



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	<p>What can you find in the local area? To be able to talk about the features of the natural environment. Use their senses to explore the world around them. Talk about features of their local area.</p>		<p>Where in the World have you been? To be able to describe places they have visited. To say the names of countries. Talk about their past experiences. Make marks of their past experiences.</p>		<p>What is the difference? To be able to compare two natural items in their environment.</p>	
R	<p>Where do I live? To know where they live and say their address</p>		<p>What is a map? To be able to explain what a map is. Draw simple maps in play</p>		<p>What is special about our town? Talk about features of the town they live in</p>	
1	<p>What is special about where we live? To know the location of their school and school grounds Use simple maps and directions Use aerial photographs and devise own simple map</p>		<p>Where in the world am I? To know the county, country and continent that they live in Know the world's 7 continents and 5 oceans To locate the world's 7 continents and 5 oceans on a world map</p>		<p>Why can't a penguin live near the Equator? Lost and Found To know that there are hot and cold countries in the world To be able to identify and locate hot and cold areas of the world To know the 4 points of a compass Understand</p>	



	<p>Use simple locational and directional language To know the 4 points of a compass To be able to recognise the shape of Cornwall on a map To know the county and country that they live in Know the 4 countries and capital cities of the UK and its surrounding seas To name and locate the 4 countries of the UK on a map</p>		<p>Use world maps, atlases and globes to explore the world To know the 4 points of a compass</p>		<p>geographical similarities and differences through studying the human and physical geography of a small area of the UK and Africa (contrast between savannah and city life/poverty – books Anna Hibiscus, Lila and the Secret of the Rain) Visit from AW Know the key weather for each of the 4 seasons in the UK</p>	
<p>2</p>	<p>What is life like in our capital city and how has it changed over time? Know the key features of the 4 countries of the UK. To be able to locate the major rivers, capital cities, mountains in the 4 countries of the UK.</p>			<p>How is life in Delhi different to where we live? Understand geographical and similarities and differences through studying the human and physical geography of a small area of the UK and Asia</p>	<p>Why do we like to be beside the sea? Use fieldwork and observational skills to study the geography of the school and compare it to a coastal location Know some key human and physical features of the local area</p>	



	<p>Know the shape of the UK on a map Know that places can change over time e.g. local area and London To be able to identify similarities and differences and compare and contrast. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To devise a simple map Use and construct basic symbols in a key Use aerial photographs and plan perspectives to recognise landmarks</p>			<p>To be able to identify similarities and differences and compare and contrast. Know that there are hot and cold areas in the world and they are in relation to the location to the Equator and North and South poles.</p>	<p>Use simple compass directions and locational and directional vocabulary to describe location, features, and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	
<p>3</p>	<p>What makes the Earth angry? Escape from Pompeii Know the location and characteristics of a range of the</p>		<p>How can maps make us better geographers? Know the location of the Northern and Southern Hemisphere and the</p>		<p>Where do most people live in Cornwall and why? (reasons for development of Cornish towns e.g. Newquay, Falmouth, St. Austell, Camborne)</p>	



	<p>world's most significant physical features e.g. volcanoes, earthquake and mountains.</p> <p>To use maps to identify areas with key physical and topographical features around the world</p> <p>Describe and understand key aspects of physical geography e.g. volcanoes, and the impact that this can have on humans</p> <p>To know that physical geography can impact on human activity and quality of life</p>		<p>Arctic and Antarctic Circle</p> <p>Name and locate counties and cities of the United Kingdom</p> <p>To use maps to identify areas with key physical and topographical features around the world</p> <p>Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Analyse and draw conclusions from a range of aerial photos and maps.</p>		<p>Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water</p> <p>To locate different types of settlement on a map and give reasons for their development</p> <p>Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Analyse and draw conclusions from a range of aerial photos and maps.</p>	
4	<p>What is the Lake District famous for?</p> <p>To know and compare a location in the UK and in Europe in terms of</p>	<p>Where is the highest point in Europe?</p> <p>To know the location of Europe</p>			<p>How can we help to protect our local environment?</p> <p>To know how humans affect the environment over</p>	



