

EYFS						
Vocabulary	Question	Suggested Fieldwork	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge.
Foxhole Cornwall School Local Area Map Locality County Country	<u>All About Me and Celebration</u>	Messy maps to explore their school and local area. Analysis – Use this to explain their journey to school.	Local Area	Misunderstanding of their local area and where they are. Misunderstanding between scale of places. Misunderstanding of town, county and country.	All About Me: Past and Present Begin to make sense of their own life story and family's history. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. Local area walk. Celebrations: Past and Present Understanding the past through settings, characters and events encountered in books read in class and story telling. (Bonfire night). People, Culture and Communities. Know some similarities and differences between religious and cultural communities in this country, drawing on experiences and what has been read in class.	Ask and respond to lots of simple questions. Describe their immediate environment using knowledge from observation, discussion, stories, NF texts and maps. Following simple directions within the school environment. Recognise that a map is about a place. Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. Mark making maps and creating large scale messy maps from own experiences within school grounds. The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations.School grounds and local area walk. Explore the weather and changes to physical processes in the world around them. Use first hand experience, magnifiers and photos to explore their immediate environment (indoor and out).
Map Locality City Town Village County Country Aerial Map	<u>Dinosaurs, People Who Help Me and Space</u>	Use an aerial map to identify police station/ hospital/ fire station. Create their own using symbols. Analysis – Explain a journey on their map to a peer.	Earth Systems Local Area Location, Land Use and Settlement	Misunderstanding of where things are in their local community. Misunderstanding of dinosaurs in time and how we know about them.	Past and Present Compare and contrast characters from stories including figures from the past. Comment on images of familiar situations in the past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now. The Natural World.	Use first hand experience, magnifiers and photos to explore their immediate environment (indoor and out). Explore the natural world around them, making observations, drawings and pictures of animals and plants. Explore the weather and changes to physical processes in the world around them.

					Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
Physical Feature Habitat Equator Country Continent	Growing and Planting and Habitats	Look in garden area for animal habitats and create a bug hotel. Analysis – Record using pictures the different habitats they have found. Labelled diagram of bug hotel.	Location, Land Use and Settlement Water, Weather and Climate Earth Systems	Misunderstanding of where animals live and why. Assuming all animals live in one place. A misunderstanding of what plants need to grow.	People, Culture and Communities. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. The Natural World. Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class. The Natural World. Explore the natural world around them, making observations and drawing pictures of animals and plants. Explore other countries and places where animals live.	Exploring immediate environment. Simple links with other places (e.g. food & stories). Africa People, Culture and Communities. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

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YEAR A							
Vocabulary	Question	Suggested Fieldwork/ Trips	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge.	Oracy
Continent Location Oceans	<u>Where do I live and what is it like to live somewhere else?</u> Can I identify and locate the continent that I live on? Can I identify and locate all the continents of our world? Can I describe the location of the different continents in our world? Can I identify and locate the 5 oceans of our world? What is it like to live on a different continent?	N/A	Location, Land Use and Settlement Earth Systems	Confusion between continents and countries. Confusions between oceans and seas. Misunderstanding of their location in the world.	Name and locate the world's continents and 5 oceans using maps and globes. Names and locate the world's continents and 5 oceans using maps, atlases and globes and selecting the most appropriate resources. Use directional language, including North, East, South and West, describe the location of countries, continents and seas.	Geographical enquiry: Ask and respond to simple questions. Use information books, stories, maps and photos as sources of information. Location & Direction: Follow simple directions – up/down, left/right, forwards/Backwards. Introduce the four compass points to navigate around a map. Using maps and atlases: Learn that maps and keys can help us to locate places. Use Google Earth to change the scale of a map when looking at our local area by zooming in and out. To identify how maps can help us to find key features and areas in a place. Drawing maps: Add labels and markers to a map. Scale: Explore the different scale of a map by zooming in and out.	I know that.... because I have observed..... I believe there is a pattern of.... A sustainable solution would be..... An economic problem would be.... Environmentally, the project is a bad idea because... How has this influenced this culture?
Weather Season Climate Temperature Symbol Equator Continent	<u>What's the weather like where you live and how is it different in other locations?</u>	Make weather instruments (rain gauge/windsock) Analysis – Collate the data in an appropriate way to	Water, Weather and Climate Earth Systems	Clouds made of smoke. Winds caused by the Earth spinning.	Children to locate the equator and locate the places on the Equator which are the hottest.	Geographical enquiry: Make appropriate observations about why things happen. Drawing maps: Annotate a map of	I know that... because I have observed... I believe there is a pattern of... A sustainable solution would be...

