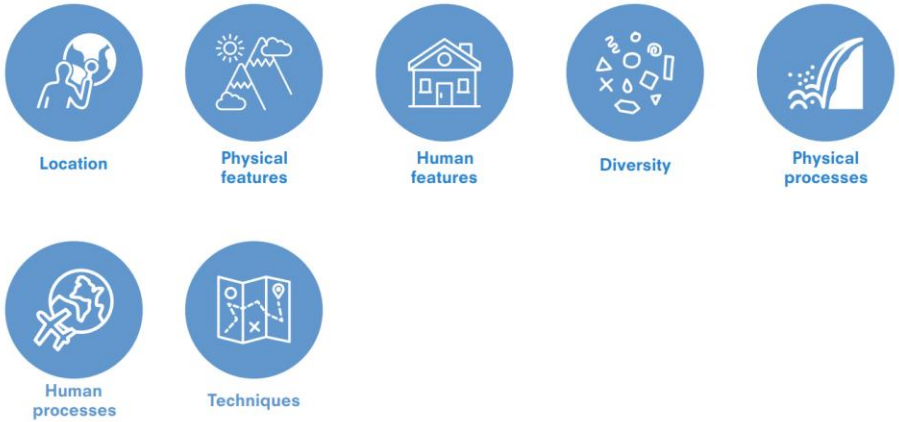
St Dennis Primary Academy
Geography Long Term Plan
"Geography is a subject that holds the key to our future." Michael Palin

Place-based study | Locational Knowledge | Geographical Processes

	Autumn Term		Spring Term		Summer Term	
Nursery		Local Area – People who help us near by	Pets in the UK	UK Weather	UK Travel and Holidays	Food from the UK
Reception		People who help us	Animals from around the world	Village, Cornwall and England	World Travel	Food from around the world
Year 1	Local Area – School and surrounding area				The United Kingdom and Surrounding Seas	Continents and Oceans
Year 2	Hot and Cold Places			Coasts		Mugumareno Village Zambia
Year 3/4			European Region		Rainforest	Local Study – Changes to St Dennis over time
Year 4/5	Mountains	Climate Zones				Rivers
Year 6	Volcanoes and Earthquakes		Darwin's Voyage			Local Study – Fishing industry

Themes



EYFS – Nursery						
In Nursery, children will be given the opportunity to explore and respond to different natural phenomena in their setting and on trips. (e.g. Watching weather forecasts from different countries) They will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (e.g. Comparing countries with cold climates to those with hot climates through small world play and videos and exploring where animals live) Practitioners will create books and displays about children's families around the world, or holidays they have been on. (e.g. Children bringing in photographs of themselves, including postcards and images from visits to new places) Children will be encouraged to talk about each other's families and ask questions. (e.g. Sharing family photographs and discussing similarities and differences) They will use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic Question	Who am I?	Who keeps us safe?	Are all pets furry?	What shall I eat?	Are we there yet?	Are all countries the same?
Vocabulary	home, house, St Dennis, road, park, shop		world, countries	world, countries	road, map, ocean	hot and cold countries, mountain, river, ocean, land
Enrinchment				Café visit	Traffic survey	Beach trip

