

	EYFS	Squirrels: Year 1 and 2	Badgers: Year 3 and 4	Owls: Year 5 and 6
Year A Topics	<p>Trekkenner v the World: Local place knowledge, simple maps and keys</p> <p>Poles Apart: Know the 7 continents and compare the weather and life on the two Poles. Consider Climate change.</p> <p>Under the Sea: Know the five oceans and the threats to ocean habitats from pollution and fishing.</p>	<p>Exploring the Moors: Settlements, land use, Local Geography, Maps and Keys</p> <p>Remarkable Rivers: Nile and Tamar, Comparing UK and Egypt</p> <p>Breath giving Biomes: Use maps to locate Biomes: Rainforests. Equator and Tropics, belts, climates and the role of forests, trade and land use.</p>	<p>80 Days around the World: Locational Knowledge and map reading. Continents and living conditions. (Russia and Antarctica)</p> <p>The Great Forests: Biomes and threats to habitats, climate.</p> <p>Cornwall to Today: Study change through photos, maps, accounts and land use in the locality. What are challenges of today and the future</p>	
Year B Topics	<p>Rumble in Rio: Geographical terms and locational knowledge. Compare UK to Brazil.</p> <p>Ahoy m’hearties: Construct simple maps with keys. Know the Five oceans and the 4 countries of the UK.</p> <p>The Caribbean: Consider life in a different country and climate. Locate continents and oceans.</p>	<p>Angry Earth: Volcanoes and Earthquakes: Locational knowledge.</p> <p>Exploring the Rockies: Study an area of N America and compare to the UK. Match key landmarks</p> <p>All aboard the Orient Express: locational knowledge of Europe, climates and topography, trade and economy and link to trade with the East. Compare UK, countries studied to a region of Italy.</p>	<p>Exploring Europe: Maps and locational knowledge. How has Europe changed since WW1</p> <p>Extreme Climates: How extreme weather forms and the affects (Russia, Antarctica, USA). Climate change, deforestation and habitat threats.</p> <p>Changing landscapes: land use in Viking and Anglo-Saxon times – considering changing settlements</p>	
Human and Physical Geography	<p>Say what a type of building is E.g.: shop, house, farm</p> <p>Say what places are like: using words and phrases such as built up, noisy, busy, quiet, farmlands, hills, streets, roads, woods and coastline</p>	<p>Use basic geographical vocab to refer to key human features, including city, farm, countryside, village, hamlet, house, manor, office, port, harbour and shop and physical features including beach, cliff, coast, forest, hill, mountain, sea, lake, reservoir, river, soil, valley, vegetation, season and weather.</p> <p>Be able to talk and write about similarities and differences between two localities.</p> <p>Express opinions about the seasons and relate the changes to clothing and activities</p> <p>Use maps and globes to identify the coldest places in the world – The North and South Pole related to a study of the Arctic</p> <p>Make predictions about where the hottest places in the world are. Identify the Equator and locate the places near it which are the hottest (Caribbean, Brazil)</p>	<p>Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g., settlements and spatial variation.</p> <p>Look at pictures and labelled diagrams of the different historical settlements over time produce own pictures and labelled diagrams. Ask research and explain the following questions: Why did the Stone Age civilization, Iron Age settlers, and Romans and medieval Dartmoor people choose to settle where they did? What were their settlements like? How did they use and how has land use changed today? Why were their settlements different? What tools were available? What were their settlements for?</p> <p>Study how land in the local area has been used: What was Norman Launceston like? What was the Tamar River like? What was the mining landscape like? How did they trade, what is different to today? Consider how and why it has changed, identify main economies in the area and compare with trade in the past asking questions about why it has changed. Relate land use to trade and settlement.</p> <p>Use the language of rivers – erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability (Tamar and Nile).</p>	<p>Describe and explain the processes of that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. (Here or with Angry Earth in LKS2, or there and revisit in UKS2 in Extreme Climates?)</p> <p>Study how land in their local area was used during historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past with particular reference to mining and maritime links. Why has this changed.</p> <p>Identify trade links around the world based on a few chosen items. Relate this to carbon footprint and food miles.</p> <p>Discover where food comes from</p> <p>Discuss and Debate fair trade</p> <p>Investigate the facts and join in reasoned discussions. Generate solutions and promote ethically sound trade.</p> <p>Look at maps on different scales and calculate own scales on maps.</p> <p>Research and present Britain’s export trade.</p> <p>Ask and answer the following geographical questions: what are our main export businesses? Which countries do we trade with the most? What are the reasons for this? Why do we need to import? Where does Britain lead industry? Where does it not? What conclusions can be drawn.</p> <p>Study maps and pictures of the Seaside locations of Devon and Cornwall in Victorian times and today. Compare and contrast photos and maps from today. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants changing needs. Talk about the migration of Cornish Miners around the world, the decline of the British Navy. Explain and present differences between Victorian Devon/Cornwall and</p>

