



Geography Components and Assessment Checkpoints

Updated June 24

If you have faith as small as a mustard seed, you can say to this mountain, move from here to there and it will move; nothing would be impossible. Matthew 17:20

EYFS sticky knowledge						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Question	<p>What happens in the Autumn?</p> <p>Seasons Local walk in local area Simple maps Why things change Where do I live – places Landmarks and facilities</p> <p>Wha makes me special?</p> <p>Who am I – what makes me special Who is in my family Early ideas of community Knowing about others in the class and community</p>	<p>What can you see in the dark?</p> <p>Celebrations around the world – cultural links – Diwali. Where is India on the map?</p>	<p>What would you like to explore?</p> <p>Comparison of two different places – The Arctic and Antarctica – compare to Eden and Rainforests – visit the Eden to observe biomes. Similarities and differences between different countries Chinese New Year Sustainability – the impact of humans</p>	<p>What makes a good superhero?</p> <p>Real life visits from police, doctors, life guards</p>	<p>How does your garden grow?</p> <p>Seasons, link to Autumn and Spring changes. Walk to the boating lake to observe the physical changes</p>	<p>Who lived before humans?</p> <p>Coasts and where fossils are found and how coasts have changed over time. Revisit - sustainability – the impact of humans</p>
What Geography might look like in our classroom	<ul style="list-style-type: none"> - Sharing books about the world, environment or weather. - Role-playing places we have visited or learnt about through stories. - Looking at simple maps/globes to gather information. 					



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	<ul style="list-style-type: none"> - Drawing simple maps based on real and imaginary places. Representing maps in different ways, physically building maps and following routes. - Reading stories from different cultures and communities from around the world. - Using construction toys to represent natural and man-made places. - Visiting different places and talking about our visits. (Show and tell, off site visits, autumn walk, Eden project, local beach). - Small world play using different environments, farms, towns, beaches etc.
Sticky knowledge in EYFS	<ul style="list-style-type: none"> - I know that human behaviour can impact on the environment. For example, rubbish in our oceans, litter in the playground and chopping down trees in the rainforest. - I know that I go to Bishops' school and The Bishops' school in Newquay. - I can talk about what I observe. For example seasonal changes. - I know the names of a range of buildings or places that they often go to (eg. Morrisons, the park, the beach etc) - I know the job roles of a range of familiar people that help us (eg policeman, lifeguard, nurse etc) and know the correct terms for these roles. Real-life visits. - I know that I live in Cornwall and that in Cornwall there are lots of farms and coast. - I can understand simple maps identifying key physical features such as land, sea, beach river, mountains - I can draw or represent a simple map - I can talk about the different settings in stories (eg. Forest, mountains, castles, beach, city) - I know that where I live might be different other places in world
Vocabulary	Same, different, autumn, winter, spring, summer, map, globe, land, water, sea, Newquay, Cornwall, Britain, town, city, country, world, The Artic, Antarctica, north, south, east, west, rainforest, desert, place, road, beach, coast, environment, river, forest, recycle, rubbish.
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - - 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 and changing states of matter.
Early Learning Goal	<p>Children at the expected level of development will:</p>



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	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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.
EYFS: Understanding the world	

Year 1 and 2 Curriculum A Sept 2025-26	Autumn 2		Spring 2		Summer 2	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Overarching Question	What makes Britain Great?		Who saved the day?		What is there to explore?	
Lead enquiry question. (Composite Outcome)	Our Country		What is our local area like?		What can you find on safari in Africa?	
	To investigate the main features of the United Kingdom. Focus on Britain, what makes Britain, towns, cities, villages. To learn that the UK is an Island		To look at the local area: Newquay. What different houses there are, transport, compass points, the harbour in Newquay.		To understand that Africa is a continent and learn about Ghana and Kenya, comparing our lives, to those who live in those countries. To learn about national parks, as well as other geographical features of Africa, such as national parks.	
Golden Threads	Location, Land Use and Settlement Local Area and Sense of Place		Local Area and location land use and settlement		Location, Land Use and Settlement Diversity	



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	Community, Environment, Citizenship, Respect	Community, Environment, Citizenship,	Water, Weather and Climate Trade and Economy Community, Environment, Citizenship
Disciplinary knowledge	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> To locate the UK on a map of the world To explain some similarities and differences between life in the country and life in a town/city To encourage children to ask simple geographical questions such as ‘Where is it and What is it like?’ 	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> To recognize that a map is about a place To talk about the features of their immediate environment To use Google Earth when looking at the local area To follow simple directions Make observations of things in the local environment To recognise features on an aerial map Know the compass points North, South, East and West and apply to giving simple direction/routes 	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> To make similarities and differences between places and in the World Explore cultures, people and communities and make comparisons between places To consider the importance of exploration of the world to and understand what we can learn from other places
Fieldwork		A trip to Newquay Harbour and also a Spring Learning walk to Trenance Gardens.	Visit to the Zoo to observe the different animals that could survive in the African climate.
Tier 3 Vocabulary	<p>Week 1: Town Country Village City Houses</p>	<p>Week 1: County Newquay Town Compass Compass Points</p>	<p>Week 1: Africa Continent Country Capital City Nairobi</p>