EYFS – Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In Reception, children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (e.g. Learning about the locations of different animals and experiencing cuisine from other countries.) They will be able to draw information from a simple map. Opportunities will include drawing children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. (e.g. Using globes and maps to name features of our planet, such as land, sea, rivers and mountains. Vocabulary explored through daily Talk through Stories) Children will be familiarised with the name of the road, and or village/town/city the school is located in. (e.g. Exploring key features and landmarks of St Dennis, when on a village walk) They will look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. (e.g. Using Google Earth, walking around the local area and identifying places of importance to them) They will be offered opportunities to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. (e.g. route maps of how they get to school) They learn about the weather and how it can affect us. (e.g. Naming and explaining the seasons, noticing the changes around us and the effect of different weathers on our immediate environment, where animals live).						
Topic Question	What happens at school?	What is a hero?	Which animal is the best?	Where do I live?	What's the best way to travel?	What's on my plate?
Builds On	Nursery – Who am I? (Autumn 1)	Nursery - Who keeps us safe? (Autumn 2)	Nursery - Are all pets furry? (Spring 1)	Nursery – Are all countries the same? (Spring 2)	Nursery - Are we there yet? (Summer 1)	Nursery – What shall I eat? (Summer 2)
Vocabulary Place names Geographical terms and processes Locational terms	building, Cornwall, homes, local, school, shops St Dennis		countries, open space, climate, habitat	environment, man-made, natural, satellite, city, country, homes, location, national, town, village, world	ariel view, road map, travel,	countries
Map work	Making maps of the school		Looking at world maps of where animals live linked to climate and habitat	Learn about St Dennis being in Cornwall in England in the United Kingdom which is in the world using circles Name local physical and human features	Making simple route maps	Maps showing where different foods come from

Enrichment			Zoo visit and making animal habitats Screech owl sanctuary	Village walk and map creating. Visit to Nancarrow Farm	Traffic survey Visit to Bodmin Steam railway	Beach trip

Year 1			
	Autumn 1	**Summer 1**	**Summer 2**
Topic Question	What would you use to build a house?	How does your garden grow?	Where in the world would you travel?
Geography Unit	Oddizzi- Local area	Oddizzi – United Kingdom	Oddizzi - Continents and Oceans
Themes	Location, Human Features, Physical Features, Techniques	Location, Techniques, Human Features, Physical Features	Location, Techniques, Human Features, Diversity
Builds On	Reception – What's the best way to travel? (Summer 1)	Year 1 – Local Area (Autumn 1)	Reception – Where do I live? (Summer 2)
Memory Master	Make a simple route map. • Children draw a simple route map of their journey to school, including significant landmarks e.g. Flatty and Pointy, the Garage etc. • As a class look at some very simple maps of the area and discuss key features of a map.	Remember some commonly used OS symbols. • OS symbols quiz	Say where I live. • Where do I live? Quiz - include map pictures (St Dennis, Cornwall, England, United Kingdom)
Future Learning	Year 1 – United Kingdom (Summer 1)	Year 1 – Continents and Oceans (Summer 2)	Year 2 – Coasts (Autumn 1)
Vocabulary Place names Geographical terms and processes Locational terms	building, bungalow, caravan, city, Cornwall, feature, flats, home, human, key, local, map, office, ordnance survey, physical, route, rural, scale, symbol, semi-detached, settlement, St Austell, St Dennis, street, terraced, town, urban, village	Ben Nevis, capital, Belfast, Cardiff, city, Cornwall, country, east, Edinburgh, England, English Channel, Europe, features, human, Ireland, Irish Sea, London, map, nature, north, northern, North Sea, Northern Ireland, physical, river, Scotland, sea, south, St Dennis, town, Union Jack, village, Wales, west, world	city, continent, country, county, east, Europe, features, human, land, map, nature, north, ocean, physical, south, town, village, west, The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America. The oceans: Arctic, Atlantic, Indian, Pacific and Southern
Lesson Sequence	1. I can describe features of a rural and urban environment. 2. I can identify and record the main features of the school grounds. 3. I can identify and record the main features of the local area. 4. I can recognise some commonly used Ordnance Survey map symbols.	1. I can name and locate the four countries of the United Kingdom. 2. I can identify the four capital cities and surrounding seas of the United Kingdom 3. I can explain the differences between human and physical features. 4. I can describe the human and physical features of one of the UK's capital cities. 5. I can name and locate the countries, capital cities and surrounding seas of the UK, and name famous physical and human features of the countries.	1. I can understand where I live in the world 2. I can locate on a map the seven continents 3. I can locate on a map the seven continents. 4. I can locate on a map the oceans that link the continents. 5. I can describe where different continents are located. 6. I can identify hot and cold places in the world. 7. I can identify the physical and human features of a continent.