	<p>human and physical features To understand geographical similarities and differences through the study of a region in the UK (not London) – focus on human and physical geography</p>	<p>and to name and locate 6 European countries and their capital cities (including the location of Russia) Recognise the shapes of the continents To know and compare a location in the UK and in Europe in terms of human and physical features (Alpine location) To be able to use maps and atlases to locate the world's countries with a focus on Europe.</p>			<p>time and why people seek to manage and sustain their environment Communicate findings in a number of ways Ask questions and create an enquiry Use fieldwork to observe measure and record the human and physical features in a local environment, including sketch maps, OS maps, plans, graphs and digital technologies.</p>	
5	<p>Why are so many of the world's cities situated by rivers? The Wind in the Willows Name key rivers Know and can explain the water cycle To be able to locate areas with specific physical geography</p>		<p>How have rivers shaped our local area? River Fal and White River study Know about the physical features of rivers and begin to understand erosion and deposition To be able to locate geographical regions</p>		<p>What challenges do the inhabitants of Mexico City face in their daily lives? Identify the position and significance of latitude and longitude To explain how humans affect the</p>	



	<p>– rivers and the water cycle Compare and contrast a UK river (Thames – link to Y2) and to a world river – The Nile Know about the physical features of rivers and begin to understand erosion and deposition</p>		<p>of the UK and their physical characteristics, key topographical features Know geographical similarities and differences through the study of the local area and a contrasting region Draw detailed diagrams and pictures of places Collect and measure information, e.g. rainfall, temperature, wind speed Use OS maps and 6 figure grid references Draw maps with keys Use fieldwork to observe, measure, record and present the human and physical features in the local area (rivers), including sketch maps, plans</p>		<p>environment over time – reasons for increase of greenhouse gases, impact on Arctic and Antarctic environments – wildlife and global implications.</p>	
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			and graphs and digital technologies			
6	<p>Why should the rainforests matter to all of us? Know location of and shape of some of the largest countries in each continent Identify the position and significance of latitude and longitude , the Prime/Greenwich meridian and time zones (including day and night) and the location of the Tropics of Cancer and Capricorn Know the location of the different climate zones in the world and their features Know the impact of human activity on the environment To be able to use map, atlases, globes and digital/computer mapping to locate</p>		<p>How is my life different to a child in the developing world? Global Issues study – what is life like for Neyma? Know and understand that people have differing qualities of life according to where they live. Use an atlas index To explain how humans affect the environment over time e.g. economic activity, including trade links and the distribution of natural resources including energy, food, water and minerals</p>		<p>Why does the coastline continuously change? Know about the physical features of coasts and understand the physical processes of erosion and deposition To be able to use map, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use 6 figure grid references Use an atlas index To explain how humans affect the coastal environment over time e.g. global warming (link to Y5 curriculum)</p>	



	<p>countries and describe features studied.</p> <p>To be able to locate areas with specific physical geography – climate zones, biomes and vegetation belts</p> <p>Use an atlas index</p> <p>To explain how humans affect the environment over time e.g. economic activity, including trade links and the distribution of natural resources including energy, food, water and minerals</p>					
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Key

Knowledge	Skills	Literacy links
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Year 7 Curriculum

<p>Alien Invasion OS map skills in Cornwall. Developing an understanding of the geology of the UK and Cornwall. Develop their knowledge of continents and oceans and UK Geography</p>	<p>Battle with the atmosphere Causes and impacts of flooding in Boscastle and Bangladesh and extreme weather. Understanding of geographical process and decision making when they take on a decision based exercise on flood management.</p>	<p>Battle with the atmosphere Knowledge of rivers such as waterfalls, meanders, estuaries. Look at water stress and conflict in the Himalayas. Viewpoints and evaluate. Synthesise a range of geographical data and research.</p>	<p>A Crowded Planet Knowledge about world population growth and migration from Mexico to the USA. Synthesise material and assess positives and negatives. Design a migration board game to understand the issues linked to the migration issues in Europe.</p>	<p>Sustainable Places Types of industry such as primary, secondary and tertiary, study of farming as a local example which allows exploration of where food comes from. Sustainable</p>	<p>Sustainable Places Students have the opportunity to build a sustainable town using teamwork and creativity. We use resources from the scrap store. We look at renewable energy and waste recycling.</p>
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