









“You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places” Michael Palin.

As geographers, our pupils will hone their knowledge of place and location as they develop a curiosity and fascination about the world and its people. Our children will understand the world's most significant human and physical features while understanding how people interact with and impact the natural world. They will strike links between the growth of settlements through industrial progress and growth of society and settlements, enabling them to become stewards of the future and environmentally minded global citizens. They will discover how landscapes and environments, both rural and urban, have changed over time and the impact of these changes.






Substantive Knowledge:

- Location 
- Physical and human features 
- Physical and human processes 

Disciplinary Knowledge (Geographical Enquiry Skills):

- Collect, interpret, analyse, compare data, identify patterns and consider next steps. 
- Create observations, record findings, label diagrams, and make models. 
- Use maps, globes, atlases, Google Earth to understand places, find accurate locations, and create own maps. 

Geography Curriculum Overview				
Year A:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	Seasons, understanding the world around us, positional language, learning about places through stories and pictures	OUR AREA Local area study - <i>Can I use maps to describe my local area of my school and town?</i>	CLIMATE CHANGE: <i>How is climate change affecting the hot and cold regions of the world?</i>	THE POWER OF WATER: <i>What effect does the water cycle have on our landscapes?</i>
Spring		WEATHER Seasonal changes - <i>What types of weather would I see across seasons in the UK?</i>	EARTHQUAKES & VOLCANOES: <i>What are the key aspects of the physical geography of volcanoes and earthquakes?</i>	COMPARISON: What are similarities and differences of human and physical features in regions in Europe and a region within North or South America.
Summer		CONTINENTS & OCEANS : <i>What are the continents and oceans that make up our planet?</i>	Comparison of UK and feature global country – UK and Italy - <i>What are the similarities and differences of human and physical features across different countries?</i>	CLIMATE ZONES AND BIOMES: <i>What are climate zones, biomes and vegetation belts and what part do they play within our world?</i>
Year B:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	Seasons, understanding the world around us, positional language, learning about places through stories and pictures	COASTAL STUDY environmental impact on our local area	MAP WORK – Countries, counties, and cities of the UK. 8 points of the compass. Ordnance survey maps.	COMPARATIVE STUDY: <i>How does the location of Truro, Mexico City and Venice affect those that live there?</i>
Spring		MAP WORK - UK & London <i>What are the 4 countries that make up the United Kingdom?</i>	RIVERS + MOUNTAINS : <i>What are the key aspects of the physical geography of rivers and mountains?</i>	SETTLEMENTS AND LAND USE: <i>What is the impact of the physical geography on humans in Truro, Mexico and Rome ?</i>
Summer		COMPARISON- UK + USA Explore similarities and differences of areas of non-European countries: <i>What human and physical features do they have in common?</i>	COMPARISON: Explore the similarities and differences of human and physical geography across UK and Italy	NATURAL RESOURCES AND TRADE - <i>Where are natural resources located and why are they traded?</i>

	 Location	 Physical Features, Human Features, Diversity	 Physical processes  Human Processes	 Techniques	Vocabulary
Year R	<ul style="list-style-type: none"> I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps I can name the town where I live and I know that this is in England I can discuss other significant places that are familiar to me. 	<ul style="list-style-type: none"> I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge for stories, non-fiction texts and (when appropriate) maps 	<ul style="list-style-type: none"> I can understand some important process and changes in the natural world around them, including the seasons I can identify some similarities and differences between the natural world around them, including the seasons. 	<ul style="list-style-type: none"> I can draw information from a simple map 	<ul style="list-style-type: none"> Town, village, city, country, path, house, Wellingborough, Fields, River, hills, church, shop, park, countryside, England, London, city, capital city Weather, Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds,
Year 1	<ul style="list-style-type: none"> I can begin to identify key features of a location and say whether it is a city, town, village, coastal or rural area. I can begin to identify key features of a location and say whether it is a city, town, village, coastal or rural area. I can locate the four countries and capitals of the United Kingdom on a map. 	<ul style="list-style-type: none"> I can begin to ask and answer questions about what a place is like. I can identify characteristics of the four countries and their capitals I can observe my school and the surrounding areas and identify human and physical features. 	<ul style="list-style-type: none"> I can identify the land use around my school. I can understand and talk about seasonal and weather patterns. 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to locate the United Kingdom and its countries. I can begin to use compass directions: North, South, East and West to describe locations. 	<ul style="list-style-type: none"> Country, capital, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff and Belfast. sunny, cloudy, rain, snow, windy, thunder, heatwave, drought, flood, monsoon, blizzard, gale, hurricane and tornado beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop.

