

Newquay Junior Academy - Autumn Sequence – Geography



YEAR 3

NJA mapwork – I know my new school

Prior knowledge - Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).

Prior skills—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school.

YEAR 4

Volcanoes

Prior knowledge - Identify maps (atlases, digital mapping) and understand that they have different scales, keys, symbols and coordinates. Be aware that the Earth is split into continents and name some of the countries in each (especially Europe). Know what is global warming and their role in reducing its effects.

Prior skills - use simple scale maps with symbols and keys. Use North – South – West – East. Use letter and number coordinates and basic topography.

YEAR 6

Map work (Victorian Newquay)

Prior knowledge – Knowledge of the terms ‘physical geography’ and ‘land use’. An awareness of the main industries (and therefore land uses in Newquay)

Prior skills - Use aerial photos to orientate themselves in and around Newquay. Use digital mapping on a device. Interpret keys and use symbols on analogue maps. Use 6 figure grid references.

INTENT

Pupils will consolidate skills from Year 2 by demonstrating their understanding of different map types and how to give directions using N S E W.

Pupils will get to know their new school through studying overhead pictures and orienteering walks.

Pupils will develop new map skills by creating their own map of NJA with a key and a 4-figure grid reference.

Pupils will learn Earth has an equator, tropics and layers. Why volcanoes are formed, parts of a volcano, shapes and sizes of volcanoes, location and activity level. They will also ID/classify volcanoes around the world using coordinates.

Pupils will learn how to ID and explain human/physical features. Understand why we form settlements and their environmental impact. Relate maps to aerial pictures. Describe location and create own maps with symbols/keys.

Cross curricular with history – children will be studying Newquay in Victorian era and how it has changed.

Real world aim – to produce a podcast type tourist tour of some of Newquay’s Victorian locations. This to be then used for the land train and/or shared with parents via the website.

VOCABULARY / STICKY KNOWLEDGE

Sticky Knowledge

Understand why we use maps.

Relate aerial photos to maps.

Understand why we use 4 figure grid reference – to orientate and find our way around.

Vocabulary — N S E W, orienteering, (globes, atlases, digital mapping, aerial photograph, 4 figure grid reference

Sticky Knowledge

Name different parts of volcanoes, classify them by shape and activity level.

Understand why humans form settlements and their environmental impact.

Skills—N-S-E-W, create symbols/keys, 4 figure grids referencing to locate world’s volcanoes.

Vocabulary - human/physical, cone, shield, composite, dome, active, dormant, extinct, settlement.

Sticky Knowledge

Locations of historical landmarks in Newquay.

Understand these landmarks in the context of their environment and try to picture what it was like in Victorian Newquay.

Understand the process to research, create and publish a podcast.

SEQUENCE OF LESSONS

1. **Assessment** – ID different types of maps. Orientate on a map of the UK (can they find Cornwall? Newquay?) Can children name physical and human features from an overhead picture? Can children use N S E W to move around on a map/in the playground?

NB -recap if the children's knowledge is not secure.

2. Use Google earth to zoom in from the world to Europe, UK, Cornwall, Newquay, finally hovering over the school. As you go on this journey teach the children that you can identify different countries using topography (the shape of the land) and that they will use this skill lots during their time at NJA.

Hover over NJA and give the children the same aerial photograph of the school (**but with the buildings labelled**). Discuss the different buildings on a 'virtual' tour.

Now take the children around the school helping them to relate the building on the photo to the actual buildings.

3. Relate the overhead photos from the previous lesson to a CAD style map of the school with a grid overlaid. The children transfer features on to this new style map.

Now give them the same map and teach the children how to make a simple key with symbols instead of labelling the buildings onto the map.

4. Children learn about 4 figure grid-referencing then practise in pairs asking questions.

When these skills are solid the children take part in a treasure hunt where they hide things in different places and give the other children a grid reference to go find the treasure.

1. To know that the Earth has different layers and the top layer is split into tectonic plates. Volcanic activity mainly occurs where these plates collide.

Make salt dough Earth (**NB – this lesson takes 2 hours**)

2. Study the parts of a volcano and label these on a diagram.

3. Classify volcanoes according to shape and activity level.

4. Use map skills to locate volcanoes around the world and learn which are the most active. Introduce pupils to the 'ring of fire'.

5. Describe location/give directions using North—South—East—West. Add 4-digit references, keys and symbols to a map.

1. Use photos and digital mapping to locate places of note around the town.

2. Transpose these onto a map of Newquay with symbols and a key.

3. Give 6 figure grid references of the locations.

4. Walk their tour taking photos and recording latitude and longitude from their phones.

5. Record their explanation of each location to be turned into podcast.

6. Create a booklet version alongside podcast with text and photos.

OUTCOME / COMPOSITE

Pupils know their school lots better and can find their way around.
Pupils are excited about future geography at NJA.
Pupils can use simple maps to find features and treasure!

Pupils create a salt dough model of the Earth showing the different layers.

Pupils locate and label the world's volcanoes on a map and create a grid for 4 figure referencing, symbols and a key.

DT/Art link – pupils build own volcano from papier mâché.

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