmarks)<br><br>4. What is the main economic activity of states in the Western United States?<br><br>ACP: Explain how the geography of the Western USA influences its main economic activities (e.g., agriculture, tourism, technology). | 1. Where is India and what are its key physical features?<br>ACP: Locate India on a world map and describe climate. Label major physical features on an outline map.<br><br>2. What are the mountain ranges and river like in India?<br>LC: locate the mountain ranges in India and explore their key features.<br>LC: locate India's major rivers and identify their features and uses.<br><br>3. Are all places in India the same?<br>LC: explore the contrasting diversity of places in India.<br>ACP: Compare rural vs. urban life in India.<br><br>4. What challenges are faced by people who migrate to urban Indian areas?<br>LC: identify the challenges faced by people who migrate from rural to urban areas in India. |

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| | LC: identify the different biomes on Earth and their key features<br>ACP: Able to locate major biomes on a world map, key characteristics and name countries or plqces within them<br>Explain desertification.<br><br>4. Why is the tundra so important?<br>ACP: Chn to create a 'Save the Tundra' poster<br><br>5. What is life in the cold desert? – Svalbard (Europe case study)<br><br>Key features of a cold desert<br>Flora and fauna that survive there<br>How do humans use it – farming/ trade tourism/mineral extraction?<br>Key aspects of lifestyle<br>What are the main challenges faced by those living there?<br><br>6. What is life in the hot desert? – Texas (US case study)<br><br>Key features of a hot desert<br>Flora and fauna that survive there<br>How do humans use it – farming/trade tourism/mineral extraction?<br>Key aspects of lifestyle<br>What are the main challenges faced by those living there?<br><br>ACP: chn to identify key similarities and differences between life in Texas and Svalbard. | **What is the physical geography in the Western United States and how does it compare to my region?**<br>5. What are mountains? (including comparison case study in the Western United States and their region.)<br><br>6. What are the volcanoes and earthquake zones of the Western United States? (Year 3 recap)<br>ACP: Identify key volcanoes and earthquake zones in the Western USA and explain the tectonic processes behind their formation and impact.<br>**What is the human geography in the Western United States and how does it compare to my region?**<br>7. What are the similarities and differences between my region and the Western United States?<br>ACP: Compare three key physical or human features between the Western USA and the local region, presenting findings clearly (e.g., in a table or diagram). | ACP: Given real-life scenarios, students suggest solutions for migrants.<br><br>5. What is the culture like in India?<br>LC: explore India's culture and its influence on other countries.<br>ACP: Create art based on Indian traditions, festivals, food, and music.<br><br>6. How does India compare to the UK?<br>LC: compare India to the United Kingdom.<br>ACP: List similarities and differences in geography, climate, culture, and economy. |
| **Assessment at a distance** | Children to write a persuasive speech about why you should move to one of the case study | | |

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| | regions rather than the other. | | |

| Y6 | Autumn 1 | Summer 2 | Summer 2 |
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| **Lead Enquiry Question (Composite Outcome)** | **Climate Change and Sustainability** | **Rivers** | **Trade and Tourism** |
| **Spirituality** – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.<br>**Hope** – (Hope) providing aspirational opportunities<br>**Inspiring** – (Hope, Wisdom) developing pupils' resilience and motivation<br>**Nurture** – (Dignity) caring and growing ourselves, others and God's creation<br>**Environment** – (Community) developing an awareness of our local, national and international community | **Spirituality – How does caring for the Earth connect to spiritual or moral values? Creation (oracy discussion)**<br>**Hope – how children can be the leaders in the future and now for sustainability efforts**<br>**Nurture – encouraging small daily actions, like reducing plastic or planting trees**<br>**Environment – energy saving and recycling challenges that we will set to aim to start a movement for change** | **Spirituality – symbolism of water and life-giving and purifying**<br>**Hope – clean rivers meaning healthier communities, wildlife, and drinking water**<br>**Inspiring – role play and understanding that we are all explorers and scientists when studying (London residential)**<br>**Environment – sustainability efforts, such as using less plastic and micro-plastic in the waters to prevent pollution (linked to Autumn term learning)** | **Hope – Oracy discussion on how eco-tourism supports conservation efforts and helps local communities**<br>**Nurture – importance of supporting local businesses when travelling and being mindful of different cultures**<br>**Inspiring - identification of how future trade and tourism can be more sustainable** |
| **Cross-curricular Links** | | | **London Residential visit and learning prior to this** |
| **Learning Threads (Substantive Concepts)** | ***What do we want children to know and remember before they move on?***<br>Locational knowledge of the world and Locational knowledge of the UK:<br>Sense of own place:<br>Explore what we are doing locally to support climate change and how this affects the local environment.<br>Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other.<br>Physical features, climates and biomes:<br>To identify the carbon cycle and the reasons for climate change.<br>Human features, understanding places and connections:<br>The distribution of natural resources of energy. | Locational knowledge of the world and Locational knowledge of the UK:<br>Sense of own place:<br>Exploring our local river.<br>**Map and Atlas Work**<br>Using Scale: Describe and compare issues at a range of scales.<br>Physical features, climates and biomes:<br>Physical geography, rivers and the water cycle.<br>- Physical geography:<br>What are the features and key aspects of a river?<br>- how to create field sketches.<br>- how to measure the speed of the flow.<br>- The location of the world's rivers.<br>- What happens when a river floods. | Human features, understanding places and connections:<br>Settlements: and land use.<br>To describe and understand key aspects including economic activity and trade links and the distribution of natural resources including energy, food, minerals and water.<br>To explore how important tourism might be to a place. |