Year 2	<ul style="list-style-type: none"> • I can name and locate the world's continents. • I can name and locate the world's oceans. • I can understand there are hot and cold areas of the world in relation to the equator. 	<ul style="list-style-type: none"> • I can ask and answer questions about what a place is like and what features I may find there. • I can recognise landmarks and physical features of a place from aerial images. 	<ul style="list-style-type: none"> • I can understand geographical similarities and differences between an area of the UK and another country 	<ul style="list-style-type: none"> • I can use world maps, atlases and globes to locate the countries studied • I can confidently use compass directions: North, South, East and West to describe locations. • I can devise a simple map and use basic symbols in a key 	<ul style="list-style-type: none"> • North America, South America, Antarctica, Africa, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean • temperature, climate, weather, polar and tropical to describe a location • beach, coast, forest, hill, mountain, ocean, river, weather, soil valley and vegetation. Human features including: city, town, village, house, shop, farm, factory and office.
Year 3	<ul style="list-style-type: none"> • I can name some countries in Europe and discuss their characteristics. • I can begin to name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle. 	<ul style="list-style-type: none"> • I can ask and answer questions about the physical and human characteristics of a location. • I can describe features of particular countries within Europe. • I can carry out fieldwork to observe and record the human features in the local area. 	<ul style="list-style-type: none"> • I can describe how our school's local area has changed over time. 	<ul style="list-style-type: none"> • I can use maps, atlases and globes to locate countries within Europe. • I can continue to use the 4 compass directions and begin to use North-East, North-West, South-East, South-West describe locations. 	<ul style="list-style-type: none"> • equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic • continents, land mass, population, river bed, source, mouth, channel, summit, mountain range. • congestion, pollution, network, national, international
Year 4	<ul style="list-style-type: none"> • I can give my own views about locations. • I can name and locate countries in Europe and discuss their characteristics and identifiable features. • I can begin to locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle. 	<ul style="list-style-type: none"> • I can describe the key physical and human features of a location and how these features may have changed over time. • I can carry out fieldwork to observe and record the human and physical features in the local area. 	<ul style="list-style-type: none"> • I can describe similarities and differences between countries • I can describe the physical processes that cause earthquakes and volcanoes. 	<ul style="list-style-type: none"> • I can use all 8 compass points to describe a location: North, South, East, West North-East, North-West, South-East and South-West. • 	<ul style="list-style-type: none"> • equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle • continents, land mass, population, inhabitants and boundary, dormant, collision, magnitude, intensity, plates when describing volcanoes, earthquakes and tsunamis • river bed, source, mouth, channel, summit, mountain range