				<p>present day. Reflect the impact of trade and industry has on an area and generate ideas for cause and effect.</p>
<p>Location and Place Knowledge</p>	<p>Ask what a place is like Tell others what I like and dislike about a place. Use words and pictures to help me to describe places Use books and stories to help me find out about places Draw a place I am finding out about</p>	<p>Use maps and Globe to:</p> <ul style="list-style-type: none"> identify the continents and oceans and understand that both a map and globe show the same thing. to locate the UK the four countries and label the capital cities. <p>Explain the purpose of a capital city and form opinions about how this affect population size. Relate this to government and the challenges of the world's biggest cities.</p> <p>Study pictures and videos of two differing localities, one in the UK and one in a contrasting European country Ask geographical questions about what it is like to live in different places how it is different to where I live, how are weather or lifestyles different. Study pictures of localities in the past and present and ask how it has changed. Draw pictures to show how places are different and write to compare. Express own views about a place, people and environment and give detailed reasons to support these. Locate the continents on a paper map Use simple compass directions (N, S, E, W) to describe the location and features on a map Locate a country studied on map (Brazil, Caribbean, UK, Arctic, Antarctica, UK, Australia)</p>	<p>Build on prior knowledge of UK regions by using maps to locate countries of Europe Study maps to make assumptions about different areas of Europe e.g., using map keys to identify mountainous / urban areas. Identify hilliest and flattest areas as well as decide which rivers they think are the largest Study some pictures of different parts of Europe Make reasoned judgements about where the pictures are taken and defend ideas about where they might be based on knowledge. Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) Relate this to UK landmarks</p> <p>Use the language of North, South, East and West to relate countries to each other</p> <p>Using maps locate the Equator, Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs do they think these were taken close to the Equator or further away. Look at maps, pictures and other sources to identify similarities and differences between a UK region and Italy. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Identify main trade and economy in Italy and Egypt and compare to Devon and Cornwall. Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? Analyse evidence and draw conclusions e.g., make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p> <p>Understand the term biome use knowledge of this term to make suggestions for places in the world which may be biomes. Identify types as tundra, desert, grassland and rainforest. Use maps to locate areas they think may be biomes defend reasoning using their knowledge of maps. Focus on Amazon rainforest – identify the climate, habitats, plant and animal types how people live. Study life there through primary sources – recounts/photos ask questions and make comparisons to life in the UK. Locate other rainforests using google earth and identify patterns in their location.</p>	<p>Confidently use maps, globes, google earth, atlases to describe and locate places using 4 and 6 figure grid references. Locate and identify continents and identify the Equator and different hemispheres. Raise questions about these and make predictions on how they think life will be different in different hemispheres and the Equator/Tropics. Identify countries and cities in the world the main mountain ranges and the longest rivers. Understand how these features may have changed over time. Select the most appropriate map for different purposes. Locate largest urban areas on a map and use geographical symbols such as contours to identify flattest/hilliest areas of the continent. Study photos / pictures / maps to make comparisons between locations. Identify and explain different views of people including themselves. Understand the term biome use knowledge of this to make suggestions for places in the world which may be biomes with focus on forests. Use maps to locate these. Study life in great forests</p> <p>Use and explain the term climate zone and identify the different ones using maps. Ask questions and find out about what affects climate Discuss and compare the climate zones of the UK and relate this knowledge to knowledge of the local area – considering the warmer climate of Cornwall and the plants that grow here. Children ask questions about Global warming discover causes and implications. Reach reasoned and informed solutions, discuss consequences for the future and identify changes to be made in their own lifetimes in response to this.</p> <p>Whilst studying Antarctica use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images and searches about animals that can survive in these conditions. Make comparisons between this biome and others studied (Rockies, Rainforest LKS2, Forests UKS2). Select items required to survive conditions and develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role in the planet. Link study to science and reflect on animals adapted to the conditions. Design interesting and relevant studies that maybe be carried out in Antarctica.</p> <p>Use maps to locate the features of the UK. Explain and defend which are physical and which are human features. Label counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK (Cornwall, Peak District, Hebrides) Ask Geographical questions such as how was the land used in the past? How has it changed? How may it continue to change? Relate this to knowledge of settlers in the UK.</p>