Hemisphere	Can I name types of weather and link this with the seasons? Can I ask and answer questions about the weather and seasons? Can I describe the seasons and explain how this affects clothing and activities? Does every place in our world have the same weather as us today? Can I begin to explain the difference between weather and climate?	compare over a period of time.		Misunderstanding of weather and climate.	Name types of weather and describe the weather associated with the four seasons. Ask questions about the weather and their link to seasons. Describe the seasons and relate the changes to changes in clothing and activities. Explain and compare the seasons and the changes to changes in clothing and activities. Understand that different countries have different weather and begin to link this to climate. Collect data using observations and record it in a table.	the school to show warmer and cooler areas depending on where gets more sun or shade. Add weather symbols to a map to perform a weather forecast. Fieldwork: Collect geographical data to identify the types of weather.	An economic problem would be... Environmentally, this project is a bad idea because... How has this influenced culture?
Human Feature Physical Feature Continent Compare Similarity	<u>What is the weather like in London and Mexico and how are these places</u>	N/A	Location, Land Use and Settlement	Geographical location of London.	Use both maps and globes to identify hot places in the world related to	Geographical Enquiry: Ask and respond to simple questions.	I know that... because I have observed... I believe there is a pattern of...

Difference Location Compass United Kingdom	<u>different to live in?</u> Can I explain what the location of London and Mexico tells us about these places? Can I identify and describe the physical features in Mexico? Can I describe what it is like to live in Mexico? Can I describe ways that Mexico is different to London? Can I decide if I would rather live in Mexico or London?		Water, Weather and Climate Earth Systems	(London is not in a county, province or state, it is in its own area called Greater London. The city of London is a very small area in Greater London). That we are not in Europe because we have left the European Union.	their study of Mexico. Children to locate the equator and locate the places on the Equator which are the hottest. Explain and compare life in the UK and life in another country. Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? Retell and describe what life is like in the UK compared to life in another country. Study pictures/videos of two differing localities, make comparisons between life in the UK and life in the UK and life in Mexico and ask geographical questions e.g. what is it like to live in this place? How is this place different to where I live? How is the weather difference? How	Use information books as sources of information. Make simple comparisons between features of different places. Direction and Location: Follow simple directions – up/down, left/right, forwards/ Backwards. Introduce the four compass points. Using maps, globes and atlases: Using maps to identify continents and countries studied. Pupils will use compass points and grid square to navigate around a simple map. Globalisation and Interdependence: Exploring immediate & local environment. Similarities & differences between own place & other areas in the world.	A sustainable solution would be... An economic problem would be... Environmentally, this project is a bad idea because... How has this influenced culture?
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					are lifestyles different? How does the climate impact lifestyle? Express own views about a place, people and environment. Draw pictures to show how places are different and write comparatively to show the difference. Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom and that of a non-European country. Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.		
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YEAR A							
Vocabulary	Question	Suggested Fieldwork/Trips	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy
Feature Location Village Town City Trade Tourism Comparison Inhabited	<u>How do the climate and physical features of Florida compare to those of the UK?</u> Can I explain what the location of the UK and Florida tell us about these places? What are the physical features in Florida? What is it like to live in Florida? Why are both Cornwall and Florida tourist hotspots? Would you rather go on holiday to Florida or the UK?	Visit a local tourist area (Newquay) and survey locals for whether they are on holiday and why. Analysis – Comparative table with conclusion drawn and compared to reasons for people visiting Cornwall.	Local Area Location, Land Use and Settlement Water, Weather and Climate Earth Systems	All areas in America are the same. Unable to locate South and North America on a map. Lack of understanding of tourism in Cornwall.	Name and locate the Equator and describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries including the UK, Europe and a region of North America. Explain and compare life in the UK and life in another country. Compare and give reasons for the different lifestyles within a country or an area of a country. Ask and answer geographical questions about the physical and human characteristics of a location, beginning to make links with other countries studied.	Ask and respond to questions and offer own ideas. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Global connections between people & countries.	The primary impacts of the disaster were.. The social impact of... was... To ensure that we help countries develop.... The development of a country can be measured by... The poverty cycle means that... The main advantages/ disadvantages are.. To move away from an unsustainable future... How has this event impacted globally?