Year 5	<ul style="list-style-type: none"> I can collect information about a location and draw clear conclusions. I can name and locate some of the countries of North America and their main human and physical characteristics. 	<ul style="list-style-type: none"> I can give my views on the effectiveness of different representations of an area, such as the difference between aerial images and topographical maps. I can describe how physical features affect the human activity in a location. I can begin to use fieldwork to observe and measure the human/physical features in the local area and record results. 	<ul style="list-style-type: none"> I can describe the significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics and times zones. I can describe how locations around the world are changing and explain reasons for this change. 	<ul style="list-style-type: none"> I can use all 8 compass points to describe a location. I can use grid references, symbols and keys to navigate a map and communicate knowledge of the world 	<ul style="list-style-type: none"> colonised, indigenous, populous, sparsely, landlocked, landmass tropical, temperate, deciduous, desert, tundra, savannah, marine, freshwater, polar, precipitation, expansive, ecosystem, migration, when describing particular biomes. climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, settlements and land use. equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle
Year 6	<ul style="list-style-type: none"> I can use a range of geographical resources to help give a detailed description and opinion about a location. I can name and locate countries of the world and identify their human and physical characteristics. I can name and locate some of the countries of South America and their main human and physical characteristics. 	<ul style="list-style-type: none"> I can understand and share some reasons for geographical similarities and differences between countries. I can describe geographical diversity across the world. I can use fieldwork to observe and measure the human and physical features in the local area and record results in a range of ways. 	<ul style="list-style-type: none"> I can describe how the human and physical characteristics of a place may have changed over time. I can describe how some countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> I can use all 8 compass points to describe a location. N, S, E, W N-E, N-W, S-E and S-W. I can use grid references, symbols, keys to navigate a map and communicate knowledge. I can create maps of locations and identify patterns land use, climate zones and population densities. 	<ul style="list-style-type: none"> international, destination, cargo, tourism, import, export, natural resources, air travel, sea freight, shipments, pollution, network settlements, land use, economic activity including trade links, the distribution of natural resources including food, energy, minerals, water supplies, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. I can confidently use the correct names for: equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle



Year A	Term	NC Objectives/Coverage	Key Vocabulary	Key Substantive Knowledge
EYFS	Autumn/ Spring/ Summer	<p>Mathematics</p> <p>Understanding the World</p>	<p>under, behind, in front of, next to</p> <p>Town, village, city, country, path, house, Wellingborough, Fields, River, hills, church, shop, park, countryside, England, London, city, capital city</p> <p>Weather, Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds,</p> <p>Linked Texts:</p>	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Nursery/ Reception: Use sensory approaches to exploring the environment and outdoor spaces.</p> <p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.</p> <p><i>People, Culture and Communities/ The Natural World:</i></p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>
KS1	Autumn	<p>Key question: LOCAL AREA STUDY - Can I use maps to describe my local area of my school and town? (Local)</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>aerial view, map, key, school, classes, playground</p> <p>- rural, urban, town, village, city, factory, office, shop, house, office, port, harbour, beach, cliff, coast, forest, hill, mountain, farm, sea, ocean, river, vegetation</p> <p>beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop</p> <p>Linked Texts:</p>	<p>Key question: Can I use maps to help me to describe my local area?</p> <ul style="list-style-type: none"> What are the 4 points of a compass and why are they important? What is an aerial view? Can you create a simple one? What do maps tell us? Can you identify some key symbols that you would find on a map? What significant shapes and symbols would you see on an aerial map of our school? What can you see on our school map that was made by humans? What can you see on a our school map that is an example of physical geography (created by nature)? <p>OUTCOME:</p>





	<p>Spring</p>	<p>Key question: SEASONAL CHANGES - <i>What types of weather would I expect to see across the seasons in the UK? (National)</i></p> <p>Seasonal changes</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with the seasons - observe changes in seasonal weather patterns in the United Kingdom - observe how the day length varies. <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>-- Season, Spring, Summer, Autumn, Winter,</p> <ul style="list-style-type: none"> - Change, patterns, weather, climate, - Sunny, sun, rain, hail, snow, sleet, cloud, cloudy, fog, precipitation, thunder, cloudy, rainbow, temperature, longer, shorter, darker, lighter - rain gauge, wind vane, thermometer, tools, soil, measure, observe, record, - United Kingdom <p>Linked texts:</p> <p><i>Around the Year by Tasha Tudor (F)</i></p> <p><i>Tree by Britta Teckentrup (F)</i></p> <p><i>Seasons by Usborne Young Beginners (NF)</i></p> <p><i>Seasons by Valerie Bloom (P)</i></p>	<p>What types of weather would I expect to see across the seasons in the UK?</p> <ul style="list-style-type: none"> -What are the 4 seasons in the UK? -What weather patterns are typical to each season in the UK? -What effect do the different seasons have on the environment around me? -Can you show me evidence in the environment around you of the seasonal changes? -How do the seasons affect the length of the day? <p>OUTCOME:</p>
	<p>Summer</p>	<p>Key question: CONTINENTS & OCEANS - <i>What are the continents and oceans that make up our planet? (Global)</i></p>	<ul style="list-style-type: none"> - map, atlas, globe, key, symbols, North America, South America, Antarctica, Africa, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean <ul style="list-style-type: none"> • temperature, climate, weather, polar and tropical to describe a location <p>Linked Texts:</p>	<p>What are the continents and oceans that make up our planet?</p> <ul style="list-style-type: none"> • -How many continents out of the 7 can you name? • -Where on the map are these continents in relation to each other and the compass points? • -How many oceans across the world can you name? • -Where on the map are these oceans in geographical relation to each other using compass points? • -Where is the equator and what is important about it? • -What effect does the equator have on the continents? How do continents on the equator compare to polar regions? <p>OUTCOME:</p>



