

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b><u>Skills</u></b>	<b>Locational and place knowledge</b> <b><u>Where do I live?</u></b>		<b>Geographical skills and fieldwork</b>		<b>Locational and place knowledge / Human and physical geography</b> <b><u>Compare and contrast</u></b>	
<b><u>EYFS</u></b>	<b>How does Opie find our classroom?</b>  St Uny Academy / Carbis Bay - Explore the natural world around them		<b>Will a map help us to find Opie's lost biscuits?</b> Classroom / school - Draw information from a simple map		<b>Where would Opie like to go on holiday?</b> Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.	
	<i>Understanding the World (People and Communities)</i> Children know about similarities and differences between themselves and others, and among families, communities and traditions.  Name and locate a local town and understand how some places are linked to other places e.g., roads, trains.  Ask simple questions geographical questions e.g. What is it like to live in this place?  Use simple observational skills to study geography of the school and its grounds.		<i>Understanding the World (People and Communities)</i> Children know about similarities and differences between themselves and others, and among families, communities and traditions.  Use simple maps of the local area.  Use locational and directional language (e.g., near and far, left and right) to describe the location of features and routes.  Make simple maps and plans.		<i>Understanding the World (The World)</i> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.  Describe and identify Seasonal and daily weather patterns and changes in the UK.  Name, describe and compare familiar places.	

<b>Year 1</b>	<b>(Houses and homes over time)</b> <b>Do our houses all look the same?</b>  Carbis Bay / Cornwall	<b>(Victorian Britain)</b> <b>Was Queen Victoria's view from Windsor Castle different to Queen Elizabeth II's?</b>	<b>(Famous people in history - Rosa Parks)</b> <b>Why is Florida's Everglades a National Park?</b>  (Link to Rosa Parks being African-American and living 2 states away)
	<p><i>Ask simple questions geographical questions e.g. What is it like to live in this place?</i></p> <p><i>Use simple observational skills to study geography of the school and its grounds.</i></p> <p><i>Use simple maps of the local area.</i></p> <p><i>Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes.</i></p> <p><i>Make simple maps and plans.</i></p>	<p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</i></p> <p><i>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li><i>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></li> </ul> <p><i>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.</i></p>	<p><i>Name, describe and compare familiar places.</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li><i>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></li> </ul>

<u>Year 2</u>	<p align="center"><b>(Gunpowder plot)</b>  <b>Would we have been able to see the explosion in Cornwall?</b></p> <p align="center">Great Britain / United Kingdom</p>	<p align="center"><b>(Mary Seacole vs. Florence Nightingale)</b>  <b>What might Mary Seacole have seen on her journey to Crimea?</b></p>	<p align="center"><b>(Great Fire of London)</b>  <b>Fire and Ice: why do people from the UK visit Alaska?</b></p> <p align="center">(Link back to America and Everglades)</p>
	<p><i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</i></p> <p><i>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</i></p> <p><i>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.</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment.</i></p> <p><i>Name, locate the world's seven continents and five oceans.</i></p> <p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</i></p> <p><i>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</i></p>	<p><i>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.</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li><i>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></li> <li><i>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></li> </ul>	<p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting nonEuropean country.</i></p>

<p><b><u>Year 3</u></b></p>	<p><b>(WWII)</b> <b>Were the Allies and Axis Powers neighbours?</b></p> <p>United Kingdom Europe (including location of Russia) – Axis/Allied Powers</p>	<p><b>(Greece)</b> <b>Why is Greece such a popular holiday destination?</b></p>	<p><b>(Stone Age/Iron Age)</b> <b>Africa: would Stone Aged man have gone on safari?</b></p> <p>United Kingdom – Africa</p>
	<p><i>Identify where countries are within Europe - including Russia.</i></p> <p><i>Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features.</i></p> <p><i>Recognise that different people hold different views about an issue and begin to understand some reasons why.</i></p> <p><i>Communicate findings in ways appropriate to the task or for the audience.</i></p> <p><i>Use four figure grid references.</i></p> <p><i>Use the 8 points of a compass.</i></p> <p><i>Make plans and maps using symbols and keys</i></p>	<p><i>Explain about weather conditions/ patterns around the UK and parts of Europe.</i></p> <p><i>Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.</i></p> <p><i>Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that?</i></p> <p><i>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</i></p> <p><i>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</i></p>	<p><i>Explain about weather conditions/ patterns around the UK and parts of Europe.</i></p> <p><i>Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc.</i></p> <p><i>Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.</i></p> <p><i>Recognise there are similarities and differences between places.</i></p> <p><i>Develop an awareness of how places relate to each other.</i></p>