Mapwork	• Explore an aerial view of school and village. • Using online aerial views and map views of the local area, discuss and locate the key features they have seen during fieldwork, and what they notice as the view 'zooms out'. • Make a class simple model map of the village. • Draw simple route maps of local area include a simple key and begin to use 4 compass directions • Consider the use of Ordnance Survey symbols in mapping the local area.	• Explore map of the world and globe and locate United Kingdom. • Locate and label maps of the UK with its countries, capital cities and seas.	• Use map to locate and name home area, county and country. • Name and locate continents and oceans on world maps. • Use simple map references to explain how they would get from Europe to Africa. For example, if they start in B3, they will have to move south into B2.
Fieldwork	• Walk around village – record and notice key features	• Virtual visit to London – record significant landmarks. How is it similar/ different to St Dennis? Compare populations/ number of houses	• Virtual visit around the World – record a significant feature of each continent. Make a class chart of the number of countries in each continent. Which has the most / the least?
Critical knowledge, skills and understanding	**Investigate Places** • Know and understand the terms rural, urban and settlement.	**Investigate Places** • Name and locate the four countries and capital cities of the United Kingdom. • Name and locate surrounding seas of the United Kingdom. • Name key landmarks and other physical and human features of the four countries e.g., River Thames, London Eye, Buckingham Palace Ben Nevis, Snowdonia, Hadrian's Wall, Balmoral Castle etc	**Investigate Places** • Name and locate the world's continents and oceans.
	Investigate Patterns • Make observations and understand the term land use.	**Investigate Patterns** • Compare land use in St Dennis with London.	
	Communicate Geographically • Use terms physical and human features.	**Communicate Geographically** • Use basic geographical vocabulary to refer to:	**Communicate Geographically** • Use compass directions, north, south, east

	• Use aerial view map of school and village. • Understand symbols and name some Ordnance Survey Map symbols. • Create a 2D map.	key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river. key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.	and west and simple grid references (A1, B3) to describe direction and position on large scale map of the world.
Enrichment	Village walk to look at human and physical features	Local area walk – map skills Eden project visit	Map skills in local area Visit to St Ives

Year 2			
	Autumn 1	Spring 2	Summer 2
Topic Question	What do we need to be healthy?	Who would live in a habitat like this?	Where would you like to live?
Geography Unit	Oddizzi- Hot and Cold Places	Oddizzi – Coasts	Oddizzi – Mugurameno Village, Zambia
Themes	Location, Physical Features, Diversity, Human Processes, Techniques	Physical features, Physical Processes	Location, Physical Features, Humans Features, Diversity
Builds On	Year 1 - Continents and Oceans (Summer 2)	Year 2 – Hot and Cold Places (Autumn 1)	Year 2- Hot and Cold Places (Spring 2)
Memory Master	Name and locate the world's continents and oceans.	Name and locate the world's continents and oceans. • Continent and Ocean locate and naming quiz. Remind children where we live (St Dennis, Cornwall, England, U.K., Europe)	Locate hot and cold areas of the world in relation to the Equator and the North and South poles. • In small groups, take the children into the hall and using the large map ask them to locate the equator, the North Pole and the South Pole. • What is the climate like in countries near to these regions? What physical and human features would you see? What grows there? What wildlife would you see?
Future Learning	Year 2 – Coasts (Spring 1)	Year 2 - Mugurameno Village, Zambia (Summer 2)	Year 3/4 – Spain (Spring 1)
Vocabulary Place names Geographical terms and processes Locational terms	Amazon Rainforest, Antarctic Circle, Arctic Circle, Atacama Desert, Canada, climate, desert, environment, The Equator, habitat, hibernate, iceberg, North Pole, nomad, Norway, rain, rainforest, river, Russia, Sahara Desert, sand dunes, savanna, South Pole, temperature,	beach, coast, Cornwall, ocean, pebble, port, rockpool, sand, shore, town, village, waves	Africa, continent, farm, features, habitat, human, Hyanja, physical, population, rural, savannah, Victoria Falls, waterfall, Zambezi River, Zambia
Lesson Sequence	1. I can identify hot and cold places and locate them on a map. 2. I can recognise the features of a hot and a cold place. 3. I can explore a hot or cold place. 4. I can describe what human and physical features I would see in a hot or cold place.	1. I can identify different types of settlements in the UK and identify some of the features of a seaside town. 2. I can explore the physical and human features of a seaside town. 3. I can use actual (or virtual) fieldwork to identify features at a seaside locality.	1. I can locate Zambia and identify key physical and human features. 2. I can locate and research facts about the village of Mugurameno.. 3. I can locate and compare how a river in the UK and the Zambezi River are used. 4. I can compare St Dennis and Mugumareno.
Mapwork	• Children annotate a world map with its main hot and cold places.	• Children use simple fieldwork observations to investigate a UK seaside locality; Children use	• Children locate Zambia and Africa on a map. Children use a map to locate Mugurameno