					Identify the main physical and human characteristics of different countries studied. Start to use the 8 points of a compass. Include a key on a map using common OS symbols.		
Natural Resource Man-made Exploitation Recycling Economy Circular Economy Sustainable	<u>Why are natural resources important, and how can we use them sustainably?</u> What are the world's natural resources? How has the use of natural resources changed? What resources does the United Kingdom have? How does resource exploitation cause problems? What is the circular economy and should we support this?	Look at resources found in the local environment and local reusable energy. <u>Analysis</u> – Compare these to global resources and reusable energy.	Location, Land Use and Settlement Water, Weather and Climate Earth Systems	Natural resources are all renewable. Eco-anxiety – be aware of this and support through conversations of positive change.	Compare different types of settlements and land use. Recognise that our choices impact the lives of other people. Describe and understand aspects of human geography – settlements, land use, economic activity and natural resources.	Geographical enquiry: Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Maps, atlases and globes: Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Use deserts thematic maps. Draw own scaled map showing desert features. Use time zone maps to find out key information.	The primary impacts of the disaster were.. The social impact of... was... To ensure that we help countries develop.... The development of a country can be measured by... The poverty cycle means that... The main advantages/ disadvantages are.. To move away from an unsustainable future... How has this event impacted globally?

Source Location Evaporation Condensation Precipitation Run off Estuary Mouth	<u>What are the important rivers in Cornwall, the UK, and Europe and how do they shape the land?</u> Where are the main rivers in Cornwall, the UK and Europe? What is the journey of the River Fowey? What are the features of rivers? Can I find the features of the river Fowey? What is the water cycle?	Go to the River Fowey and follow the rivers journey taking different data sets for river width, velocity and water samples for purity (sediment shaking and PH levels). <u>Analysis</u> – Collate data in an appropriate manner.	Location, Land Use and Settlement Earth Systems	Confusion about which way the water flows – towards the sea, not from it. Erosion happens quickly. Erosion is always bad.	Understand geographical similarities and differences through the study of human and physical features of the River Fowey. Explain the water cycle using scientific terminology and explain the changes of state. Locate rivers in the UK and significant rivers in Europe. Describe the journey of a river from source to sea. Use fieldwork to observe and record the human and physical features in the local area using a range of methods. Follow a journey using a computer mapping – Google Maps.	How can rivers change a landscape? Use 4-figure grid references to locate features on a map. Follow a route on a large-scale map. Locate places on large scale maps and globes. Make a map of a route experience with features in the correct order. Make a simple scale drawing. Create a key. To explore a local river to use as a case study for how the features fit with the characteristics of a river system as it flows downstream from source to mouth. Ask and respond to geographical questions using supporting evidence. Analyse and communicate geographical information. Evaluate and present their findings.	The primary impacts of the disaster were.. The social impact of... was... To ensure that we help countries develop.... The development of a country can be measured by... The poverty cycle means that... The main advantages/ disadvantages are.. To move away from an unsustainable future... How has this event impacted globally?
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YEAR A							
Vocabulary	Question	Key Concept	Common Misconceptions	Suggested Fieldwork/Trips	Substantive Knowledge	Disciplinary knowledge	Oracy
Eco-system Biome Vegetation Belt Biodiversity Rainforest Tropics of Cancer Tropics of Capricorn	<u>What makes the rainforest worth saving?</u> Where are the rainforests in our world? What is a rainforest? What eco-systems exist in a rainforest? What is the greatest challenge for rainforests in the present time? Why are rainforests important to us here in Foxhole?	Location, Land Use and Settlement Water, Weather and Climate Earth Systems	Pupils think rainforests are only found in tropical regions. Pupils think that all people living in the Amazon rainforest live in small, isolated settlements. Pupils aren't aware of where different food comes from and how they are made. Pupils think Brazil nuts are only found in Brazil. Pupils think all indigenous people live traditional lifestyles.	Trip to The Eden Project to learn about the work they do there and the importance of it.	Name and locate countries of North and South America. Describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles. Describe how locations around the world are changing and explain some of the reasons for the change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Fair Trade! Use 6 figure grid reference and an 8 point compass and four figure grid reference.	Ask and respond to questions and offer own ideas. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Global connections between people & countries – key focus on trade links with the Amazon rainforest. How fairness may not always mean equal treatment. Develop a sense of justice.	I have considered the viewpoints, yet I am confident that... If you read the statistics, you can infer that... It is thought that the main cause of... was... and... By looking at the national/ local impacts, I can conclude.. It is clear that the following factors have contributed to... The effect on the infrastructure is... Why is it important to understand traditional/ modern concepts through time?
Mountain Volcano Tectonic Plate	<u>Mountain, volcano or both?</u>	Location, Land Use and Settlement	A misunderstanding that mountains and	N/A	Understand how time zones are shown on a map	Interaction – How do natural disasters	I have considered the viewpoints, yet I am confident that...