LOWER KS2	Autumn	<p>Key question:</p> <p>How is climate change affecting the hot and cold regions of the world?</p> <p>Hot & Cold Areas and Climate Change</p> <ul style="list-style-type: none"> - Locate the hot and cold areas of the world in relation to the North and South Pole and the Equator - Understand the impact humans are having on these areas of the world. <p>Global (Arctic, Antarctic, Equator – with a focus on Mexico and Egypt)</p>	<ul style="list-style-type: none"> - Equator, north pole, south pole, hemisphere - Compass, North, South, East, West, - Polar Regions, Ice Cap, Arctic, Antarctic, - Climate, precipitation, population, settlements, dessert, temperature. humid - Deforestation, Climate Change <p>Linked texts:</p>	<p>How is climate change affecting the hot and cold regions of the world?</p> <ul style="list-style-type: none"> -Why do places across the world differ in hot and cold temperature? -Why are the polar regions so much colder than areas closer to the equator? -Can you show where the colder regions lie on the map? -Can you identify the equator? -What affect is climate change having on these areas across the world? -How are human behaviours causing these changes? -What can be done to repair/slow the damage? <p>OUTCOME:</p>
	Spring	<p>Key question:</p> <p>What are the key aspects of the physical geography of volcanoes and earthquakes?</p> <p>Volcanoes and Earthquakes</p> <p>Physical geography: volcanoes and earthquakes</p> <p>Global (Mount Merapi – Indonesia, Big Ben – Heard Island, Antarctica, Mount Vesuvius - Italy)</p> <p>Global (Earthquakes and Mountain Ranges – Mexico City, San Francisco, Himalayas)</p> <p>Link to local moors</p>	<ul style="list-style-type: none"> - mantle, eruption, active, dormant, magma, extinct, pumice, volcano, crust, lava, ash, core, vent, crust, conduit, crater, - earthquake, aftershock, epicentre, fault line, foreshock, main shock, magnitude, Mercalli scale, microquake, Richter scale, Ring of fire, - seismic, seismograph, seismologist, tectonic plates, tremor, tsunami <p>Linked Texts:</p>	<p>What are the key aspects of the physical geography of volcanoes and earthquakes?</p> <ul style="list-style-type: none"> - What physical features can be seen on some maps? - How can you identify the physical features of mountains, volcanoes and earthquakes on a map? - Can you describe the distribution of tectonic plates? - What are the names of volcanoes around the world? - Can you locate the volcanoes on the map? - What causes the movement of tectonic plates? - What happens when a volcano erupts? - What happens when an earthquake occurs? - What is the global impact of earthquakes and volcano eruptions?- Why might humans choose to live near a volcano? <p>OUTCOME:</p>