	• Children use maps and globes to locate the Equator and the Poles. • Children use atlases and the references pages to locate a place.	positional language to describe the locality- near/ far • Children trace the UK's coastline on a map and locate the seaside locality within it. • Children use simple grid references to locate a place and describe its position in relation to another place. • Draw maps of local area/ coastal town. They include a key and discuss where places are in relation to each other- (the beach is north of the high street)	within Zambia. They use maps and aerial views to compare its location with their local area. • Children make a model of Muguramenо Village, showing how people protect themselves from natural hazards. They add scale models of homes to the village model and compare it with their area in the UK. • Children draw a map of the local area, constructing basic symbols in a key to use to compare area with Muguramenо village.
Fieldwork	• Virtual visit to Antarctica • Set up a weather station in school to record temperatures and compare with hot and cold locations around the world.	• Visit to the seaside – record human and physical features.	• Walk around St Dennis looking at human and physical features to compare to Mugumareno.
Critical knowledge, skills and understanding	Investigating place • Locate the equator. • Describe what they would see in a hot and a cold place	Investigate Places • Locate and describe where the coastal fieldwork locality is on a map of the UK and in relation to their home area. .	Investigate Places • Answer geographical questions about Mugumareno and compare to St Dennis. (What is this place like? Who lives here? What do people do here?) • Describe Mugumareno using geographical vocabulary (see list).
	Investigating pattern • Understand the difference between climate in relation to the equator and weather.	Investigate Patterns • Describe the main human and physical features of a seaside locality in the UK.	Investigate Patterns • Explain what is similar and different about St Dennis and Mugumareno – specifically climate, village size, geographical features, buildings.
	Communicating Geographically • Describe the features of a hot or cold place using specific language (see vocabulary list)	Communicate Geographically • Use simple fieldwork observations to investigate a UK seaside locality; • Use everyday vocabulary when describing the features of a seaside locality.	Communicate Geographically • Use basic geographical vocabulary to refer to: key physical features including river, soil, valley, vegetation and weather and key human features, including town, village, farm, house, office and shop.

