



LIFTON COMMUNITY ACADEMY Geography

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.

Geography Overview				
Year A:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 2	Seasons, understanding the world around us, positional language, learning about places through stories and pictures	Seasonal changes: <i>What types of weather would I see across seasons in the UK?</i>	Hot and cold areas and climate change: <i>How is climate change affecting the hot and cold regions of the world?</i>	The water cycle: <i>What effect does the water cycle have on our landscapes?</i>
Spring 2		Our local area study: <i>Can I use maps to describe my local area of My school and town – Lifton</i>	Earthquakes and volcanoes: <i>What are the key aspects of the physical geography of volcanoes and earthquakes?</i>	Compare cities human and physical features: <i>How similar/different are my local area, London (UK), (Europe) Rome, (Wider world) Mexico City (link to Mayans)</i>
Summer 2		Continents and oceans: <i>What are the continents and oceans that make up our planet?</i>	Countries of our world: <i>What makes countries around the world, similar and different?</i> Egypt and UK	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	The United Kingdom: <i>What are the 4 countries that make up the United Kingdom?</i>	Countries, counties, and cities of the UK: <i>What are the main characteristics of each of the countries of the United Kingdom?</i>	Areas of the world: <i>How does the location of Athens and Bristol (trade/ gate to the world in Victorian times) affect those that live there?</i>
Spring		Our Local Area : <i>What human and physical features are in our local area? River Lyd, Dartmoor, North Cornwall Coast</i>	Physical geography rivers and mountains: <i>What are the key aspects of the physical geography of rivers and mountains?</i> River Lyd, Dartmoor, North Cornwall Coast Snowdonia	Settlements and land use: <i>What is the impact of humans on the physical geography both locally, in Lifton/Launceston/Tavistock</i>
Summer		Explore similarities and differences of areas of non-European countries: <i>What</i>	Comparison of UK and feature global countries: <i>What are the similarities and differences of human and physical features across different countries?</i>	Natural resources and trade: <i>Where are natural resources located and why are they traded?</i>

	human and physical features do they have in common?	UK and Italy (link to Roman Empire) countries	market town, clay pits,
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Overview disciplinary knowledge content		
	MAP SKILLS	FIELDWORK
EYFS	•	•
YEAR 1	<ul style="list-style-type: none"> Follow directions (up, down, left, right, forwards, backwards) Draw pictures of imaginary places and from stories Use own symbols on imaginary map Use a simple picture map to move around the school: recognise that it is about a place Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> Listen to an adult asking another child or adult about familiar environments Draw simple features they observe in their familiar environment Add colour and textures to prepared sketches Recognise a photo taken by a teacher as a record of what they have seen Use every day language to describe features i.e. bigger and smaller
YEAR 2	<ul style="list-style-type: none"> Follow directions as Year 1 and include NSEW Draw a map of a real or imaginary place (e.g add detail to a sketch map from aerial photograph) Begin to understand the need for a key Use class agreed symbols to make a simple key Follow a route on a map Use a plan view Use an infant atlas to locate places Begin to spatially match places (e.g recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> Ask a familiar person prepared questions about a familiar environment Draw an outline of simple features they observe Add colour, texture and detail to prepared field sketches Join labels to correct features Use a camera in the field to help to record what they have seen Label the photo Use everyday non standard units i.e. hands for length
YEAR 3 & 4	<ul style="list-style-type: none"> Use 4 compass points with confidence and begin to use 8 compass points Use letter/number co-ordinates to locate features on a map confidently Make a map of a short route experienced, with features in correct order Make a simple scale drawing Know why a key is needed Begin to recognise symbols on an OS map Locate places on large scale maps (i.e. find UK or India on a globe) Follow a route on a large scale map Begin to match boundaries (i.e. find same boundary or a count on different scale maps) 	<ul style="list-style-type: none"> Suggest questions to ask as part of an investigation Use appropriate geographical vocabulary Use a data base to present findings Pick out the key lines and features of a view in the field using a view finder to help Annotate their own sketches with descriptive and explanatory labels Add title, location and direction to a sketch Suggest how photos provide useful evidence for investigations Locate a photo on a map and annotate the photo Use easy to read instruments

		<ul style="list-style-type: none"> Count and record different types at the same time using a tally Organise and present results
YEAR 5 & 6	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map Begin to use 6 figure grid refs; use latitude and longitude on atlas maps Draw a variety of thematic maps based on their own data Begin to draw plans of increasing complexity Use and recognise OS map symbols Use atlas symbols and begin to use atlases to find out about other features of places Compare maps with aerial photos Select a map for a specific purpose Follow a short route on an OS map. Describe features shown on an OS map Find and recognise places on maps of different scales Use a scale to measure distance Draw/use maps and plans at a range of scales 	<ul style="list-style-type: none"> Select the appropriate method for collecting evidence Evaluate the quality of evidence Interrogate and amend information collected Select field sketching as an investigation technique Evaluate their sketches against criteria and improve it Annotate sketches to describe and explain geographical processes and patterns Use photography as a technique if appropriate to their investigation Select and use a range of measuring instruments in investigations Organise and present results in a variety of ways