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	<p>Farm Pros Cons Similar Different</p> <p>Week 2: United Kingdom England Scotland Ireland Wales Northern Ireland Island Europe Seas/Oceans Country Continent Capital City Equator</p> <p>Week 3: Aerial view Birds eye view Journey line Travel Distance Transport Landmark</p> <p>Week 4: Castle</p>	<p>North South East West</p> <p>Week 2: Aerial View Field work Route Map Streep map Observe Local Area Record</p> <p>Week 3: House Semi-detached Detached Terraced Cottage Bungalow Flats Caravan</p>	<p>Indian Ocean Equator Climate</p> <p>Week 2: Africa Ghana Kenya Must know that Kenya is the country and that Africa is the Continent Continent Country Rural Urban Population Draught Desert Volcano</p> <p>Week 3: National Park Game reserve Wildlife Endangered species Protect Habitat Tourists Safari Map Key</p> <p>Week 4:</p>
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	<p>Beach Harbour Port Housing Estate Road Motorway</p> <p>Week 5: Google Earth London Capital City Route Tourists Human Geography Urban Transport</p>		<p>Compare Similar Different Culture Countryside City Kenya Africa Country Continent</p> <p>Week 5: Compare Similar Different Rural Urban Culture Countryside City Ghana Africa Country Continent</p>
<p>Learning Objectives (Components)</p>	<ol style="list-style-type: none"> 1. What are the differences between a town and the countryside? 2. What countries make up the UK? 3. What landmarks do I pass on my journey to school? 4. What facts do I know about the Countries that make up the UK? 	<ol style="list-style-type: none"> 1. What is our local area like? 2. Where is Cornwall? 3. What are the different types of houses that we have in our local area? 4. What are the features of our local area? 5. Field Work 	<ol style="list-style-type: none"> 1. Where is Kenya? 2. What is it like in Kenya? 3. What are the key features of National Parks? 5. How can we compare the life of a child in the UK and the life of a child in Africa? (Kenya)



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	5. What are London's famous landmarks?	6. Field Work	6.. How can we compare the life of a child in the UK and the life of a child in Africa? (Ghana)
Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • What are the features of a town? • What are the features of the countryside? • What does rural and urban mean? • What is a landmark and to name some in their local area and in London. • What are the countries that make up the UK? • What does the UK mean? 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Is Newquay a town, village of city? • Describe features in Newquay • To know that Newquay is a coastal resort and attracts tourists • To know that some people are fishermen in Newquay • What is a bungalow, house, semi-detached house etc? • What is Cornwall? • To know that Cornwall is a county. • To name other Counties in the Uk. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Where is Kenya? • What is the capital city of Kenya? • Name some National Parks from Kenya • What is Mt Kilimanjaro? • To describe the different areas of Kenya from coast to mountains. • To know that Kenya is a country in Africa • To know that Africa is a Continent
When do Assessment checkpoints happen?	Week 2 – Spring 1	Week 2 – Summer 1	Week 6 – Summer 2
Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras	EYFS: All About Me. Where We Live. KS3: Map Skills (Y7) KS4: Fieldwork (Y11)	EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Weather and Climate (Y7) Climate Change and Antarctica (Y8) KS4: Weather Hazards and Climate Change (Y10)	EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Weather and Climate (Y7) KS4: Living World (Y11)

Year 1 and 2	Autumn 2	Spring 2	Summer 2
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Curriculum B Sept 2025							
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 	
Overarching Question							
Lead enquiry question. (Composite Outcome)	World Continents & Ocean. Polar Regions and Shackelton		Wonderful Weather – seasonal changes. Hot and cold places		Comparing London and Newquay		
	To locate the worlds continents and to know where the arctic circle is located; to locate the five oceans of the world		To understand the changes of weather patterns of the UK and to know the different hot and cold places of the world		To locate and identify the characteristics of the four countries and cities of the UK.		
Golden Threads	Water, weather and climate Location, Land Use and Settlement Travel and Transport Courage, Perseverance		Water, weather and climate Environment		Location, Land Use and Settlement Diversity Travel and Transport Monarchy and Government Trade and Economics Community, Respect, Citizenship		
Disciplinary knowledge	Also see substantive and disciplinary knowledge progression of skills <ul style="list-style-type: none"> Use atlases and maps, photos and pictures from the internet as sources of information 		Also see substantive and disciplinary knowledge progression of skills <ul style="list-style-type: none"> To ask simple questions such as: where is it? What is it like? Use books stories, maps and pictures/photos on the 		Also see substantive and disciplinary knowledge progression of skills <ul style="list-style-type: none"> Make simple comparisons between features of different places Use globes, maps and atlases 		



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	<ul style="list-style-type: none"> • Make simple comparisons between features of different places • Follow simple directions and learn the four compass points • Use aerial images and maps • Begin to use the internet zoom function to explore specific places on global earth • Annotate a map to show specific information 	<p>internet as a source of information.</p> <ul style="list-style-type: none"> • Make appropriate observations about why things happen, • Make simple comparisons between features of different places. • Use globes, maps and atlases: • Recognise features on aerial images and maps 	<ul style="list-style-type: none"> • Explore underground maps considering its usefulness and indent stations and how they link • Explore the local immediate environment • To find similarities & differences between own place and other areas in the world • To think of sense of self and uniqueness in terms of the world and self-worth • Sense of self in the wider world
<p>Fieldwork</p>	<p>Identify warm and cold places on the school grounds or on the area around us</p>	<p>Collect Data – weather data Identify seasonal and daily weather patterns – use the school grounds to collect data Globalisation and interconnection: Similarities and differences between old place and various places around the world</p>	<p>Find different green spaces in Newquay and compare to London</p>
<p>Tier 3 Vocabulary</p>	<p>Continents – (name them) Oceans – (name them) Equator Arctic circle Antarctic circle Sun Permanent ice Snow Ice shelf</p>	<p>Week 1: Weather pattern Climate Weather Prevailing Wind direction Rainfall Seasons – Spring, Summer, Autumn, Winter</p>	<p>Week 1: City/Cities Capital Week 2: England, Scotland, Ireland, Wales Northern Ireland, Southern Ireland Island Land</p>