Enrichment		Fieldwork – Newquay Beach	Visit to woodland valley-river work

Year 3/4			
	Spring 1	Summer 1	Summer 2
Topic Question	How does life in Spain compare with life in the U.K.?	Why does the Amazon Rainforest matter to us?	What makes St Dennis, St Dennis?
Geography Unit	European Study - Spain	Oddizzi – Rainforests	Local study of changes over time in St Dennis
Themes	Location, Physical Features, Diversity, Techniques	Location, Physical Processes, Human Processes, Diversity, Techniques	Location, Techniques, Human Features, Human Processes
Builds on	Year 2- Mugurameno Village, Zambia {summer 2)	Year 2- Hot and cold places (Autumn 1)	Year 1 – Local area (Autumn 1)
Memory Master	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. • UK and surrounding seas quiz • In pairs children are given a country of the U.K and they have to list human and physical features	Annotate a world map with it's main hot and cold places • Include the equator and the North and South Poles	Draw a simple map of St Dennis using OS symbols to mark key human and physical features. • Children look at local area photos and maps (use digimaps) and draw a simple map with a key. • What is significant about the landscape?
Future Learning	Year 6- Darwin's Voyage (Spring 1)	Year 4/5 – Climate zones and water (Autumn 2)	Year 6 – Local study, fishing industry (Summer 2)
Vocabulary Place names Geographical terms and processes Locational terms	Berlin, Bratislava, climate, Czech Republic, East, Europe, France, Germany, Italy, Krakow, Madrid, North, Paris, Poland, Prague, Rome, South, Slovakia, Spain, temperate, temperature, Warsaw, weather, West	Amazon, biodiversity, biome, canopy, carbon dioxide, Congo, continent, deforestation, ecosystem, emergent, Equator, farming, forest floor, hemisphere, indigenous, oxygen, rainforest, tribe, understory	adapt, agriculture, china clay, compass, east, environment, human features, industry, mining, north, physical features, satellite image, skyline, south, west,
Lesson Sequence	1. I can locate Europe on a world map. 2. I can locate and name countries of Europe and their capital cities. 3. I can name key physical and human features of Europe. 4. I can locate Spain and describe key human and physical features. 5. I can use key facts to persuade someone to holiday in Spain. 6. I compare my life in St Dennis with life in Madrid/Barcelona.	1. I can describe climatic conditions associated with tropical rainforests. 2. I can identify and describe the way in which plants are naturally arranged in the tropical rainforest. 3. I can explain what deforestation means and how it affects the Amazon Rainforest. 4. I can describe some possible consequences of deforestation.	1. I can locate St Dennis on an aerial map / photo and identify physical features. 2. I can describe distinctive physical and human features of the local area. 3. I can use fieldwork to observe, measure and record a range of data on the human and physical features of the local area. 4. I can understand processes of settlement and change in the local area.

Mapwork	• Children use maps and atlases to locate European capital cities and countries. They use atlases to explore data relating to Spain. • Children create graphs to show specific data. • Children are introduced to 4 figure grid references	• Children locate the world's principal rainforests on a world map and describe the pattern based on their location.	• Children use online mapping tools to locate St Dennis and label a map of the UK to include Cornwall. They go on a walk (using a compass to use directional language) noting key physical and human features and then draw their own map using ordnance survey symbols in the key. • Draw increasingly detailed maps on squared paper of local area - with a key , they may include a simple grid reference.
Fieldwork	• Virtual visit to Spain-use positional language to describe where it is in the world	• Visit to the Eden Project - look at biodiversity of plants that can grow in rainforest region • Make a graph of deforestation in the Amazon in last 50 years. What effect will this have on our planet	• Walk around St Dennis – use compass directions to walk a certain route.
Critical knowledge, skills and understanding	**Investigate Places** • Name and locate countries of Europe and their capital cities. • Name key human features of Europe – Eiffel Tower, Parthenon, Buckingham Place, Channel Tunnel etc • Name key physical features of Europe geysers in Iceland, Mount Etna, Mount Vesuvius, The Alps, glaciers etc	**Investigate Places** • Describe and understand key aspects of a rainforest: rainforest biome has four main characteristics: high annual rainfall, high average temperatures, nutrient-poor soil and high levels of biodiversity. • Explain reasons and consequences for deforestation giving opinions about these.	**Investigate Places** • Ask and answer geographical questions about the physical and human characteristics of St Dennis including how they have changed over time. • Explain own views about St Dennis, giving reasons.
		Investigate Patterns • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • Describe how rainforests are found near the Equator.	**Investigate Patterns** • Use fieldwork to observe and record the human and physical features and land use in the local area.
	Communicate Geographically • Describe key aspects of: **Human Geography** - Describe and compare human geography in	**Communicate Geographically**	**Communicate Geographically**