	<p style="text-align: center;">Summer</p>	<p>Key Question:</p> <p>What makes countries around the world, similar and different?</p> <p>Countries of our World</p> <p>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities</p> <p>National (United Kingdom), Global (Various Countries around the World with a focus on Italy, Egypt and Mexico)</p>	<p>- The World, Country, Continent, England, France, Italy, Russia, Norway, India, China, South Africa, Brazil, Indonesia, Australia, America, Canada, Falkland Islands, Egypt ...</p> <p>- Climate, culture, landmarks</p> <p>- Coniferous forest, deciduous forest, tropical forest, savannah, temperate grassland, semi desert, desert, tundra, ice, mountains (pg 64 Oxford Primary Atlas)</p> <p>Linked Texts:</p>	<p>Key Question:</p> <p>What makes countries around the world, similar and different?</p> <p>-What are the main countries of the world?</p> <p>- Where are they on the map in relation to the UK?</p> <p>- What are the climates of those countries and why do they differ?</p> <p>- What is the main land use/characteristics of land in those countries?</p> <p>- How are the characteristics/ land use similar/different and why?</p> <p>- Why are some of these countries under threat from global warming and why?</p> <p>OUTCOME:</p>
<p>UPPER KS2</p>	<p style="text-align: center;">Autumn</p>	<p>Key Question:</p> <p>What effect does the water cycle have on our landscapes?</p> <p>The Water Cycle</p> <p>Physical geography: the water cycle</p> <p>Local (River Tamar/ Neet/ Strat), National (River Thames), Global (The Nile)</p>	<p>- condensation, accumulation, energy source, evaporation, throughflow, evapotranspiration, interception, surface run off, infiltration, percolation, groundwater flow, precipitation, water table, transpiration</p> <p>Linked Texts:</p>	<p>Key Question:</p> <p>What effect does the water cycle have on our landscapes?</p> <p>-What is the water cycle?</p> <p>-How does the water cycle work?</p> <p>-What rivers are closest to me?</p> <p>-Where are the main rivers in the UK?</p> <p>-How can you identify rivers on a map?</p> <p>-What are the similarities and differences of UK rivers?</p> <p>- What are the four main areas of the water cycle? evaporation, transpiration, condensation and precipitation</p> <p>-What effect does the water cycle have on physical landscapes?</p> <p>OUTCOME:</p>




	<p>Spring</p>	<p><u>Key Question:</u></p> <p>How similar/different are</p> <p>Compare cities (human and physical features)</p> <p>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Local (Truro), National (London), Global (Mexico, Italy)</p>	<p>- physical features-</p> <p>NA: rivers, moors, coastline, forest, hills</p> <p>London: river, hills</p> <p>Mexico City: plateau, low lying, rivers running down from hills.</p> <p>- human features TBC</p> <p>- cities, town, village,</p> <p>- compare, comparison, similarities, differences.</p> <p>Linked Texts</p>	<p><u>Key Question:</u></p> <p>How similar/different are</p> <p>-What are some of the human/physical features of the area?</p> <p>-What are some of the human/physical features of the London area?</p> <p>-What are some of the human/physical features of Brazil (South America)?</p> <p>- What are the similarities of human/physical features across the focus countries/cities?</p> <p>-Why do the human/physical features differ in these countries/cities across the world?</p> <p>OUTCOME:</p>
	<p>Summer</p>	<p><u>Key Question:</u></p> <p>What are climate zones, biomes and vegetation belts and what part do they play within our world?</p> <p>Climate Zones and Biomes</p> <p>Physical geography: climate zones, biomes and vegetation belts</p> <p>Land use patterns</p> <p>Global (Across the World)</p>	<p>- Physical geography, climate zones, biomes and vegetation belts, habitat, climate</p> <p>- aquatic, grassland, forest, desert, and tundra</p> <p>- sub-biomes, freshwater, marine, savanna, tropical rainforest, temperate rainforest, taiga</p> <p>Linked Texts:</p>	<p><u>Key Question:</u></p> <p>What are climate zones, biomes and vegetation belts and what part do they play within our world?</p> <p>-What is a climate zone?</p> <p>-What is a biome?</p> <p>-What is a vegetation belt?</p> <p>- What are the 5 main biomes of the world?</p> <p>- What are the key features of the biomes?</p> <p>- How do biomes affect animals, habitats and land use?</p> <p>OUTCOME:</p>