Active Dormant Extinct Earth's Crust Erosion	How do mountains form? Why are all mountains not volcanoes? What is the difference between active, dormant, and extinct volcanoes? Can I locate some well-known mountain ranges and volcanoes on a world map? What are the advantages and disadvantages of living by mountains or volcanoes?	Water, Weather and Climate Earth Systems	volcanoes are the same. A misunderstanding that these are formed randomly.		– longitude (linked to space topic next half term). Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Describe how physical geographical features are formed. Describe how humans are impacted both positively and negatively by physical features. Identify and describe how the physical features affect the human activity within a location. Explain how humans use physical geographical features for a variety of purposes.	affect a people and environments? Locate features on a map. Begin to use Junior Atlases. Begin to use map sites on the internet using the zoom function to locate and explore specific places.	If you read the statistics, you can infer that... It is thought that the main cause of... was... and... By looking at the national/ local impacts, I can conclude.. It is clear that the following factors have contributed to... The effect on the infrastructure is... Why is it important to understand traditional/ modern concepts through time?
Region Coast Erosion Physical Feature	<u>Are all coasts the same in the UK?</u>	Location, Land Use and Settlement	Pupils may not understand the difference between waves and tides –	Go to local coast (Charlestown) and sketch coastal features,	Locate physical geographical features on a map.	- Identifying how coasts can change over time and why. - Applying procedural	I have considered the viewpoints, yet I am confident that...

Human Feature Coastline Trade Sediment	Where are the coastal regions in the UK? What are the features of a coastline? What is the impact of coastal erosion? Can I describe and explain how coastal regions are physically different? How are coasts used differently?	Water, Weather and Climate Local Area Earth Systems	waves appear to roll in and out constantly on a beach; whereas the whole sea moves in and out twice a day at a much greater amount. Pupils may assume coastal processes happen over a shorter timescale.	identify signs of erosions, observe longshore drift, identify any defences of landforms. Analysis – Graphs and charts created by children depending on their selection of method. Comparing sketches and photos or creating detailed models of the coast.	Look at and describe maps over time. Describe their location in relation to land use and look for patterns in locations. Describe how geographical features change over time. Identify and describe how the physical features affect the human activity within a location. Explain how humans use physical geographical features for a variety of purposes. Use different types of fieldwork to observe measure and record human and physical features. Record results in a range of ways. Collect and analyse statistics and other information in	knowledge in fieldwork by collecting geographical data. Begin to identify significant places and environments. Make a map of a small area with features in the correct places. To explore a local coastline and identify the effects of erosion. Ask and respond to geographical questions using supporting evidence. Analyse and communicate geographical information. Express their own views about the people, places and environments studied, giving reasons. Compare views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	If you read the statistics, you can infer that... It is thought that the main cause of... was... and... By looking at the national/ local impacts, I can conclude.. It is clear that the following factors have contributed to... The effect on the infrastructure is... Why is it important to understand traditional/ modern concepts through time?
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					order to draw clear conclusions about locations. Record data in a line graph. Develop a good understanding of the symbols used on an ordnance survey map.		
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YEAR B							
Vocabulary	Question	Suggested Fieldwork/Trips	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy
United Kingdom Country Continent County Region Features Location Compass	<u>Where in the UK am I?</u> What are the countries that make up the United Kingdom? What are the countries of the United Kingdom like? Where is Foxhole in the United Kingdom? What is it like to live in Cornwall? Can I name some of the cities and surrounding seas in the United Kingdom?	School grounds and local area welly walk. <u>Analysis</u>– Aerial maps with a key.	Local Area Location, Land Use and Settlement	Large scale maps show a large area and small-scale maps show a small area. Pupils may think a local area is one particular place or has one particular size.	Draw and label pictures to show location. Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities. Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities (selecting the most appropriate resource). Name and locate the seas that surround the UK. Be able to identify cities in the contrasting countries using maps. Use aerial images to locate a familiar place. Children to take pictures of interesting things in the local area and explain what the photos show.	Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Using maps, atlases and globes: Follow a route on an OS map and describe features shown on the map. Use a scale bar to measure a route on a map. Identify areas of elevation on a map. Drawing maps: Draw a variety of thematic maps based on own data, such as a climatic map.	I know that.... because I have observed..... I believe there is a pattern of.... A sustainable solution would be..... An economic problem would be.... Environmentally, the project is a bad idea because... How has this influenced this culture?