	terms of settlements and land use (linked to tourism). • Use symbols and key to communicate knowledge of key physical and human features in Europe.	• Describe key aspects of: Physical Geography – Amazon Rainforest using vocabulary from list. • Create a bar chart to compare annual rainfall.	• Use a range of methods including sketch maps, plans and digital technologies to plan route. • Use four figure grid references and 8-point compass directions to plan a route to follow.
Enrichment	Walk around village to compare	Eden project visit	Visit to Cornwall Energy Recycling Centre

Year 4/5			
	Autumn 1	**Autumn 2**	**Summer 2**
Topic Question	What lies beyond our Earth?	What is life like in different climate zones?	How do rivers impact the lives of people around the world?
Geography Unit	Oddizzi- Mountains	Oddizzi – Climate Zones	Rivers
Themes	Location, Physical processes, Physical features, Techniques	Location, Physical processes, Physical features, Techniques	Location, Physical processes, Physical features, Techniques, Human Processes
Builds On	Year3/ 4 – Rainforest (Summer 1)	Year 4/5 – Mountains (Autumn 1)	Year 4/5 – Climate zones and mountains (Autumn 2)
Memory Master	Locate the world's principal rainforests on a world map and describe the pattern based on their location. • Using an A3 map and labels of the world's principal rainforests, children label the rainforests. They write a short paragraph describing their pattern based on their location.	Locate and identify the 'Seven Summits' on a world map. • Seven summits world quiz	Label a world map with the Equator, tropics and poles and discuss why the lines of latitude are important. • Climate zone quiz
Future Learning	Year 4/5 – Climate zones (Autumn 2)	Year 4/5 – Rivers (Summer 2)	Year 6 – Local study, fishing industry (Summer 2)
Vocabulary Place names Geographical terms and processes Locational terms	avalanche, biomes, climate zones, continent, landscape, land use, mountain range, Northern Hemisphere, North Pole, Seven Summits, settlements, Southern Hemisphere, South Pole, summit, temperature , weather	Antarctic, Arctic, , axis, Cairo, climate, continent, Equator, landform, Manaus, mantle, meteorologist, mountain range, Northern Hemisphere, North Pole, orbit, precipitation, Seville, Southern Hemisphere, South Pole, summit, temperature, Tropic of Cancer, Tropic of Capricorn, weather station	Amazon, channel, evaporation, Mississippi, mouth, overland flow, ox bow lake, precipitation, River Fal, River Fowey, River Nile, transporting, River Thames, tributary, v-shaped valley, water cycle, waterfall, Yangtse
Lesson Sequence	1. I can understand what a mountain is. 2. I can locate the world's 'Seven Summits' on a map. 3. I can describe the key features of a mountain understand how it is formed. 4. I can describe the climate of the mountains and explore mountain life.	1. I can name and locate the countries in the Polar Regions. 2. I can identify the different lines of latitude and explain how latitude is linked to climate 3. I can locate different climate zones and explore the differences between the Northern and Southern Hemispheres. 4. I can explore weather patterns within a climate zone. 5. I can produce a weather report for a chosen climate zone.	1. I can explain what a river is and locate the world's longest rivers on a map. 2. I can describe how rivers are used around the world. 3. I can identify the stages and features of a river, and the way that land use changes from the source to the mouth. 4. I can recognise and explain how human activity affects rivers. 5. I can identify the key characteristics of a local river.