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	<p>Glacier Ice-cap Pancake ice Ice floes Temperature Climate Countries of the Arctic Circle</p>	<p>Week 2: Forecast Region Weather symbols</p> <p>Week 3: Northern Hemisphere Southern Hemisphere Equator Arctic Circle Antarctic Circle North and South Pole</p> <p>Week 4: Temperate Climate</p> <p>Week 5: Polar regions Equatorial Climate</p> <p>Week 6: All the weeks before vocabulary</p>	<p>Week 3: Names of capital cities</p> <p>Week 4: Landmark Government buildings</p> <p>Week 5: Trade</p>
<p>Learning Objectives (Components)</p>	<ol style="list-style-type: none"> 1. Where are the worlds continents and oceans? 2. How do we know what is a hot or a cold place? 	<ol style="list-style-type: none"> 1. What are the differences between seasonal and daily weather patterns? 2. How do daily weather patterns change over time? 	<ol style="list-style-type: none"> 1. What is the United Kingdom? 2. What can you find in the United Kingdom? 3. Why is London the capital city of the UK?



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	<ol style="list-style-type: none"> 3. What are the countries in the arctic circle? 4. What are the physical features of the polar region? 5. Which creatures live in Antarctica? 6. What is different in the polar region and where we live? 7. Who was Ernest Shackleton? 	<ol style="list-style-type: none"> 3. Why is it helpful to predict what the weather will be? 4. Where are the hot and cold places in the world? 5. What is the climate like in the UK and in the South West (Newquay)? 6. How does the weather change near the equator or Arctic regions? 7. How does seasonal weather in equatorial regions differ to weather in the UK? <p>To look at the UK and Singapore</p>	<ol style="list-style-type: none"> 4. How do people move around in London? 5. Are there any green spaces in London? 6. How does Newquay compare to London?
Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Name the continents of the world • Name the five oceans of the world • To know where the Arctic Circle/North Pole • To know that the North Pole is frozen sea and is 2-3m thick • To locate Canada, Greenland, Iceland, Norway, Sweden, Finland, Russia and the USA (Alaska). • To know about the 24hr sunlight and midnight sun and know why this occurs • To identify the Antarctic Circle on a map 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • What is climate? • What is a season? • What is prevailing? • What is windfall, wind direction, sunlight and cloud etc. • What are the different weather conditions of the UK and of Newquay? • What are appropriate clothes to wear in the different weather seasons? • To know different weather forecast symbols and why the weather forecast is important – farmers, fishermen etc. • To know the equator, the northern and southern hemisphere. • To know hot and cold places in the world and name them. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • To know that the UK is made up of England, Scotland, Ireland and Wales – to know that there is South and Northern Ireland • To know where the UK is on a map of Europe • To know that the UK is an Island • To know some of the islands that surround the UK • To know the main cities of the UK • To know that London is the capital city • To identify London's Landmarks • To know that The Thames is the river that runs through London and is used for leisure and transportation of goods: to know its uses



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		<ul style="list-style-type: none"> To know how it is hotter near the equator and colder near the two poles To know the two poles north and south – arctic and Antarctic. To know equatorial climates - to focus on Singapore and to know why it is hot 	<ul style="list-style-type: none"> To know the variety of transport that is used in London – bike, bus, scooter, taxi, tube, river boat, helicopters (London Helipad) To know the green spaces/parks of London, Greenwich (talk about time) Hyde Park, Richmond Park, St James’ etc and to know that some of them are Nature Reserves To compare jobs with Newquay and the UK
When do Assessment checkpoints happen?	Week 2 – Spring 1	Week 2 – Summer 1	Week 6 – Summer 2
Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras	EYFS: All About Me. Where We Live. KS3: Map Skills (Y7) KS4: Fieldwork (Y11)	EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Weather and Climate (Y7) Climate Change and Antarctica (Y8) KS4: Weather Hazards and Climate Change (Y10)	EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Weather and Climate (Y7) KS4: Living World (Y11)



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Year 3 and 4 Curriculum A Starting September 2025	Autumn 2		Spring 2		Summer 2	
	Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 
Overarching Question	Local Industry: Agriculture		How significant was John Wesley in shaping Cornwall?		Why was water important for many civilizations?	
Lead enquiry question. (Composite Outcome)	Land Use: How diverse are local and UK landscapes? Agriculture		Raging Rivers - How does a river flow from source to mouth?		Water – Coasts and the Water Cycle	
Golden Threads	Land Use and Settlement Trade and Economic Activity – links to Trade in Year 6 Local Area Environment, perseverance, community		Physical Processes Water, weather and climate Location, Land Use and Settlement Local Area Environment, community		Physical Processes and Land Use Water, weather and climate Environment	
Field Work	Visit a farm to see agriculture in action		To visit a the River Gannel and make simple sketches from source to mouth.		To visit the coast to observe land erosion/cliff formation etc – sketch maps to observe the area looking	