Y1/2	Autumn	<p>Key question:</p> <p>What human and physical features are in our local area?</p> <p>Our Local Area: Bude Formation, River Neet/Strat/Tamar, canal</p> <ul style="list-style-type: none"> - Study a small area of the UK: North Cornwall - Explore similarities and differences of areas within the area. - Identify human and physical features of an area. 	<ul style="list-style-type: none"> - Rural, urban, location - Physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. - Human features – city, town, village, factory, farm, house, office, port, harbour, shop - North, South, East, West, near, far, left, right, location <p>Linked Texts:</p>	<p>Key question:</p> <p>What human and physical features are in our local area?</p> <ul style="list-style-type: none"> -What physical features can you see in Bude? -What human features can you see in Bude? - Is Bude urban or rural? What is the difference between urban and rural? -How does the land use of Bude centre compare to Morwenstow and Kings Hill industrial estate land use?  <p>OUTCOME: Create a model of the local coastline</p>
------	--------	--	--	--

<p>Spring</p>	<p>Key question:</p> <p>What makes the United Kingdom the country it is?</p> <p>The United Kingdom</p> <p>- name and locate the four countries and capital cities of the UK</p> <p>National (United Kingdom) </p>	<ul style="list-style-type: none"> - United Kingdom, Great Britain, England, Ireland, Northern Ireland, Scotland, Wales, - London, Cardiff, Edinburgh, Dublin, - North Sea, English channel, Irish Sea, Celtic Sea, Atlantic Ocean - Compass, north south, east, west - Mountains, rivers, flags, accent, settlements - Island <p>Extn. Vocab.</p> <ul style="list-style-type: none"> - border, man made boarder, physical boarder, counties, capital cities, <p>Linked Texts</p>	<p>Key question: What makes the United Kingdom the country it is?</p> <ul style="list-style-type: none"> -What are the 4 countries of the UK? -Where are the 4 countries of the UK on a map? -What are the similarities and differences of the UK countries? -What are the capital cities? -Where are the UK capital cities on the map? -What are the compass directions of the 4 countries from Bude? -What seas surround the UK? -Where are the seas on the map? -Where do the rivers meet the sea in the UK? <p>OUTCOME: Create and label a map of the UK demonstrating knowledge of key aspects of each country.</p> 
<p>Summer</p>	<p>Key Question:</p> <p>What human and physical features do the UK and USA have in common?</p> <p>Comparing Local and Global countries</p> <p>- Explore similarities and differences of areas of non-European countries</p> <p>Local (Bude), Global (USA) </p>	<ul style="list-style-type: none"> - Geopark - Culture, Tourism, Landmarks, - Physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. - Human features – city, town, village, factory, farm, house, office, port, harbour, shop - North, South, East, West, near, far, left, right, location 	<p>Key Question:</p> <p>What human and physical features do the UK and USA have in common?</p> <ul style="list-style-type: none"> -What physical features can you see across the country of the UK/USA? -What human features can you see across the country of the UK/USA? - Are these countries predominantly urban or rural? What are the similarities/difference between urban and rural areas? -Is there a pattern of urban areas across the countries? Where do they lie? -Where are they geographically placed on a map from each other using compass directions? -How does the land use compare? -Why is the land use different? -Why are settlements located near a water source? 