Mapwork	• **Mountains** - Children use online maps, an atlas and map index to locate and identify the 'Seven Summits' on a world map. • Children use online maps, an atlas and map index to locate the UK's highest mountains. They use scale bars and online mapping tools to measure distances. • Children use 4 figure grid references	• **Climate Zones** - Children label a world map with the Equator, tropics and poles and discuss why these lines of latitude are important. They use a map to locate the Northern and Southern Hemispheres and two climate zones. • Children locate places within their climate zones, using maps (including atlases with map indexes). They use this evidence to explore how the location of these places influences their weather/seasons.	• Children locate and identify the world's principal rivers on a world map. They use aerial images to identify the stages and features of a river. • Children use resources (including online maps) to identify the key characteristics of one of the world's longest rivers. • Children represent this information in charts and graphs. Children draw map of local river - drawn on squared paper. Children think about scale . Use a key and 8-point compass
Fieldwork	• Virtual tour to Mount Everest and data collect geographical features.	• Research climate zone and make a chart of temperature changes over a year.	• Visit to local river-woodland valley Data collecting and graph of physical features of local river.
Critical knowledge, skills and understanding	**Investigate Places** • Identify and describe how the physical features affect the human activity within mountain regions.	**Investigate Places** • Identify and describe how the physical features affect the human activity within the polar regions.	**Investigating Places** • Name the world's longest rivers. • Identify and describe how rivers affect human activity in a location.
	Investigate Patterns • Identify and describe the geographical significance of mountains.	**Investigate Patterns** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Describe and understand climate zones, land use, food and water supplies of the Polar Regions.	**Investigating Patterns** • Use different types of fieldwork sampling, from a local river (random and systematic) to observe, measure and record the human and physical features.
	Communicate Geographically	**Communicate Geographically** • Create maps of the polar regions of identifying patterns (such as: land-use,	**Communicate Geographically** • Describe and understand key aspects of: **Physical Geography** Rivers: how they are

	• Use maps atlases and globes and digital computer mapping to locate mountains and describe the features.	climate zones, population densities, height of land).	formed, upper course, middle course, lower course The water cycle: collection, evaporation, condensation, precipitation, infiltration, ground water flow, surface runoff etc. • Create table and graph of wildlife in section of river and now and 20 years ago. • Draw conclusions and give reasons.
Enrichment	Mountain survival challenge day	Trip to Eden Project	Trip to local river

Year 6			
	Autumn 1	Spring 1	Summer 2
Topic Question	Why is the Earth so angry?	Do we agree with Darwin's theory of evolution?	Why is the fishing industry so important to local communities?
Geography Unit	Oddizzi – Earthquakes	Teacher created unit – Voyage of Darwin	Teacher created unit – local fishing industry
Themes	Location, Physical Processes, Diversity, Techniques	Location, Techniques, Diversity	Location, Techniques, Diversity, Human Processes
Builds On	Year 4/5 Climate zones	Year 5 Climate zones and mountains (Autumn 2)	Year 4 – Local study (Summer 2)
Memory Master	Know the location of famous volcanoes and the Ring of Fire. • Volcanoes quiz	Label a world map with the Equator, tropics and poles and discuss why the lines of latitude are important. • Climate zone quiz • Mind map-why are the lines of latitude important	Locate St Dennis on a map of the UK and label countries, surrounding seas, capital cities, Cornwall, St Dennis. (Provide word bank) Draw a map of St Dennis using common OS symbols and including main human and physical features
Future Learning	Year 7- Coasts	Year 7- Global citizens	Year 7- Human impact
Vocabulary Place names Geographical terms and processes Locational terms	after shock, aid, ash cloud, boundaries, central vent, continent, core, crater, crust, disaster, dormant, drill, earthquake, effects, eruption, Europe, geology, Great African Rift Valley, human features, Iceland, impact, Japan, lava, long-term, magma, mantle, map, Mauna Loa, Mount Etna, Mount St Helens, Mount Vesuvius, North America, Pacific Ring of Fire, plates, Popocatepetl, preparation, Richter, San Andreas Fault, Scale, rubble, seismometer, short-term, survival,tectonic plates, tsunami	biodiversity, biome, climate (& climate zone), consequence, ecosystem, , indigenous, interconnected, latitude, longitude, maritime, Northern Hemisphere, region, reserve, Southern Hemisphere, temperate, tropical, Tropic of Cancer, Tropic of Capricorn, vegetation belt	aerial view, coastline, compass, consequence, conservation, Cornwall, development, economy, ecosystem, environment, field trip, foreland, grid reference, headland, indigenous, inshore, interconnected, key, landmark, land use, maritime, Mevagissey, offshore, onshore, ordnance survey, overfishing, planning, region, South West England, sustainability, sustainable development, tidal
Lesson Sequence	1. I can recall the structure of the Earth, 2. I can explain why earthquakes occur. 3. I can locate where famous earthquakes have occurred and write a report. 4. I can identify the effects of earthquakes on land and people. 5. I can identify the help people need after an earthquake.	1. I can identify the position and significance of the Equator and the Tropics of Cancer and Capricorn. I can identify and describe key physical features (a variety from climate zone, vegetation belt, river or mountain). 2. I can understand the Prime Meridian and lines of latitude and longitude on a world map. I can understand the importance of knowing a position on a map.	1. I can locate the region and local area in relation to other places. I can use an aerial image to describe the key physical and human features of the region and local area. I can understand local, regional, national and international links to the local area. 2. I can identify the principal features of a region within the UK. 3. I can consider how a region can meet the needs of its population.