					Look at simple maps of the local area and identify things they have seen and they know. Devise a simple map and use and construct basic symbols in a key. Use simple grid references. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical feature of its surrounding environment.		
North Pole South Pole Northern and Southern Hemisphere Weather Climate Region Location	<u>Could polar bears live in Cornwall?</u> Where is the North and South Pole on a globe and map? How is the weather different in Cornwall, the North Pole and the South Pole? What animals live in the North and South Pole?	Track the seasons and climate in both regions. <u>Analysis</u> – Create a comparison of the regions.	Location, Land Use and Settlement Water, Weather and Climate Earth Systems	Pupils may not know that the south pole is colder than the north pole. That the north pole is just sea or a small continent like Antarctica (pupils can be confused by the ice cover in the north pole).	Used both maps and globes to identify the coldest places in the world. Children to identify the equator and use this for their reference. Study pictures and videos of two differing localities to compare and ask geographical questions.	Geographical Enquiry: Use NF books, stories, maps, pictures, photos and the internet as a source of information. Make simple comparisons between features of different places. Direction and Location: Follow simple directions as Y1 and learn the four compass points. Using maps, globes and atlases:	I know that.... because I have observed..... I believe there is a pattern of.... A sustainable solution would be..... An economic problem would be.... Environmentally, the project is a bad idea because... How has this influenced this culture?

	What is it like to live in a Polar region? How different would our lives be if we lived in a polar region rather than Cornwall?				Ask and answer geographical questions.	Recognise features on aerial images and maps. Identify and locate places on a map. Begin to use map sites on the internet using the zoom function to explore specific places. Drawing maps: Annotate a map to show key information. Fieldwork: Identify warm and cold places in our school grounds.	
Tourism Physical Features Human Features Weather Climate Region Location	<u>What are the geographical treasures in Cornwall?</u> What makes Cornwall a unique location? What are the key physical features of Cornwall? What are the key human features of Cornwall? What is it like to live in Cornwall? What makes Cornwall an ideal tourist spot?	Found human and physical features before surveying parents and peers in the classroom. Analysis - make a word cloud to compare different opinions of Cornwall.	Location, Land Use and Settlement Earth Systems	Cornwall is a country. The location of Cornwall in the UK. All the coastal areas in the UK have the same features.	Use basic geographical vocab to refer to and name the key human features and physical features of their locality. Understand they/humans have an affect on the environment. Recognise that humans have a choice in their lifestyle affecting the environment. Identify land use in out town. Use aerial images and plan perspectives to	Geographical Enquiry: Ask and respond to simple questions. Make observations of things in their school and local environment. Using globes, maps and atlases: Recognise that a map is about a place. Identify a school on a large-scale OS map and some key places in the local area. Drawing Maps: Add simple information to maps, such as labels and markers. Fieldwork: Use simple fieldwork and observational skills when studying the geography of the school grounds and close local area. Draw, speak or write about simple geographical	I know that.... because I have observed..... I believe there is a pattern of.... A sustainable solution would be..... An economic problem would be.... Environmentally, the project is a bad idea because... How has this influenced this culture?

					recognise landmarks and basic physical features.	concepts such as what they can see and where it is.	
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Feature Location Village Town City Trade Tourism Comparison Inhabited	<u>When does a village become a city?</u> What are the features of a village, town and city? Why is Foxhole a village? Why is Truro important to Cornwall? How are Truro and London both cities? Can I locate some of the villages, towns and cities in Cornwall and Devon?	Visit to Truro to look for the features of city compared to local area features (village). Analysis – Make a comparison aerial map.	Local Area	A map or key must include every detail. North is always pointing up or forwards. All towns will have the same features.	Name and counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and lang-use patterns and understand how some of these aspects have changed over time. Identify features of a place using aerial photographs and Google Earth. Compare different types of settlements and land use. Describe and understand aspects of human geography – settlements, land use, economic activity and natural resources. Describe how the locality of	Ask and investigate geographical questions, suggesting enquiries to test them. Analyse and communicate geographical information. Evaluate and present their findings. Observe, name and record geographical features in the local environment. Make or annotate a map of short route experiences, with features in the correct order, using standard symbols. Begin to collect and record evidence. Identify how a place has changed over time. Consider how a place is likely to change in the future and why?	The primary impacts of the disaster were.. The social impact of... was... To ensure that we help countries develop.... The development of a country can be measured by... The poverty cycle means that... The main advantages/ disadvantages are.. To move away from an unsustainable future... How has this event impacted globally?

