

Newquay Junior Academy - Spring Sequence – GEOGRAPHY



YEAR 3

Map work – Help the Earth!

Prior knowledge – Use basic geographical vocabulary (physical and human features).

Why we use maps. Experience using different map types. Begin to describe the location of features and routes on analogue maps using N-S-E-W to give simple directions.

Devise a simple map with a key and match aerial photos to maps.

YEAR 4

How UK compares to North America (land use)

Prior knowledge and skills - pupils should be aware Earth is split into continents and that they have shifted over time. Know the continents and some countries in each (especially Europe). Know where UK is located. London is capital. Cornwall in SW England and where Newquay and Truro (capital) are located.

Identify maps and understand that they come in different forms. Use simple scale maps with symbols and keys. Use direction to ID location (North – South – West – East) and be aware of Letter and Number Coordinates. Children have some experience using topography to locate places on a map.

YEAR 5

South America

Prior knowledge - The Earth has a Northern and Southern Hemisphere, and equator. Why settlements are created and the impact humans have on Earth. Use a range of resources to identify the key physical and human features of a location.

Be able to locate countries on maps using topography skills and digital mapping. Use four-point compass and coordinates to give directions and 4 figure grid references.

YEAR 6

INTENT

Pupils will learn that Earth is split into continents and that these have moved over time.

Pupils will use simple scale maps with symbols and keys. Use direction to ID location (North – South – West – East) Use letter and number coordinates (4 figure grid referencing). Begin to use topography to accurately locate places on a map of Newquay.

Draw basic maps (including basic grid references, symbols and keys). Orientate their own map using the compass rose.

Pupils will use basic topography to locate and label continents and investigate environmental disaster hot spots around the globe and in Newquay.

Pupils learn about some of the human and physical characteristics of Cornwall and the UK then compare these with characteristics in North America.

Pupils learn about Cornwall land use and how this has changed over time.

Pupils further develop their topography and mapping skills, taking this out into the local environment to learn how to relate the real world to maps.

Pupils begin to develop orienteering skills.

Knowledge - How latitude and longitude works. Locate tropics of Cancer and Capricorn, Arctic circle and Antarctica.

Name and locate some countries in South America and identify their main physical (climate zones, biomes, vegetation, rivers, and mountains) and human (cities, industry, and agriculture) characteristics. Describe and explain a number of similarities and differences between South America and the UK.

In depth knowledge of Amazon Rainforest, Amazon River, Atacama Desert, Iguazu Waterfall, Salt Flats and Andes Mountains, Macchu Picchu (including location, climate, vegetation, animals and human interaction) and the environmental impact of humans in South America.

Skills - Use thematic maps (1:25,000 to 1:50 000), atlases, globes, longitude, latitude and digital/computer mapping to locate countries and geographical features of South American countries.

Use six-figure grid references, symbols and keys to build knowledge of United Kingdom and the wider world.

Knowledge—Identify maps in different

Sticky Knowledge – Pupils should be able to

Knowledge - Name some local geographical

VOCABULARY / STICKY KNOWLEDGE

forms. Understand that maps use scales, keys, symbols, coordinates and compass points to represent a location.

Names of the continents.

Vocabulary—Map, grid reference, key, symbols, compass, orientate.

name and describe some landmarks in the UK and North America and use compass points to describe what part of the country they are in. They should be able to use coordinates to further pinpoint their landmarks on a map.

Vocabulary – topography, land-use, agriculture, industry, orientate.

features. Where in the world is the continent of South America? Use latitude and longitude to pinpoint the continent and countries within. Understand the new terms: climate zones, biomes, vegetation, industry and agriculture. Use a 6 figure grid reference, symbols and keys to find and locate key physical and human features of South America. Understand and explain some key differences between a country in the UK and a country in South America.

Vocabulary - Continents, poles, equator, tropics, latitude, longitude, climate zones, biomes, vegetation, industry and agriculture.

SEQUENCE OF LESSONS

NB – lesson 3 is cross curricular and should be timed to coincide with other work on environment/sustainability.