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		Monitor the follow of water and to observe where flow impacts and cause a meander	erosion/longshore drift and identify any defences and landforms
Disciplinary knowledge	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> • Children to use geographical questions such as where is it? What is it like? • To make observations about why things happen • To use map sites on the internet of specific places • To use fieldwork and make observations of features, places and use sketch maps to record • To conduct questionnaires about a place to find out more information (a farm) 	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> • How can rivers change a landscape? • Use grid references and symbols/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 corder • 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 • As and respond to geographical questions using supporting evidence • Analys and communicate geographical information <p>Evaluate and present their findings</p>	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> • Apply procedural 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 the debate the impact of geographical processes and human effects on the world, from given evidence.



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<p>Tier 3 Vocabulary</p>	<p>Week 1: Agriculture Pastoral Crop Arable Intensive Mixed Farming Organic Livestock Agriculture Land Use</p>	<p>Week 1 Evaporation Precipitation Condensation Ground-water Run-off Infiltration Sea/ocean Sun</p>	<p>Week 1: Water cycle Evaporation Condensation Run-off Precipitation</p>	
	<p>Week 2: Agriculture Pastoral Crop Arable Intensive Mixed Farming Organic Soil quality Altitude</p>	<p>Week 2 Mouth Tributary Source Estuary Continent</p>	<p>Week 2: Coast Erosion Coastline</p>	<p>Week 3: Weathering</p>
	<p>Week 3: Agriculture Pastoral Crop Arable Intensive Mixed Farming Organic Soil quality</p>	<p>Week 3 Source Upper Course Middle Course Lower Course Meander Confluence Chanel</p>	<p>Week 4: Coast Erosion Coastline Longshore drift</p>	<p>Week 5: Coast Erosion Coastline Longshore drift</p>
	<p>Week 4: Agriculture Pastoral Crop Arable Intensive Mixed Farming Organic Soil quality</p>	<p>Week 4 Source Erosion Deposition Oxbow lake</p>	<p>Week 6: Fieldwork</p>	



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	<p>Altitude</p> <p>Week 4: Intensive Farming Subsistence Farming Commercial Farming</p> <p>Week 5 Trade Producer Manufacture Retailer/Buyer Goods Income Profit/Loss Supermarket</p> <p>Lesson 6 Soil degradation Forestry/Deforestation Weather Patterns Trade/Economy</p>	<p>Week 5 Urban Flood plain Run-off Environment Agency Confluence Infiltration Saturation</p> <p>Week 6 Urban Flood plain Run-off Environment Agency Confluence Infiltration Saturation</p>	
<p>Learning Objectives (Components)</p>	<ol style="list-style-type: none"> 1. What is agriculture and why is it important? 2. What factors affect farming in the UK? 3. What are the different types of farming? 	<ol style="list-style-type: none"> 1. Where does our water come from? 2. What are the main rivers of the world? 3. What is the journey and main features of a river? 4. Why do rivers curve and bend? 	<ol style="list-style-type: none"> 1. How are coastlines formed? 2. Are coasts all the same? 3. What is coastal erosion? 4. What is longshore drift? 5. How has erosion affected a beach in our area?



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	<p>4. What different types of farming are used around the world?</p> <p>5. What is the journey of food – Trade and Economy?</p> <p>6. What is the impact of farming on the economy?</p>	<p>5. What are the causes and impacts of floods?</p> <p>6. How are rivers used?</p>	<p>6. How can we protect our coastline?</p>
Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> To know that there are different types of farming – arable, pastoral, mixed farming, subsistence farming To know what types of crops farmers produce in certain areas To know that food chain from field to plate To know that commercial farming is on a large scale and supplies the nation To know the different types of farming – Traditional vs modern methods, horticulture, sustainable and organic farming. To know about the content of the land and its impact on producing crops To know about the environmental impact on the world from farming and how different methods are favourable or is it too intensive? How has farming had to change? 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> Understand and discuss the process of The Water Cycle Discuss the journey of a river from source to mouth Know the different parts of a river from source to mouth To name different rivers in the UK and in the world. To know that rivers create their own paths on their journey and that erosion can cause meanders and ox bow lakes. To know a tributary is where is smaller river joins a main river To know that a confluence is the part with the tributary joins a main river To be able to discuss that rivers flood and what the factors are that cause a flood To understand that rivers are used for drinking water, energy, leisure, agriculture and transport 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> Know the features of the water cycle – condensation, precipitation, evaporation To know that coasts are formed from rocks that are eroded and deposited along the sea/oceans/and rocks worn away To know what causes erosion to look at examples Crantock and Whipsiderry locally Longshore drift – waves that carry sediment onto beaches
When do Assessment checkpoints happen?	Week 2: Spring 1	Week 2: Summer 1	Summer 1 End of unit