					Cornwall has changed over time. Make a detail map using a key.		
Location Physical Feature Humann Feature Compare Urban Contour Lines Region Peninsuala Rural	<u>How does Italy compare to the UK?</u> Can I compare the location of the UK and Italy? Can I identify and describe the physical features in Italy and compare these to those in the UK? Can I compare human features of Italy to the UK? What is it like to live in Italy? Where would I rather live: UK or Italy?	Contour lines and topographical maps studied making potato relief maps. <u>Analysis</u> – compare the physical features of an area in the UK and Italy (think about rural and urban.)	Earth Systems	Stereotypes and preconceived image of countries in Europe. Considering that all regions in a country are similar.	Use maps, atlases and digital/computer mapping to locate some countries of Europe and describe features studied and choose which resource would be the most appropriate. Name and locate the Equator and describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles. Locate countries, cities and landmarks of Europe using Google Maps and a globe. Know and understand what Latitude is through map work. Describe geographical similarities and	Ask and respond to questions and offer own ideas. Investigate places and themes at more than one scale. Begin to use 8 compass points. Identify global connections between people and countries – key focus on tourism and trade links. Understanding contributions of different cultures to our lives. Value what contributes to own identity. Value Diversity Recognising the benefits of listening to a range of different perspectives & viewpoints. Ask and respond to geographical questions using supporting evidence.	The primary impacts of the disaster were.. The social impact of... was... To ensure that we help countries develop.... The development of a country can be measured by... The poverty cycle means that... The main advantages/ disadvantages are.. To move away from an unsustainable future... How has this event impacted globally?

					differences between countries including the UK, Europe and a region of North America. Express own views about a place, people and environment. Explain and compare life in the UK and life in another country. Compare and give reasons for the different lifestyles within a country or an area of a country. Ask and answer geographical questions about the physical and human characteristics of a location, beginning to make links with other countries studied. Describe key aspects of physical geography. Use four grid references, symbols and key (including the use of Ordinance		
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					Survey maps) to build knowledge of the UK and the wider world.		
Location Earthquake Volcano Natural Disaster Tectonic Plates Eruption Magma Earth's Crust Impact	<u>Why do earthquakes and volcanoes happen and how do people live with them?</u> Why are some locations more likely to have an earthquake or volcano? How does an earthquake happen? Why does a volcano erupt? What is the impact of an earthquake or volcanic eruption? How do countries adapt to live in these dangerous spots?	N/A	Earth Systems	Pupils often believe volcanoes only occur on land and that they all erupt violently. Earthquakes and volcanoes are associated with hot weather.	Name and locate a wide range of countries on a world map where significant Natural Disasters have occurred – recalling key features of characteristics. Describe and understand aspects of human geography – settlements, land use, economic activity and natural resources.	Interaction – How do natural disasters affect a people and environments? Locate features on a map. Begin to use Junior Atlases. Begin to use map sites on the internet using the zoom function to locate and explore specific places. Understand scale: Identify the differences in scale through photos and maps.	The primary impacts of the disaster were.. The social impact of... was... To ensure that we help countries develop.... The development of a country can be measured by... The poverty cycle means that... The main advantages/ disadvantages are.. To move away from an unsustainable future... How has this event impacted globally?