Year A	Term	NC Objectives/Coverage	Vocabulary	Key Knowledge
EYFS	Autumn/ Spring/ Summer	<p>Mathematics</p> <p>Understanding the World</p>	<p>under, behind, in front of, next to</p> <p>habitat, material, adapt</p> <p>sea, land, cold, hot</p> <p>Autumn, Winter, Summer, Spring</p> <p>Devon, England, United Kingdom</p> <p><i>The Nature Book - Nicola Davies</i></p>	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Nursery: Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception: 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. Recognise some environments that are different to the one in which they live</p>

				<p><u>People, Culture and Communities:</u> 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. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><u>The Natural World:</u> 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. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>
Year 1/2	Autumn	<p>Key question:</p> <p>What types of weather would I expect to see across the seasons in the UK?</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>River Lyd, Dartmoor, North Cornwall Coast</p>	<ul style="list-style-type: none"> - Season, Spring, Summer, Autumn, Winter, - 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, measure, observe, record, - United Kingdom <p>Linked texts:</p>	<p>Key question:</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>These observations will continue throughout the year as part of continuous provision.</p>	<p><i>Around the Year by Tasha Tudor (F)</i> <i>Tree by Britta Teckentrup (F)</i> <i>Seasons by Usborne Young Beginners (NF)</i> <i>Seasons by Valerie Bloom (P)</i></p>	
Spring	<p>Key question:</p> <p>Can I use maps to help me to describe my local area?</p> <p>Our Local Area (school)</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</p> <p>- 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>Key question:</p> <p>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)? 	
Summer	<p>Key question:</p> <p>What are the continents and oceans that make up our planet?</p> <p>Continents and Oceans</p> <p>-- name and locate the world's seven continents and five oceans</p> <p>Global (The World)</p>	<p>- map, atlas, globe, key, symbols,</p> <p>- near, far, North, South, East and West,</p> <p>- North America, South America, Europe, Asia, Australia, Africa, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean,</p>	<p>Key question:</p> <p>What are the continents and oceans that make up our planet?</p> <p>-How many continents out of the 7 can you name?</p> <p>-Where on the map are these continents in relation to each other and the compass points?</p> <p>-How many oceans across the world can you name?</p> <p>-Where on the map are these oceans in geographical relation to each other using compass points?</p> <p>-Where is the equator and what is important about it?</p>	

				-What effect does the equator have on the continents? How do continents on the equator compare to polar regions?
3/4	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>Key question:</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?
	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>Key question:</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?

			<ul style="list-style-type: none"> - 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? 	
	Summer	<p>Key Question:</p> <p>What makes countries around the world, similar and different?</p> <p>Countries of our World</p> <ul style="list-style-type: none"> - 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>National (United Kingdom), Global (Various Countries around the World with a focus on Italy, Egypt and Mexico)</p>	<ul style="list-style-type: none"> - The World, Country, Continent, England, France, Italy, Russia, Norway, India, China, South Africa, Brazil, Indonesia, Australia, America, Canada, Falkland Islands, Egypt ... - Climate, culture, landmarks - Coniferous forest, deciduous forest, tropical forest, savannah, temperate grassland, semi desert, desert, tundra, ice, mountains (pg 64 Oxford Primary Atlas) 	<p>Key Question:</p> <p>What makes countries around the world, similar and different?</p> <ul style="list-style-type: none"> -What are the main countries of the world? - Where are they on the map in relation to the UK? - What are the climates of those countries and why do they differ? - What is the main land use/characteristics of land in those countries? - How are the characteristics/ land use similar/different and why? - Why are some of these countries under threat from global warming and why?
5/6	Autumn	<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 Lyd), National (River Thames), Global (The Nile)</p>	<ul style="list-style-type: none"> - condensation, accumulation, energy source, evaporation, throughflow, evapotranspiration, interception, surface run off, infiltration, percolation, groundwater flow, precipitation, water table, transpiration 	<p>Key Question:</p> <p>What effect does the water cycle have on our landscapes?</p> <ul style="list-style-type: none"> -What is the water cycle? -How does the water cycle work? -What rivers are closest to me? -Where are the main rivers in the UK? -How can you identify rivers on a map? -What are the similarities and differences of UK rivers? - What are the four main areas of the water cycle? evaporation, transpiration, condensation and precipitation -What effect does the water cycle have on physical landscapes?

Spring	<p>Key Question:</p> <p>How similar/different are Lifton, London (UK), Rome (Italy) and Mexico City (South America)?</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 (West Devon), 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>Key Question:</p> <p>How similar/different are Lifton, London (UK), Rome (Italy) and Mexico City (South America)?</p> <p>-What are some of the human/physical features of the Lifton/Launceston/Tavistock?</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>
Summer	<p>Key Question:</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>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>Key Question:</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>

Geography

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.