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<p>Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras</p> <p><i>Future Pathways: A-Level Geography, Geology, Environmental Science, Economics, BTEC Travel & Tourism, University Degree in Geography and Geography-Related Career.</i></p>	<p>EYFS: All About Me. Where We Live. KS3: Map Skills (Y7) KS4: Fieldwork (Y11) The Changing Economic World, including Torr Quarry (Y11)</p>	<p>EYFS: Animal Magic. Holidays. Transport. Planting and Growing. KS3: Map Skills (Y7) Weather and Climate (Y7) Coasts (Y8) KS4: UK Coastal Landscapes (Y10) Fieldwork (Y11)</p>	<p>EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Tectonic Hazards (Y9)</p>
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<p>Year 3 and 4 Curriculum B Sept 2024</p>	<p>Autumn 2</p>	<p>Spring 2</p>	<p>Summer 2</p>
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Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Overarching Question						
Lead enquiry question. (Composite Outcome)	<p>The Mediterranean – Greece and Italy. Focus Trade and Economy Link - Europe Would you rather live in the Mediterranean or the UK?</p>		<p>Extreme Earth – Link Pompeii – Earthquakes and Volcanoes – Europe How powerful is our world?</p>		<p>Mountains and North America Field work – to observe gradients in the local area</p>	
	<p>Europe: to locate the worlds counties – Europe. To identify the significance of Longitude and Latitude, equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn. To focus on Greece and Italy</p>		<p>To understand and learn about tectonic plates, to describe and understand key aspects of volcanoes and earthquakes. To use maps, atlases and globes/digital mapping to locate countries and describe features studied.</p>		<p>To describe and understand key aspects of mountains and to know the main mountains in Europe and North America. To know the similarities and differences between a region of the UK and North America.</p>	
Golden Threads	<p>Location, land use and settlement Water, Weather and Climate Trade and Economy.</p> <p>Environment, respect, community</p>		<p>Physical processes Land use and settlement</p> <p>Environment, faith, community, belong</p>		<p>Land Use and Settlement Water, Climate and Weather Physical Processes Trade and Economy</p> <p>Environment, community, belong</p>	
Disciplinary knowledge	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> To ask and respond to questions and offer own ideas Investigate places and themes at more than one scale 		<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> Interaction – how do natural disasters affect a people and environments. Locate features on a map 		<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> To compare and contrast regions of North America and Newquay/Cornwall using 	



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	<ul style="list-style-type: none"> • Begin to use the 8 compass points • Identify global connections between people and countries – key focus on tourism and trade links • Understand contributions of different cultures in our lives • Value what contributes our own identity • To value diversity recognizing the benefits of listening to a range of different perspectives and viewpoints • Ask and respond to appropriate geographical questions using supporting evidence 	<ul style="list-style-type: none"> • To use atlases • To use map sites on the internet using the zoom function to locate and explore specific places 	<p>knowledge from previous fieldwork</p> <ul style="list-style-type: none"> • Understand the diversity of cultures and societies within and beyond our own experiences • Global connections between people and countries • Locate features on a map • Use atlases • Use map sites on the internet using zoom function to locate and explore specific places • Use four compass points to follow and give directions
Fieldwork		Bamboo and elastic bands to make strong structure – make a volcano?	To observe gradients in the local area and compare to the gradients given on a map
Tier 3 Vocabulary	<p>Week 1: Latitude Longitude Names of the 8 compass points Capital</p> <p>Week 2: Currency Government Europe Continent</p>	<p>Week 1: Ocean Equator Arctic Antarctic Inner Core Outer Core Mantle Crust Oceanic Crust Continental Crust</p>	<p>Week 1: Tectonic plates Mountain Ridge Outcrop Plateau Valley Mountain features – steep, sloping, sharp or rounded edges</p> <p>Week 2: Tectonic plates</p>



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	<p>Week 3: Mediterranean Climate Vegetation Belt</p> <p>Week 4: Economy Culture Regions Region Physical Feature Human Feature Trade Economy</p> <p>Week 5: Contour lines Capital City Population Human Feature Physical Feature</p> <p>Week 6: Contour lines Capital City Population Human Feature Physical Feature</p>	<p>Week 2: Active Volcano Dormant Volcano Shield Stratovolcano Cinder Volcano</p> <p>Week 3:</p> <p>Week 4: Tectonic Plate Earthquake Richter Scale Tsunami</p> <p>Week 5: Tsunami</p> <p>Week 6:</p>	<p>Mountain Ridge Outcrop Plateau Valley Mountain features – steep, sloping, sharp or rounded edges</p> <p>Week 3: Snowdon Scafell Pike Ben Nevis Environment Peak Summit Elevation Topography Altitude</p> <p>Week 4: 8 Compass Points Region Mountainous States Climate Zones Equator</p> <p>Week 5: Great plains</p>
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			<p>Lakes Caribbean Rockies Region Mountainous States Climate Zones Equator</p> <p>Week 6: Great plains Lakes Caribbean Rockies Region Mountainous States Climate Zones Equator</p>
<p>Learning Objectives (Components)</p>	<ol style="list-style-type: none"> How do we understand Europe as a continent? To include latitude and longitude What are the features of European countries? Where is the Mediterranean? What are the key features of Italy? What are the key features of Greece? 	<ol style="list-style-type: none"> What is the Earth made of? What happens when a volcano erupts? Why would people live near a volcano? How does an earthquake occur? What happens when an earthquake occurs? 	<ol style="list-style-type: none"> How are mountains formed? What are the features of mountains? What are the UK's main peaks? What is the relative location of North America and what countries make up North America?