		3. I can understand the importance of time zones. 4. I can research biomes that exist on the Earth.	4. I can identify key human needs and processes. 5. I can gather evidence through fieldwork of how a region is meeting people's needs.
Mapwork	• Children label a map of the Earth's plates and explain what happens at plate boundaries. Children use atlases and online mapping tools as point of reference • Children locate famous earthquakes on a world map. Children use 6 figure grid references to locate.	• Children create a map of Darwin's voyage with the tropics and equator marked along with lines of latitude and longitude. Map is to scale and includes a key. Vegetation belts and climate zones explored. • World map of time zones • Sketch map of Newquay Zoo/ Mevagissey- using OS symbols. Think about scale.. Use 8-point compass •	• Children create colour coded maps with keys to explain the land use and sites linked directly to fishing. Use key, ordnance survey symbols and scale.
Fieldwork	Virtual visit to a recent site of an earthquake	• Visit to Newquay Zoo - using world map – locate where the animals have come from in the world, describing the climate zone they have come from. •	• Visit to Mevagissey - how a region meets a community's needs.
Critical knowledge, skills and understanding	**Investigate Places** • Locate the Earth's plates. • Identify and describe how locations of earthquakes affect the human activity and land use. • Give detailed description of the site of an earthquake with opinions.	**Investigate Places** • Collect and analyse statistics of plant and animal life and other information (temperature / rainfall etc) to draw clear conclusions about the locations travelled in Darwin's voyage.	**Investigate Places** • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of local village.
	Investigate Patterns • Give detailed description of short- and long-term effects of earthquakes.	**Investigate Patterns** • Understand some of the reasons for geographical similarities and differences between countries linked to biomes. • Describe how countries and geographical regions are interconnected and interdependent in relation to Darwin's voyage. • Understand significance of time zones.	**Investigate Patterns** • Describe how village is changing explaining reasons for this.

	Communicate Geographically • Describe and understand key aspects of Physical geography – Earthquakes: What they are, how and when they occur.	Communicate Geographically • Create maps of Darwin's voyage identifying patterns (such as: land use, climate zones, population densities, height of land). • Use 4-figure grid references and 8-point compass directions to describe a route.	Communicate Geographically • Describe and understand key aspects of Human Geography – settlements, land use, economic activity including trade links (specifically fishing), and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the local area on a map with a scale. • Create table and line graph to show price of fish over last 10 years, draw conclusions and give reasons.
Enrichment	Visit from Shelter Box	Newquay Zoo	Mevagissey Trip