Year B	Term	NC Objectives/Coverage	Suggested Vocabulary	Key Knowledge and Skills
EYFS	Autumn/ Spring/ Summer	<p>Mathematics</p> <p>Understanding the World</p>	<p>under, behind, in front of, next to</p> <p>habitat, material, adapt</p> <p>sea, land, cold, hot</p> <p>Autumn, Winter, Summer, Spring</p> <p>Devon, England, United Kingdom</p> <p><i>The Nature Book - Nicola Davies</i></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:</p> <p>Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception:</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live</p> <p><u><i>People, Culture and Communities:</i></u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><u><i>The Natural World:</i></u></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. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.
Year 1/2	Autumn	<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 Extn. Vocab. - border, man made boarder, physical boarder, counties, capital cities, 	<p>Key question:</p> <p>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 Lifton? -What seas surround the UK? -Where are the seas on the map? -Where do the rivers meet the sea in the UK?
	Spring	<p>Key question:</p> <p>What human and physical features are in our local area?</p> <p>Our Local Area: Teign estuary, Marsh, Milber Downs</p>	<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 	<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 Lifton? -What human features can you see in Lifton? - Is Lifton urban or rural? What is the difference between urban and

		<ul style="list-style-type: none"> - Study a small area of the UK: Newton Abbot - Explore similarities and differences of areas within the area. - Identify human and physical features of an area. 	<ul style="list-style-type: none"> - North, South, East, West, near, far, left, right, location 	<ul style="list-style-type: none"> rural? -How does the land use of Lifton compared to River Lyd/Dartmoor/North Cornwall Coast?
	Summer	<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> <ul style="list-style-type: none"> - Explore similarities and differences of areas of non-European countries <p>Local (Lifton), 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?
3/4	Autumn	<p>Key Question:</p> <p>What are the main characteristics of each of the countries of the 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, 	<p>Key Question:</p> <p>What are the main characteristics of each of the countries of the United Kingdom?</p> <ul style="list-style-type: none"> -What are the 8 points of a compass?

		<p>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"> - 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 	<ul style="list-style-type: none"> -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 Lifton? -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?
Spring		<p>Key Question</p> <p>What are the key aspects of the physical geography of rivers and mountains?</p> <p>Rivers and Mountains</p> <p>Physical geography: rivers, mountains,</p> <p>Local (River Lyd), Dartmoor, Global (River Nile -Egypt,</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, 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, - 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, 	<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 Lyd/Nile? - Can you describe their journey from source to mouth? -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 they compare to mountains in the UK?

			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	
	Summer	<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</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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>National (United Kingdom)/ Italy</p>	<ul style="list-style-type: none"> - Cities, town, village, locations, - Physical Features - TBC - Human Features – TBC - compare, comparison, similarities, differences, aerial photographs, town plans, boundaries, landmarks. 	<p>Key Question:</p> <p>What are the similarities and differences of human and physical features across UK and Italy?</p> <ul style="list-style-type: none"> - What are the human/ physical features in the UK? - What are the human and physical features of South America? -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?
5/6	Autumn	<p>Key Question:</p> <p>How does the location of Athens, Mexico City and Bristol affect those that live there?</p> <p>Areas of the World</p> <ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, - Date and time zones, longitude, latitude, globe, - North, South, East, West, near, far, left, right, location, - Landmarks, physical and human features, routes. <p>Climate Types</p>	<p>Key Question:</p> <p>How does the location of Athens, Mexico City and Bristol affect those that live there?</p> <ul style="list-style-type: none"> -What is the equator and where would I find it? -What is the southern/northern hemisphere and where would I find it? -What are the tropics of cancer and Capricorn and where would I find them? -What is the Arctic/Antarctic circle and where would you find them? -How are time zones different across the globe and what does the

		<p>Global (Across the world with a focus on Arctic, Antarctic, Mexico, Italy, United Kingdom)</p>		<p>distribution look like on a map?</p> <p>-What are the characteristics of Athens, 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>
Spring		<p>Key Question:</p> <p>What is the impact of humans on the physical geography both locally, in Bristol, Newton Abbot and Mexico?</p> <p>Settlements and Land Use</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 (Newton), 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>Key Question:</p> <p>What is the impact of humans on the physical geography both locally, in Bristol, Newton Abbot and Mexico?</p> <p>Where are the following cities located in geographical relation to each other? Bristol, Lifton and Mexico</p> <p>What are the three contrasting settlement patterns in Bristol, Lifton, Mexico?</p> <p>How have these changed over time?</p> <p>What key topographical features do they have?</p> <p>What does the population distribution data tell us about these cities?</p> <p>Why do people migrate to different places? (non compulsory vs forced migration)</p> <p>What are push and pull factors?</p>
Summer		<p>Key Question:</p> <p>Where are natural resources located and why are they traded?</p> <p>Natural Resources and Trade</p> <p>- 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</p>	<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?</p> <p>What do the statistics tell us about these locations?</p> <p>Why does trade occur in these places?</p> <p>What natural resources are available across the world?</p> <p>What natural resources can be found in the focus countries? UK, Mexico, Middle East, North/south poles, Italy</p> <p>What are the areas or surplus/deficit?</p> <p>What affect does this have on these countries?</p>

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