			Linked Texts:	OUTCOME:
Y3/4	Autumn	<p>Key Question:</p> <p>How do grid references help us to identify counties and cities of the UK?</p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom and the main geographical regions - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom <p>Pages 8-25 Oxford Primary Atlas</p> <p>National (United Kingdom)</p> 	<ul style="list-style-type: none"> - Grid reference, compass, points, North, East, South, West, North West, North East, South East, South West, - United Kingdom, England, Scotland, Wales, Northern Ireland, borders, - Symbols, key, legend, ordnance survey, maps, Google maps. - Counties – Devon, Cornwall, Dorset, Somerset, Hampshire, Sussex etc. - Cities/Towns – Belfast, Londonderry, Edinburgh, Glasgow, Aberdeen, Shetland Islands, Cardiff, Swansea, Holyhead, Isle of Man, London, Manchester, Birmingham, Liverpool Plymouth, Bristol, Exeter, Carlisle, Lands End - Rivers – River Thames, River Exe, River Wye, River Dee, River Bann, River Dart, River Tamar, River Avon, Great Ouse, River Tyne - Mountains – Snowdon, Scarfell Pike, Ben Nevis, Cambrian Mountains, Pennines, Cotswolds, Dartmoor, South Downs - Physical features – Rivers, Mountains, Hills, Moors, Lowlands - Human Features – Airports, Ports, Cities, Rail, Road 	<p>Key Question:</p> <ul style="list-style-type: none"> -What are the 8 points of a compass? -How do you read a 4 figure grid reference? -What symbols would I find on a map and what do they tell me? -Are the symbols found on maps in the UK the same as in the wider world? -What are the names of some major cities and counties in the UK? -Where are those cities and counties in relation to Bude ? -What are the names of some rivers and mountains in the UK and where would I find them on the map? (grid reference) -How can I tell how tall a mountain is? -Can you find a grid reference for the start and mouth of a river in the UK? -Which river is the longest? <p>OUTCOME: use maps to collate information, then create own map</p> 
3/4	Spring	<p>Key Question</p> <p>What are the key aspects of the physical</p>	<ul style="list-style-type: none"> - abrasion, attrition, bank, basin, bed, canal, channel, cliff, current, confluence, dam, delta, deposition, depth, discharge, dock, drainage basin, downstream, erosion, estuary, 	<p>Key Question</p> <p>What are the key aspects of the physical geography of rivers and mountains?</p> <ul style="list-style-type: none"> -What is the physical make up of the river Neet / Tamar /Nile? - Can you describe their journey from source to mouth?

		<p>geography of rivers and mountains?</p> <p>Rivers and Mountains</p> <p>Physical geography: rivers, mountains,</p> <p>Local (River Tamar/ River Neet), Bodmin Moor, Global (River Nile - Egypt,</p> 	<p>fjord, flood, flood barrier, flood plain, ford, freshwater, brackish water, gorge, hydraulic action, irrigation, load, meander, mouth, mooring, mud flat, oxbow lake, plain, plunge pool, pollution, rapids, ravine, precipitation, reservoir, river, river channel, run off, saline, saltation, sediment, silt, source, spring, spur, transportation, tributary, upstream, valley, water shed, water table,</p> <p>- crag, foothill, elevation, massif, highland, alp, peak, mount, height, eminence, prominence, summit, pinnacle, mountaintop, horn, range, sierra, cordillera, ridge, fell, ben, munro, berg, jebel, inselberg, Alps, altitude, Andes, ascent, avalanche, base, Ben Nevis, coniferous, dome, mountain, elevation, erosion, fault block, mountain, fold mountain, glaciers, gorge, hill, Himalayas, igneous, landscape, metamorphic, Mount Everest, mountain, mountain range, mountaineer, peak, plateau, Rockies, sedimentary, sherpa, slope, summit, tectonic plates, treeline, u-shaped valley, valley, volcano</p> <p>LINKED TEXTS:</p>	<p>-How are mountains formed? -What is the physical make up of a mountain range? -Where are the main mountain ranges across the world geographically in relation to each other? -How do mountains compare to the highest points in the UK?</p>  <p>OUTCOME: To write a description of a journey from source to mouth and a journey across a chosen mountain range, this could be across a double page spread with labelled diagrams and images.</p>
<p>Summer</p>		<p>Key Question:</p> <p>What are the similarities and differences of human and physical features across UK and Italy?</p> <p>Comparing Areas of the UK with a European region and N/S America</p> <p>- understand geographical similarities and differences through the study of human and</p>	<p>- Cities, town, village, locations,</p> <p>- Physical Features - TBC</p> <p>- Human Features – TBC</p> <p>- compare, comparison, similarities, differences, aerial photographs, town plans, boundaries, landmarks.</p> <p>Linked Texts:</p>	<p>Key Question:</p> <p>What are the similarities and differences of human and physical features across UK and Italy?</p> <p>- What are the human/ physical features in the UK? - What are the human and physical features of Italy/Mexico? -What are the similarities and differences in land use? -Is there a pattern for settlements across the two countries? -What physical features are often close to settlements? -Why do settlements/urban areas often have common features?</p> <p>OUTCOME:</p> 