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	<p>6. What would it be like to live in Florence or Rome?</p> <p>7. What would it be like to live in Athens?</p>	<p>6. How can we protect against earthquakes?</p>	<p>5. What are the key physical features of North America?</p> <p>6. What is the climate like in North America?</p>
<p>Assessment checkpoints</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Know the continents of the world • To know that Europe is a continent • To know some countries of Europe • To know the 8 compass points • To locate The Mediterranean on a map • To know physical features of Greece • To know physical features of Italy • To know some regions of Italy • To name the cities Florence, Roma, Venice, Naples, Milan and Athens. • To be able to discuss these cities and know human and physical features • To know some items that Italy trades with the rest of the world 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • To be able to label a diagram of the earth crust with inner core, outer core, mantle, crust, oceanic crust and continental crust. • To know where volcanoes and earthquakes occur. • To know how volcanoes are formed and be able to explain this. • To know the different types of volcano – dormant, shield, Stratovolcano, cinder volcano • To be able to discuss a range of volcanic eruptions that are historic and recent and what their effects are on an environment • To know how tectonic plates move • To know that an earthquake has an epicentre • To know that earthquakes are measured on a Richter Scale • To what a Tsunami is • To know that some areas/cities have to take precautions to protect themselves from an earthquake/volcano 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • To know how mountains are formed and the different reasons why • To name the features of a mountain – summit, peak, landscape, slope, incline, scree, gradient, altitude. • To name the main peaks of the UK – Scafell Pike, Snowdon, Ben Nevis • To know the 8 compass points of a compass • To name areas in North America – The Rockies • To identify the climates of North America – Tropical, desert, etc



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When do Assessment checkpoints happen?	Week 2 – Spring 1	Week 2 – Summer 1	Week 6 – Summer 2
Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras	EYFS: All About Me. Where We Live. KS3: Map Skills (Y7) KS4: Fieldwork (Y11)	EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Weather and Climate (Y7) Climate Change and Antarctica (Y8) KS4: Weather Hazards and Climate Change (Y10)	EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Weather and Climate (Y7) KS4: Living World (Y11)

Year 5 Curriculum A and B	Autumn 2		Spring 2		Summer 2	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Overarching Question	Who were the Anglo-Saxons?		How did the Vikings influence Britain?		How did the 'Golden Era' change our world?	
Lead enquiry question. (Composite Outcome)	Marvellous Maps: How do maps help us to make sense of the world?		Rainforest and South America What is special about the Amazon Rainforest?		Deserts Plains and Time Zones – Would you prefer to live in a hot or cold desert	
Golden Threads	Maps and mapping Physical Features Location, land use, settlement Physical processes		Water, Weather and Climate Land use and Settlement Trade and Economy		Water, weather and climate Location, Land Use and settlement Physical Processes Trade and Economy	



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	Environment, community, achieve	Environment, community, achieve, citizenship	Environment
Disciplinary knowledge	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> To know a maps key purpose and the key features To follow a route on a large scale map and use grid references confidently Locate local rivers on a map Use maps globes and atlases to locate countries and capital cities Use digimaps – GIS mapping to secure a location 	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> Ask and respond to questions and others and own ideas Begin to use primary and secondary of sources of evidence in 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 features of places Global connections between people and countries – fiocus on trade links with the Amazon Rainforest How fairness may not always mean equal treatment Develop a sense of justice 	<p>Also see substantive and disciplinary knowledge progression of skills</p> <ul style="list-style-type: none"> Begin to use primary and secondary sources of evidence in investigations Investigate places with more emphasis on larger scale Maps, atlases and globes: identify significant places and environments Use index contents page within atlases Begin to use atlases to find out about other features of places Use desert thematic maps Drawn own scaled map showing desert features Use time zone maps to find out key information
Fieldwork	To create a route that can be followed using compass points and directions	A visit to the Eden Project to observe the Biomes	



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Tier 3 Vocabulary	<p>Week 1 Atlas Continent Co-ordinate Physical feature Boundary Index Key Ordnance Ordnance Survey</p> <p>Week 2 Symbol Ordnance Survey Physical feature Feature Key</p> <p>Week 3 Compass North North East North North East South East South West East West West North West</p> <p>Week 4 Grids Eastings</p>	<p>Week 1 Rainforest Biome Eco System Weather Climate Tropical Temperate</p> <p>Week 2 Climatic Physical Features Brazil South America Geographical Features</p> <p>Week 3 Forest Floor Understory Canopy Emergent Layers as above Habitats Eco System Biome</p> <p>Week 4 Temperate Climate Zones Tropical Climate Zones Products Import Export</p>	<p>Week 1: Biome Tropical Rainforest Tundra Temperature Deciduous forest Coniferous forest Grasslands Savana Desert</p> <p>Week 2: Ecosystem Climate Hot Climate Cold Climate</p> <p>Week 3: Desert Formations Arid Climate Dunes Salt Flats</p> <p>Week 4: See above</p> <p>Week 5: See above</p> <p>Week 6: See above</p>
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	<p>Northings The National Grid</p> <p>Week 5 - 6 Field work Fieldwork Observation Route Locational Knowledge</p>	<p>Farmer Supplier Manufacturer Crops</p> <p>Week 5 Settlement Indigenous Indigenous people</p> <p>Week 6: Global factors Deforestation Intensive agriculture</p> <p>Week 7 Earths Climate</p>	
<p>Learning Objectives (Components)</p>	<ol style="list-style-type: none"> 1. How can I use an atlas to locate and find places in the world? 2. How can I use symbols on maps? 3. How can I use the 8 point compass? 4. How can I use grid references? 5. What can I learn from exploring my area – Field Study 6. What can I learn from exploring my area – Field Study 	<ol style="list-style-type: none"> 1. What is a rainforest? 2. Where is the Amazon Rainforest? 3. What are the features of the Amazon Rainforest? 4. What food comes from the Amazon Rainforest and How are Brazil nuts grown, harvested and exported? 5. How do the people live in the Amazon Rainforest? 6. What does the future hold for the Amazon Rainforest? 7. How can we protect our rainforests? 	<ol style="list-style-type: none"> 1 What are the Earths Biomes? 2. Where are the Earths Biomes? 3. What effects and ecosystem? 4. What is a desert and where are they in the world? Where is the Sahara Desert in Africa 5. What is the weather and climate like in a desert? 6. What are desert formations?