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| | Explore an issue on a local scale and progress to a global scale – climate change and renewable energy.<br>**Fieldwork and investigations**<br>**Map and Atlas Work** | - how are rivers useful to people. | |
| **Disciplinary Knowledge** | Geographical enquiry:<br>Begin to suggest questions for investigating.<br>Begin to use primary and secondary sources of evidence in their investigations.<br>Investigate places with more emphasis on larger scale.<br>Collect and record evidence unaided.<br>Analyse evidence, make comparisons on various scales, recognise patterns and draw conclusions.<br>Direction and location:<br>Use 6-figure grid references to locate features on a map.<br>Mapping:<br>Select maps for a specific purpose.<br>Compare maps with aerial photographs.<br>Identify significant places and environments.<br>Annotate GIS maps with routes, images and labels.<br>Begin to draw thematic maps based on their own data.<br>Begin to use Ordinance Survey symbols.<br>Fieldwork:<br>Observe, measure and record using a range of methods.<br>To choose from a range of methods when communicating geographical information.<br>Find evidence of storm damage in the local area.<br>Using grid references in the field.<br>Global connections between people & countries – key focus on trade links for energy.<br>Social justice, equality & diversity:<br>How fairness may not always mean equal treatment.<br>Develop a sense of justice.<br>Thinking like a geographer:<br>Ask & Answer Qs:<br>Ask and investigate geographical questions, suggesting enquiries to test them.<br>Analysing & Communicating:<br>Analyse, communicate and explain geographical information.<br>Evaluating & Debating:<br>Express their own views about people places and environments studied, justifying their reasons. | How can rivers change a landscape?<br>Use 4-figure grid references to locate features on a map.<br>Follow a route on a large scale map.<br>Locate places on large scale maps and globes.<br>Make a map of a route experience with features in the correct order.<br>Make a simple scale drawing.<br>Create a key.<br>To explore a local river to use as a case study for how the features fit with the characteristics of a river system as it flows downstream from source to mouth.<br>Ask and respond to geographical questions using supporting evidence.<br>Analyse and communicate geographical information.<br>Evaluate and present their findings. | Geographical enquiry:<br>Collect and record evidence unaided.<br>Analyse evidence, make comparisons, recognise patterns and explain the reasons behind them and draw conclusions.<br>Using maps, atlases and globes:<br>Measure a route or area on GIS maps.<br>Annotate GIS maps with areas, routes, images and labels.<br>Drawing maps:<br>Begin to draw or annotate plans with increasing complexity.<br>Fieldwork:<br>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations.<br>Communicating geographical information with a wide range of methods including writing at length.<br>To compare local geography with a contrasting settlement that is further afield. – Isles of Scilly.<br>Globalisation and Interdependence:<br>How local actions affect the wider world.<br>How actions from other places in the world may affect us locally. |
| **Vocabulary** | Renewable energy<br>Non-renewable energy<br>solar panels<br>wind turbines<br>generate<br>fossil fuels<br>depleted<br>coal, oil, gas<br>climate change | The upper course<br>The middle course<br>The lower course<br>Erosion<br>Transportation<br>Deposition<br>Oxbow lakes<br>Meander<br>Estuary | Tourism<br>natural attractions<br>cultural attractions<br>Entertainment<br>culinary experiences<br>Adventure opportunities<br>Shopping<br>Economy<br>trade, import and export |