1. Pupils learn the names of the 7 continents (rhyme) and where they are in the world. They see different map types and learn how to ID the continents using their topography (shape). They then learn where countries are in the continents (that they may have visited or heard about).

Pupils then have time to investigate world maps to try to get to know the continents and identify different countries.

2. Pupils are given an atlas and a world map with the continents clearly defined. They are also given 7 pictures of environmental black spots (e.g. plastic beach) with the country names.

Pupils must locate the country on the Atlas then use their knowledge of the continents and topography to place symbols onto their world map. Then they must create a key with the picture and short explanation.

If time they can plan a journey to one of the black spots and say what they will do to help when they get there.

3. Tying in with their work on 'leave no trace', pupils look at 4 areas of Newquay (around NJA, Trenance gardens, beach, road) that they will be investigating for pollution.

Before going on their fact-finding mission, the pupils look at aerial photos of the 4 areas and relate these to a map.

During the walk pupils should be given the chance to practise their orienteering skills by leading others to the next destination. In each location pupils note down the pollution and take pictures.

4. Back in the classroom, pupils embellish their maps with 4 figure grid reference,

- 1 Use aerial photos and maps to study the 'physical features' of Newquay and Cornwall. Pupils learn about the different features then they have a map with different features marked on. They must use symbols, key, topography to mark the features on a map.
- 2 Remind pupils of the term 'physical geography' and introduce them to the term 'land use'. Pupils use aerial photographs to discover how land is used around Newquay.
- 3 Using digital orientation device (What 3 words) pupils find their way around the physical features of Newquay taking pictures as they go.
- 4 To use digital mapping to locate North America and realise where it is in relation to the UK. Use topography skills to name the countries of North and Central America.
- 5 Compare 'land use' in North America and the UK.
- 6 WOW world – To investigate the top 10 wonders of North America and create or add to SWAY 'bucket list' presentation.

See Year 3 lesson 4 adjacent for more information.

1. ID what pupils already know about South America. Learn where it is in relation to the UK, other continents, the poles, equator and tropics.

2. Map work to locate physical features, cities using 4 and 6 figure referencing, keys and latitude and longitude.

Within English lessons (3-week block)

2-week block learning about climate zones, biomes, vegetation and different animals of South America. Visiting the zoo to see the different animals that have a home there. Producing information plaques for the zoo for different animals with the best ones actually being printed and displayed at the zoo.

NB – stand-alone geography lesson about environmental impacts of humans on South American plants and animals could also feed into a section on their plaques.

1-week block researching their WOW world destination for South America and creating or adding to their 'bucket list' on SWAY.

3. Luxulyan trip - To practise map skills in a more practical context.

4. WOW out

After studying photos and digital mapping of a route from NJA to Polly Joke beach children will then have the chance to plan a route on a map.

They will then use their map to get themselves to Polly Joke. On the way there will be lots of opportunities to discuss geographical features. At the beach/campsite there will be further opportunity for teachers to discuss geographical and coastal features. Children can also engage in activities such as fire lighting, preparing and eating South American food, scavenging/foraging, building model coastlines to erode.

On the way back, children will stop at

symbols, a key and pictures.

Crantock beach for a surf lesson or other activities with Big Green surf school.

7. Teacher led lesson including photos and videos outlining the negative impacts of human beings on South America and the positive initiatives being undertaken.

8. WOW world – To investigate the top 10 wonders of South America and create or add to SWAY 'bucket list' presentation.

OUTCOME / COMPOSITE

Pupils can plan a journey in Newquay.

Pupils can create a map of Newquay with 4 figure grid reference, symbols and key.

Pupils have a go at orienteering.

To create a 'WOW world' dossier of place they would like to visit in the UK and North America.

Pictorial evidence of children finding 'physical features' in their local area.

Photo/illustration record of geographical terms identified in the field.

Child led class display of South America which illustrates expanding knowledge of the continent and associated geographical terminology.

Fact file of a chosen South American country.