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Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Know the 8 point compass • Use grid references • To understand the usage of scale on a map • To know which way Eastings and Northings directions are • To recognise different symbols from an Ordnance Survey map 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • To know that the rainforest is in South America • To be able to talk about the indigenous people Yanomamo and Kayapo • To name the layers of the rainforest – understory, canopy, emergent. • To name the different crops that come from the rainforest • To know how the products are exported on a global scale and to where • To know the terms Biome, Eco-system, Tropical Climate and Temperate Climate and be able to give an explanation of each. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Find the Sahara Desert on a map • Know where the main deserts of the world are • Know what the what weather and climate in a desert is like • Be able to discuss desert formations • Know the Earths Biomes and be able to name them – Topical Rainforest, temperate deciduous forest, coniferous forest, Tundra, grasslands (savanna), dessert • Know that Biomes are large eco systems
When do Assessment checkpoints happen?	Week 2: Spring 1	Week 2: Summer 1	Summer 1 End of unit
<p>Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras</p> <p><i>Future Pathways: A-Level Geography, Geology, Environmental Science, Economics, BTEC Travel & Tourism, University Degree in</i></p>	<p>EYFS: All About Me. Where We Live. KS3: Map Skills (Y7) KS4: Fieldwork (Y11) The Changing Economic World, including Torr Quarry (Y11)</p>	<p>EYFS: Animal Magic. Holidays. Transport. Planting and Growing. KS3: Map Skills (Y7) Weather and Climate (Y7) Coasts (Y8) KS4: UK Coastal Landscapes (Y10) Fieldwork (Y11)</p>	<p>EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Tectonic Hazards (Y9)</p>



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<i>Geography and Geography-Related Career.</i>			
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Year 6 Curriculum A and B	Autumn 2		Spring 2		Summer 2	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Overarching Question	How are people and trade affected by conflict?		Why are rivers important to The Ancient greeks?		How do different civilisations live?	
Lead enquiry question. (Composite Outcome)	Why is Poland significant? Eastern Europe: with a focus on Poland and compare to the UK		Trade and Economics What is trade and economics?		India: Is life in India Fair	
Golden Threads	Trade and Economics Locations, land use and settlement Physical changes Environment, perseverance, community, faith, belong, citizenship		Trade and Economy Location, Land Use and Settlement Environment, community, citizenship, respect		Location, land use and settlement Water, Weather and climate Trade and Economy Environment, community, citizenship, trust, respect	
Disciplinary knowledge	Also see substantive and disciplinary knowledge progression of skills		Also see substantive and disciplinary knowledge progression of skills		Also see substantive and disciplinary knowledge progression of skills	



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	<ul style="list-style-type: none">• Ask and respond to questions and others and own ideas• Begin to use primary and secondary of sources of evidence in 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 features of places• Global connections between people and countries – focus on the trade links of Poland and compare to the UK• How fairness may not always mean equal treatment – focus on the population of Jewish People during WW2 and the impact of migration now with the Second World War• Develop a sense of justice	<ul style="list-style-type: none">• To make links with globalization and interdependence• To make global connections between people and countries with a focus on food and fairtrade with natural resources and manufactured resources.• How local actions affect the wider world.• Use geographical data and collect from different sources. Obtain data from research of items that have been traded around the world.• Use maps and atlases to identify countries and cities around the world.• Analyse evidence, make comparison, recognise patterns and explain the reasons behind them and draw conclusions..	<ul style="list-style-type: none">• Geographical Enquiry• Use primary and secondary sources of evidence in their investigations• Investigate places with more emphasis on the larger scale; contrasting different places• Direction and Location: Use latitude and longitude on atlas maps• Use globes, maps and atlases• Use atlases to find out about other features of places• Recognise a map as a flat globe• Use a variety of thematic maps for specific purpose• Drawing maps:<ul style="list-style-type: none">• Draw a variety of thematic maps based on own data, such as climate map, topographical map.• Globalisation and interdependence: How actions from other places in the world may affect us locally.• Social injustice, equality and diversity: Defining poverty• Inequality within and between societies.
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<p>Fieldwork</p>	<p>Visit – Bodmin Keep – look at how war impacted different countries and compare with Poland Track and record the daily weather of Poland and compare to the UK and gather data</p>	<p>To visit Morrisons (or any supermarket) obtain data and evidence of countries that the UK have traded. Create a mini-project to examine the different areas of the world the products have come from. Consider the economy of those countries and the supply chains. Consider the interdependence from one country to another/or supplier to manufacturer etc.</p>	<p>Research on population diversity in Newquay and compare to a place in India - tourism</p>
<p>Tier 3 Vocabulary</p>	<p>Week 1 Eastern Europe Poland Poland’s neighbouring countries – Germany, Czech Republic, Slovakia, Ukraine, Belarus, Russia, Lithuania. Borders</p> <p>Week 2 Climate Mountains Rivers Vistula River Carpathian Mountains Sudetes Mountains</p> <p>Week 3 Population Tradition Culture</p>	<p>Week 1 Trade Product Economy Export Import National International</p> <p>Week 2 Distributor Raw Material Supply Chain Manufacturer Consumer</p> <p>Week 3 Trade Product</p>	<p>Week 1: Continent Ocean Latitude Longitude Climate Climatic regions Three Seasons: Winter, Summer and Monsoon</p> <p>Week 2: Himalayan Mountain Indo-Gangetic Plain Ganges River Thar Desert Central Plateau Deccan Plateau Eastern and Western Ghats</p> <p>Week 3:</p>