<b><u>Year 4</u></b>	<b>(Anglo Saxons)</b> <b>What would the Anglo Saxons have seen on their way to invade Britain?</b> Europe – Anglo Saxons	<b>(Aztecs)</b> <b>What challenges do the inhabitants of Mexico City face in their daily lives?</b>	<b>(Ancient Egypt)</b> <b>How would a journey down the River Nile be different to a journey down the River Thames?</b> (Link back to Great Fire of London knowledge and Africa knowledge)
	<p><i>Identify where counties are within the UK and the key topographical features.</i></p> <p><i>Name and locate the cities of the UK.</i></p> <p><i>Know how a locality is set within a wider geographical context.</i></p> <p><i>Measure straight line distances using the appropriate scale.</i></p> <p><i>Explore features on OS maps using four figure grid references.</i></p> <p><i>Draw accurate maps with more complex keys.</i></p> <p><i>Plan the steps and strategies for an enquiry.</i></p>	<p><i>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</i></p> <p><i>Recognise that people have differing qualities of life living in different locations and environments.</i></p> <p><i>Describe how people have been affected by changes in the environment.</i></p> <p><i>Explore weather patterns around parts of the world.</i></p>	<p><i>Recognise the different shapes of continents.</i></p> <p><i>Know how rivers erode, transport and deposit materials.</i></p> <p><i>Demonstrate knowledge of features about places around them and beyond the UK.</i></p> <p><i>Describe human features of UK regions, cities and/or counties.</i></p> <p><i>Understand weather patterns around the world and relate these to climate zones.</i></p> <p><i>Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality.</i></p> <p><i>Know about the wider context of places – region, country.</i></p> <p><i>Understand why there are similarities and differences between places.</i></p>

<p><b><u>Year 5</u></b></p>	<p><b>(Tudors)</b> <b>What would Sir Francis Drake have seen on his voyage?</b></p> <p>Europe North/South America Northern Hemisphere (Links to KS1 America / LKS2 Africa)</p>	<p><b>(The Plague)</b> <b>How did the plague travel so quickly through Europe?</b></p>	<p><b>(Romans)</b> <b>Was Roman trade fair?</b></p>
	<p><i>Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p><i>Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day.</i></p> <p><i>Recognise different shapes of countries.</i></p> <p><i>Identify the physical characteristics and key topographic features of the countries within North America.</i></p> <p><i>Know about the physical features of coasts and begin to understand erosion and deposition.</i></p>	<p><i>Know about the wider context of places e.g. county, region and country.</i></p> <p><i>Know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent.</i></p>	<p><i>Know about the wider context of places – region, country.</i></p> <p><i>Understand why there are similarities and differences between places.</i></p> <p><i>Understand how humans affect the environment over time.</i></p> <p><i>Know about changes to world environments over time.</i></p> <p><i>Understand why people seek to manage and sustain their environment.</i></p> <p><i>Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).</i></p>



<u>Year 6</u>	<b>(Local history)</b> <b>Why is St Ives classed as an area of outstanding natural beauty?</b> World	<b>(Vikings)</b> <b>What would the Vikings have seen on their way to invade Britain?</b>	<b>(China)</b> <b>Is China's Great Wall its most interesting feature?</b>
	<p><i>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</i></p> <p><i>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 their knowledge of the United Kingdom and the wider world.</i></p> <p><i>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p> <p><i>Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</i></p> <p><i>Use maps, charts etc to support decision making about the location of places e.g. new bypass.</i></p>	<p><i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time.</i></p> <p><i>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).</i></p>	<p><i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p><i>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p>