**Newquay Junior Academy – Summer Term Sequence – GEOGRAPHY**

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| Logo  Description automatically generated |  | **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**  **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** |  | **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. |
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| **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 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.** |  |  |  | **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.** |
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| **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. |  | **Sticky Knowledge** – Pupils should be able to 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. |  |  |  | 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. |
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| **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. **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 location 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.** |  |  |  | **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.** |
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| **OUTCOME / COMPOSITE** |  | To try Greek food.  A SWAY presentation of their very own ‘bucket list’. |  | 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. |  |  |  | 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. |