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	<p>Urban Rural Density Migration Immigration</p> <p>Week 4 Oceanic Climate Continental Climate Transitional Climate Mountain Climate Baltic Coastal Climate Equator North and Southern Hemisphere Tropic of Capricorn Tropic of Cancer</p> <p>Week 5 Coal mining Agriculture Import Export Trade Tourism Manufacturing Salt mining – Salt mines</p> <p>Week 6 Air pollution Water pollution Deforestation</p>	<p>Economy Export Import National International Distributor Raw Material Supply Chain Manufacturer Consumer</p> <p>Week 4 Fairtrade</p> <p>Week 5 Globalisation Economy Interdependence</p> <p>Week 6 All of the previous weeks</p>	<p>Mountains Mountain ranges Climate Physical Features</p> <p>Week 4: River Journey Source Mouth</p> <p>Week 5: Urban Rural Landmarks Physical features Human features</p> <p>Week 6: Urban Rural Landmarks Physical features Human features Countryside City Hamlet Village</p> <p>Week 7: Slums Inner cities</p>
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	Climate Change Energy Production		Outskirts Green areas Mumbai – formerly Bombay
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. Where is Poland located on a map of Europe? 2. What are the physical features of Poland? 3. Who are the people and cultures of Poland? 4. What are the different climates of Poland and how do these compare to the UK? 5. What are the major industries in Poland? 6. What are the major environmental issues in Poland and how does Poland cope with these? 7. War and migration: how has Poland coped with these influences and factors? 	<ol style="list-style-type: none"> 1. What is trade? 2. Do all items have a supply chain? 3. What is the food chain for chocolate? 4. What is fair trade? 5. What is import and export? 6. What is globalization? 7. How did the Greeks trade? 	<ol style="list-style-type: none"> 1. Where is India and what is its climate like? 2. What are the key physical features of India? 3. What are the mountain ranges like in India? 4. What are the major rivers of India? 5. What are the human and physical features of cities in India? 6. Are all places in India the same? <p>To continue a project for the last term in Year 6.</p> <ol style="list-style-type: none"> 7. What challenges are faced by people who migrate to urban Indian areas? 8. What is the culture like in India? 9. How does India compare to the UK?
Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • To know the main cities of Poland Krakow, Warsaw, Gdansk, Poznan etc • To know the bordering counties of Poland - Germany, Czech Republic, Slovakia, Ukraine, Belarus, Russia, Lithuania. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Give a definition and explain what globalisation is? • To know what the word trade means on a global scale, local and national scale. • To know the economy of a country means and be able to discuss this with another person. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • To know the three seasons, Summer, Winter and Monsoon • To name physical features The Himalayas • To name the main rivers of India • To discuss the different plateaus • To name deserts in India



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	<ul style="list-style-type: none"> To know the main climates of Poland - Oceanic Climate, Continental Climate, Transitional Climate, Mountain Climate, Baltic Coastal Climate To know the main mountains in Poland the Carpathian and Sudeten Mountains To know the main rivers in the Poland – with a focus on The Vistula River and to know how important this is geographically. To if Poland is in the Southern or Northern Hemisphere and to be able to discuss the climate in relation to the equator and to compare to the UK 	<ul style="list-style-type: none"> To confidently know the process of trade from raw materials to supplier. To know some of the main countries of the world that the UK trades with. To know what a supply chain is. 	<ul style="list-style-type: none"> To describe in a project the difference between living a rural or urban area To know the difference between physical and human features of the India
When do Assessment checkpoints happen?	Week 2 – Spring 1	Week 2 – Summer 1	Summer Term End
<p>Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras</p> <p><i>Future Pathways: A-Level Geography, Geology, Environmental Science, Economics, BTEC Travel & Tourism,</i></p>	<p>EYFS: All About Me. Where We Live. KS3: Map Skills (Y7) KS4: Fieldwork (Y11) The Changing Economic World, including Torr Quarry (Y11)</p>	<p>EYFS: Animal Magic. Holidays. Transport. Planting and Growing. KS3: Map Skills (Y7) Weather and Climate (Y7) Coasts (Y8) KS4: UK Coastal Landscapes (Y10) Fieldwork (Y11)</p>	<p>EYFS: Animal Magic. Holidays. Transport. KS3: Map Skills (Y7) Tectonic Hazards (Y9)</p>



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<i>University Degree in Geography and Geography-Related Career.</i>			
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