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| | global warming | Source<br>Mouth<br>Channel<br>Flow<br>Riverbank<br>Riverbed<br>4-figure grid references. | |
| **LCs**<br>**(Components)**<br>**Assessment checkpoints in green** | Lesson 1: What are the different types of renewable and non-renewable energy?<br><br>**Oracy Checkpoint (Questioning):** Ask the students to name as many ways of producing energy as they can (e.g., solar, wind, fossil fuels).<br><br>**Knowledge Quiz:** A short quiz where students match energy sources to their renewable or non-renewable categories.<br><br>Lesson 2: What are the reasons for and effects of climate change?<br><br>**Mind Map/Concept Map:** Students can create a mind map linking the causes and effects of climate change.<br><br>*Maths: Data handling – frequency of storms, named storms.*<br><br>*Grid References – how to read 6-figure gird references*<br><br>Lesson 3: How has Falmouth been affected by global warming? (Storms Castle Beach) (Mapping Activity)<br>LC: prepare our fieldwork enquiry.<br>(Explore the wider local area). | Lesson 1: What is a river? How are rivers linked to the water cycle?<br><br>**Application:** Give examples of rivers in their local area or globally and explain how these rivers are connected to the water cycle?<br><br>Lesson 2: What is the journey of a river?<br>LC: understand what happens on the journey of a river and identify key features of a river.<br><br>**Knowledge Recall:** Identify and label the key features of a river (source, mouth, tributaries, meanders, etc.)?<br><br>Lesson 3: Fieldwork plan What do we want to find out and how will we do it?<br>LC: prepare for our fieldwork.<br>**Planning:** State the questions they want to investigate during the fieldwork?<br><br>Lesson 4: Procedural Knowledge: Teach 4-figure grid references.<br>LC: use 4-figure grid references.<br><br>Fieldwork Activity: Do | Lesson 1: Why do places attract tourists?<br>LC: explore why different places can attract tourists?<br><br>Identify and explain at least three reasons why a specific place attracts tourists (e.g., cultural, historical, natural features).<br><br>Lesson 2: How important is tourism in our local area?<br>LC: prepare for fieldwork.<br><br>1. Present findings from local area fieldwork using data representations (e.g., graphs, tables, or diagrams) and interpret patterns or trends observed<br><br>Lesson 3:<br>What have I found out about my local area?<br>LC: analyse our results.<br>(Double lesson).<br><br>Lesson 5: What is an economy and how does trade affect our local area?<br>LC: describe and understand economic activity and trade links in the UK and Falmouth. |

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| | Fieldwork (Use GIS mapping and other methods to collect and analyse data – some pupil choice in collection process).<br>Lesson 4 & 5: Fieldwork Activity: Do.<br>1. How has Falmouth been affected by global warming?<br><br>Lesson 6: What have I found out about the affects of global warming in our local area?<br>LC: analyse the findings of our fieldwork.<br><br>LC: present our findings.<br><br>**Peer Review (0racy)** Students can pair up and compare their findings, giving feedback on each other's data analysis and interpretations. | Lesson 5: What can we find out about a river?<br><br>Fieldwork Analysis.<br>Lesson 6: What have I found out about rivers?<br>LC: analyse our fieldwork data.<br>**Skills Application:** Use 4-figure grid references to locate features on a map?<br><br>How can I present my data?<br>LC present our fieldwork findings.<br><br>Lesson 8: What is around the River Thames?<br>LC: map the river Thames using 6-figure grid references. (Double lesson).<br><br>Lesson 9: How does the River Thames change on its journey?<br>LC: map the river Thames using scale and elevation.<br>**Observation:** Observe and record key features of the river environment (e.g., water quality, wildlife, human impact)?<br><br>Why are rivers important to people?<br>LC: consider how rivers are important to people.<br>**Conclusion Drawing:** Draw conclusions based on the fieldwork data<br>**Geographical Knowledge:** Identify key features around the River Thames (e.g., cities, landmarks)? | **2.** Explain the concept of an economy and identify one way trade impacts the local area.<br><br>Lesson 6: What is globalisation and what impact has it had on trade?<br>LC: understand what globalisation is and how it effects trade.<br><br>Lesson 7: Present findings<br><br>Define globalisation in your own words and give one example of how it has impacted trade globally and locally. |
| **Assessment at a distance** | Morning work – name examples of renewable and non-renewable energy sources. | | |

# King Charles C of E Primary School Geography Curriculum Content

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| | Oracy – what are the effects of global warming in our local area? | | |

## Geography Substantive Concepts

| Locational knowledge of the world | Locational knowledge of the UK | Physical features<br><br>Climates and biomes | Human features<br><br>Understanding places and connections | | | Map and atlas work | Fieldwork and investigations |
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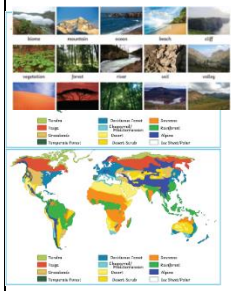
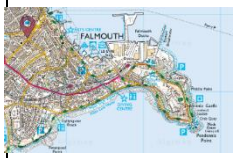
|  |  |  |  <br>  | | |  |  |

## Geography Disciplinary Concepts

| Curriculum subject | Significance | Similarity and difference | Cause and consequence and continuity and change | Responsibility | Communication (Oracy and written) | Enquiry |
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| Geography | Significant places (cities, countries, seas, oceans etc) and significant features (notable mountains, | Making comparisons between places, localities and regions. Comparing physical and human features. | Understanding the effect of humans and nature on landscapes and settlements, and how and why physical and human | How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources. | Using geographical terms, explaining processes and trends, presenting and interpreting data. | Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. |

# King Charles C of E Primary School Geography Curriculum Content

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| | volcanoes, glaciers, rivers etc) | | features have changed over time. | | | Using maps and atlases. Fieldwork and visits. |