		<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>National (United Kingdom)/ Italy </p>		
Y5/6	Autumn	<p>Key Question:</p> <p>How does the location of Truro, Mexico City and Venice affect those that live there?</p> <p>Areas of the World</p> <p>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>  <p>Global (Across the world with a focus on Arctic, Antarctic, Mexico, Italy, United Kingdom)</p>	<p>- Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p> <p>- Date and time zones, longitude, latitude, globe,</p> <p>- North, South, East, West, near, far, left, right, location,</p> <p>- Landmarks, physical and human features, routes.</p> <p>Climate Types</p> <p>Linked Texts:</p>	<p>Key Question:</p> <p>How does the location of Venice, Mexico City and Truro affect those that live there?</p> <p>-What is the equator and where would I find it?</p> <p>-What is the southern/northern hemisphere and where would I find it?</p> <p>-What are the tropics of cancer and Capricorn and where would I find them?</p> <p>-What is the Arctic/Antarctic circle and where would you find them?</p> <p>-How are time zones different across the globe and what does the distribution look like on a map?</p> <p>-What are the characteristics of Venice, Mexico City in comparison with the UK?</p> <p>-How do the climate zones create different landscapes?</p> <p>-What does this mean for the people who live there?</p> <p>Outcome: </p>

5/6	Spring	<p>Key Question:</p> <p>What is the impact of humans on the physical geography both locally, in Truro, Bude and Mexico?</p> <p>Settlements and Land Use</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Local (Bude), National (United Kingdom), Global Mexico</p> 	<ul style="list-style-type: none"> - Settlements, hamlet, village, town, city - water supply, land, forest, food, climate, transport, accessibility, resources - Dispersed settlement, inner city, linear settlement, settlement patterns, ribbon settlement, pattern, - Suburb, greenfield site, brownfield site, inner city, market, rural, suburb, urban, - Retail, business park, public transport, shopping malls, - Urbanisation, evolve, evolution, adapt, purpose <p>Land use</p> <p>Linked Texts:</p> <ul style="list-style-type: none"> - How to build a city - Geographics – Population and settlement - The incredible ecosystems – Planet Earth - Fact Planet - settlements 	<p>Key Question:</p> <p>What is the impact of the physical geography on human settlements both locally, in Bude, Truro and Mexico?</p> <p>Where are the following cities located in geographical relation to each other? <i>Bude, Truro, and Mexico</i></p> <p>What are the three contrasting settlement patterns in <i>Bude, Truro, Mexico</i>? How have these changed over time? What key topographical features do they have? What does the population distribution data tell us about these cities? Why do people migrate to different places? (non compulsory vs forced migration) What are push and pull factors?</p> <p>Outcome: What is the impact of the physical geography on human settlements in Truro, Mexico City and Venice ?</p> <ul style="list-style-type: none"> -describe the location -compare the topographical features - compare the population - compare the settlement pattern <p>conclusion</p> 
	Summer	<p>Key Question:</p> <p>Where are natural resources located and why are they traded?</p> <p>Natural Resources and Trade</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural 	<ul style="list-style-type: none"> - natural resources, agricultural resources, geological resources, renewable resources - energy, fossil fuel, natural, mine, granite, coal, tin, sand, national grid, electricity, wind turbine, water turbine, solar panel - cattle, dairy, crops, metals, precious stones, gems, - trade, profit, loss, surplus, excess, 	<p>Key Question:</p> <p>Where are natural resources located and why are they traded?</p> <p>What statistics can be collected about countries? What do the statistics tell us about these locations? Why does trade occur in these places? What natural resources are available across the world? What natural resources can be found in the focus countries? <i>UK, Mexico, Middle East, North/south poles, Italy</i></p> <p>What are the areas or surplus/deficit? What affect does this have on these countries?</p> <p>OUTCOMES:</p> 

resources including energy, food, minerals and water

Land use patterns + how they have changed

Local (Bude), National (Plymouth), Global (Across the world with a focus on Italy, Iraq, Mexico)



Linked Texts: