

Newquay Junior Academy – Summer Term Sequence – GEOGRAPHY



YEAR 3

Europe (UK/Greece comparison)

Prior knowledge - Use basic geographical vocabulary. Understand why we use maps and experience using different map types (globes, atlases, digital mapping).

Prior skills - Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

YEAR 4

Settlements and Cornwall's (Wild) Weather

Prior knowledge – of the terms physical and human geography and be able to give some examples of each.

Use simple scale maps with symbols and keys. Use N/S/E/W and coordinates. Begin to use topography to accurately locate places.

Draw basic maps (including basic grid references, symbols and keys).

Understand what is meant by weather and how it changes in different seasons and places around the world.

YEAR 5

YEAR 6

Coastal features and Geographical skills

Prior knowledge and skills – pupils should have an awareness of the physical and human geographical features of Newquay and Cornwall.

Pupils should be able to use 6 figure grid referencing, symbols and keys.

Pupils should be aware that Cornwall's coastline is shaped by erosion and how erosion works.

Have some knowledge of North/South America and Europe and be able to discuss their 'bucket list'. They should be able to understand the impact humans have on Earth's environment.

INTENT

Pupils learn to identify maps and understand that they come in different forms. Become aware that online mapping can be used to plan journey to and in unknown places/countries.

Pupils learn to use maps and plans with different scales, keys, symbols, coordinates and compass points.

Pupils begin to use topography to accurately locate places on a map.

Use online mapping to plan journeys to and in unknown places/countries. Begin their 'bucket list' on SWAY with places in Cornwall, UK and Europe they would like to visit.

Pupils will study why humans form settlements and their environmental impact. They will use Google earth to ID human and physical features then relate digital mapping to analogue maps.

Pupils will learn about Earth's wild weather and natural disasters (hurricanes, tornadoes, tidal waves, earthquakes, tsunamis, landslides, floods and fires).

Pupils will learn the environmental impact of life on Earth of disasters and be aware human activity is increasing the frequency of natural disasters.

Pupils will learn about Cornwall's wild weather (pressure systems, rainfall, wind, swell).

Pupils will have a go at logging weather information (rainfall, wind strength)

Pupils build on previous knowledge of the Cornish coast and how it is constantly changing.

Pupils consolidate and build on the previous years of map work. They demonstrate their knowledge of 6 figure grid referencing and use and create keys to help with orientation.

Pupils experience using OS maps and compasses to plan journeys and orientate themselves on treasure hunts and orienteering courses.

Pupils experience secondary school type geography by combining science to carry out investigations.

VOCABULARY / STICKY KNOWLEDGE

Sticky Knowledge – Pupils should be able to name different forms of maps. They should be able to use a compass rose to give directions. Use a key and associated symbol and begin to be able to find places on a map using a 4-figure grid reference.

Vocabulary - Grid reference, symbols, key, compass, map, atlas, human geography, physical geography.

Knowledge— Explain why humans form settlements and their environmental impact.

Use Google earth and topography skills to transfer features onto analogue maps.

Explain how earthquakes, tsunamis, hurricanes and tornadoes work and how human activity affects wild weather.

Relate pressure systems to Cornwall's weather and try to predict wind strength and

Sticky Knowledge – Pupils should be able to explain how erosion and deposition work and how this shapes the coastline. They should be able to independently create a map with a key and six figure grid reference. Pupils should know what the contour lines show on an OS map.

Vocabulary – headland, sea stack, estuary, erosion, deposition, flow rate, topography, orienteering, compass, contour lines.

rainfall levels.

Vocabulary – city, village, hamlet, earthquake, hurricane, tsunami, tornado.

SEQUENCE OF LESSONS

1. Pupils study a map of Europe (start with UK and learn where London is, Cornwall, Truro, Newquay). Discover where Greece is in relation to the UK. Practise their map skills by giving coordinates for Greece and the UK. Plan a journey to get to Greece from the UK by sea and road – what countries would you need to go through?
2. Pupils study the key differences between Greece and the UK (climate, language). They then sample some traditional Greek food.
3. Pupils learn how to use the internet for effective searches – to discover some of the best places to visit in Europe.
4. In the ICT suite pupils are taught how to use SWAY to create their own online 'bucket list'. They then think about their hobbies and interests and find places in Cornwall, UK and Europe they would like to visit and add these to their SWAY presentation (writing, pictures, maps and more can be used).

NB – the idea is that this bucket list can be added to at home and it will also go with the children to be added to in future years at NJA. Therefore, a note needs to be made of the web addresses they create and these need to be passed on to the next teacher.

1. To understand the different types of settlement and why humans form settlements. Use Google Earth to ID key human features of cities, towns and villages and explain some of them.

Understand the environmental impact of human settlement.

2. To relate digital mapping and aerial pictures of Newquay to analogue (paper) maps and transfer features from Google Earth onto a paper map.

3. To create symbols and a key for their map then draw on a grid.

Produce a series of coordinate questions for other class members to answer.

4. To understand how tornadoes, tsunamis, earthquakes, hurricanes work and how floods happen and wild fires happen. Pupils learn how human activity is increasing occurrence of natural disasters.

5. Pupils study Cornwall's wild weather. They learn about pressure systems and how to predict wind strength and rainfall from these.

Pupils are introduced to the equipment for measuring rainfall and wind strength. Over a period of several weeks' pupils try to predict and measure these.

Geography day number one – Coasts

Stand-alone day revising and embellishing knowledge and skills from previous years at NJA.

Children will take part in the following activities:

- Power point presentation about coastal features and coastal erosion.
- Map work using OS maps to pinpoint sea stacks and other geographical coastal features (beaches, estuary, etc) in Newquay then Cornwall.
- Fieldwork (art) – sketching coastal features.
- Making a working model of erosion using sand and stones to make a coastline then eroding it (alternative to do this on the beach and watch the waves erode their model).
- Make a flick book (or animation) of erosion in action.
- Explore some of the caves and observe effects of erosion at Tolcarne beach.

Geography day number two – Practical map skills

Tretherras

Using compasses and map skills to complete the Tretherras orienteering course.

Boating Lake

What 3 words challenge where the children have to use their phones to find clues located in different parts of the boating lake area. This could be turned into a treasure hunt type activity.

NB – if time allows children have an opportunity to reflect on their SWAY 'bucket list'. Amending it or adding to it as they see fit.

OUTCOME / COMPOSITE

To try Greek food.

A SWAY presentation of their very own 'bucket list'.

Pupils produce a map of Newquay with accurately placed human and physical features then produce symbols, a key and grid reference.

Pupils produce a graph of rainfall and wind strength in Newquay with their measurements.

To produce a video of erosion in action.

To create a model of a hill using contour lines.

To carry out a scientific geographical investigation with a table of results.