				<p>Study maps of the USA to identify environmental regions, Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality population sizes/near landmarks/rivers, transport links</p> <p>Locate all the man-made features in the USA e.g., Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite NP, White House and relate them to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.</p>
<p>Fieldwork skills</p>	<p>Take photographs of the locality and use them back in the classroom to help me describe the place</p> <p>Say how a place is similar/different e.g., this is a busy/built up/farming/seaside/countryside place just like... this is a quiet place, but this is a Place</p> <p>Keep a class weather chart throughout the school year and discuss changes</p> <p>Suggest ways we could improve somewhere near the school.</p>	<p>Observe and record information about the local area e.g., how many houses there are near the school, how far it is to the church, the bus stop, the chapel, how does this compare to their house in town.</p> <p>Children take photos of interesting things in the local area and explain what they show. Children take pictures in their area at home to compare these to the school environment.</p> <p>Children to do local walks and collect items to make memory maps to show their journeys.</p> <p>Study aerial photos of the school and Launceston and label it with key features; church, field, chapel, castle, shops. Use simple compass directions and directional language to describe the location of features and routes on the maps. Look at simple maps of the area and identify the things they have seen. Observe and record the features around the school types of plants and animals, amount of traffic, and compare this to areas near their homes and on a trip. Children to make suggestions for causes of differences and communicate what they find in different ways: reports, graphs, sketches, diagrams, pictures.</p> <p>Create an aerial map of the school /area as a class by using different sized blocks.</p> <p>Make simple maps: use and construct basic symbols with a key. Make notes and create maps to direct others to a place they have visited that uses keys and includes the main physical and human</p>	<p>Use locational language to describe the location of points on a map of the school/local area. Plan a tour of the school which includes a map/plan of the school and the main geographical features you would see identified with a key.</p> <p>Take digital photographs of the main features of the school and surrounding area and plot them onto a map show the route around the school and area using coordinates to show where these key features are.</p> <p>Use recognised symbols to mark out local areas of interest on own maps.</p> <p>Undertake surveys and conduct investigations, classify buildings for the school grounds and local area and note likes/dislikes make suggestions for improvements.</p> <p>Make an aerial map/plan of the school drawing round different sized blocks (as a development of KS1 work)</p> <p>Identify local features on a map and begin to experiment with 4 figure grid references using them to locate and describe local features.</p> <p>Look for evidence of past river use by visiting the location. Visit a river locate and explain the features. Study pictures of the river and its changing use over time. Record measurements of width/depth (Tamar – Morwellham area. Plym -at Plymouth)</p>	<p>Use school grounds to undertake weather surveys, including wind direction, where the sun shines, recording changes in observations using a method of choice</p> <p>Visit a local area of interest (Bodmin Moor/Plymouth) and make field notes/observation notes about land features. Locate and explain features. Take photographs to support findings and compare and contrast modern day use with past use, buildings, transport and make conclusions and connections about reasons for change.</p> <p>Undertake a survey identifying needs and use locally, collect data and record using data handling software to produce graphs and charts of the results. Select a method to present the differences. Form and develop opinions about what they find, compare. (This could be a local traffic survey that compares the road outside school, the pub, Launceston, Plymouth etc and could collect and accumulate data through the year for analysis and discussion at the end of the year, children could reflect on how this has changed and why over time, and reflect on the future of transport with climate goals in mind – create a vision for the future as part of the save the planet theme)</p> <p>Make suggestions and reflect on own beliefs. What environment do they prefer and why, how could they make changes or improvements to an environment? Design and carry out a survey to collect the views of others. Use maps to find alternative routes or consideration for features. Children could conduct this with regard to locating a new wind or solar farm. This could follow into a role play representing different points of view in use of solar/wind/electric energy and lead to class debate on the best ways to use the environment to support climate linked improvements in energy use.</p> <p>Select methods for collecting, presenting and analysing data and evidence and draw conclusions being aware of their responsibility to the world.</p>

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