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YEAR B							
Vocabulary	Question	Suggested Fieldwork/Trips	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary knowledge	Oracy
Biome Vegetation Belt Feature Climate Flora Fauna Ecosystem Biodiversity	<u>What does the Eden Project teach us about biomes?</u> What is the difference between a biome and vegetation belt? Can I locate and describe the vegetation belts? Can I locate and describe the position biomes? What are the physical features of biomes and vegetation belts? What is the purpose of the Eden project and why is it important?	Eden Project biome visit studying different length leaves. <u>Analysis</u> – Comparison table and discussion of how biomes affect leaf size.	Location, Land Use and Settlement Water, Weather and Climate Earth Systems	Biomes and vegetation belts are the same. They are not linked to the equator or a misunderstanding of their location.	Describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles. Describe how locations around the world are changing and explain some of the reasons for the change. Understand reasons for geographical similarities and differences between countries. Explain the different climate zones and vegetation belts on a global scale. Describe and understand these. Explain what data which has either been collected or researched shows and the impact of it.	Geographical enquiry: Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Maps, atlases and globes: Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Use deserts thematic maps. Draw own scaled map showing desert features. Use time zone maps to find out key information.	I have considered the viewpoints, yet I am confident that... If you read the statistics, you can infer that... It is thought that the main cause of... was... and... By looking at the national/ local impacts, I can conclude.. It is clear that the following factors have contributed to... The effect on the infrastructure is... Why is it important to understand traditional/ modern concepts through time?
Location Physical Feature Human Feature Compare	<u>How does London compare with Athens?</u>	Contour lines and topographical maps studied making	Location, Land Use and Settlement	Not understanding that different regions of a	Name and locate Greece on a range of maps, identifying human	Geographical enquiry: Use primary and secondary sources of	I have considered the viewpoints, yet I am confident that...

Urban Contour Lines Region Peninsula Rural	Can I compare the location of Athens, Greece with London, UK? Can I identify and describe the physical features in Greece and compare these to those in the UK? Can I compare the human features of Greece to the UK? What is it like in Athens compared to London? Where would I rather live: Athens or London?	cardboard relief maps with colour coding. Analysis – compare the physical features of hills in the UK and Athens.	Water, Weather and Climate Earth Systems	country can be vastly different. A misunderstanding that all areas of a continent are the same.	and physical characteristics of this country. Analyse and give views on the effectiveness of different geographical representation of a location (such as aerial compared with topographical). Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Using maps, atlases and globes: Follow a route on an OS map and describe features shown on the map. Use a scale bar to measure a route on a map. Identify areas of elevation on a map. Drawing maps: Draw a variety of thematic maps based on own data, such as a climatic map.	If you read the statistics, you can infer that... It is thought that the main cause of... was... and... By looking at the national/ local impacts, I can conclude.. It is clear that the following factors have contributed to... The effect on the infrastructure is... Why is it important to understand traditional/ modern concepts through time?
Climate Sustainability Global Warming Climate Change Environment Fast Fashion Economy Biodiversity Greenwashing	<u>What is the cost of sustainability?</u> Why should I care about the climate? What does sustainability mean? Is sustainability only a positive thing for our world? How can I make an impact on our climate?	School environment survey about recycling and travelling to school. Analysis – Create line graphs to compare and identify areas to improve as a school.	Local Area Water, Weather and Climate	Pupils think that climate change and global warming are the same thing. Be aware of eco anxiety – we need to show our pupils that we can make positive changes to support our planet in the future.	Describe geographical diversity across the world. Analyse the positive and negative impact of a human change on both a local and a global scale. Discuss how people are influenced by both human and physical	Disciplinary Knowledge: Geographical enquiry: Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Collect and record evidence unaided. Analyse evidence, make comparisons on various scales, recognise patterns and draw conclusions. Direction and location: Use 6-figure grid references	I have considered the viewpoints, yet I am confident that... If you read the statistics, you can infer that... It is thought that the main cause of... was... and... By looking at the national/ local impacts, I can conclude.. It is clear that the following factors have contributed to... The effect on the infrastructure is...

	What might the future of our world look like?				geography on a local, national and global scale.	to locate features on a map. Mapping:Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Annotate GIS maps with routes, images and labels. Begin to draw thematic maps based on their own data. Begin to use Ordnance Survey symbols. Fieldwork: Observe, measure and record using a range of methods. To choose from a range of methods when communicating geographical information. Identifying sources of renewable and non-renewable energy in the school grounds and local area. Using grid references in the field. Global connections between people & countries – key focus on trade links for energy. Social justice, equality & diversity: How fairness may not always mean equal treatment. Develop a sense of justice. Thinking like a geographer: Ask & Answer Qs: Ask and investigate geographical questions, suggesting enquiries to test them. Analysing & Communicating: Analyse, communicate and explain geographical information. Evaluating &	Why is it important to understand traditional/ modern concepts through time?
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						Debating: Express their own views about people places and environments studied, justifying their reasons.	
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