

# Dobwalls Primary School - Sequence – Geography - Autumn

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p><b>Why do Rivers flood?</b> Prior knowledge...Children will have learnt about a valley.</p>	<p><b>Does the Earth's surface move?</b> Prior knowledge... Children will have learnt about the <b>natural features of the land</b></p>	<p><b>Where would you rather live Ontario or Cornwall?</b> Prior knowledge... Children will have learnt about climate, flood plains, population density and distribution.</p>	<p><b>How has Dobwalls changed?</b> Prior knowledge...Children will have learnt about settlements, villages, migration.</p>
<b>INTENT</b>	<p><b>Physical geography: Pupils will understand and be able to identify and name the features and characteristics of the three different stages of a river.</b></p>	<p>Physical Geography - Pupils will be able to understand climate zones, biomes and vegetation belts, earth quakes and volcanoes</p>	<p>Human Geography Pupils will understand the similarities and differences between a region in the UK and a region within North America.</p>	<p>Pupils will investigate how a local settlement (Dobwalls) has changed over time.</p>
<b>VOCABULARY / STICKY KNOWLEDGE</b>	<p>Water cycle (evaporation, precipitation, condensation, gravity, cloud) rainfall, features, source, spring, river, rivulet, stream, hill, slope, moor, mountain, flow, steep, downhill, waterfall, valley, channel, bed, mouth, banks, lake, erosion, tributary, basin, flood plain, delta, oxbow lake, rapids, river system.</p>	<p>Mt Vesuvius, Inner Core, Outer Core, Mantle, Crust, Tectonic Plates, Volcano, Eruption, Earthquake, Tsunami</p>	<p>North America, USA, Washington, New York, Mississippi, canyon, Grand Canyon, climate erosion, mountain range, flood plain, population density, population distribution, settlement, landscapes, agriculture, migration.</p>	<p>Settlement, village, civil parish, population, census, demographics, landscape, bypass, urban, rural.</p>
<b>SEQUENCE OF LESSONS</b>	<ol style="list-style-type: none"> <li>To use a variety of sources to investigate streams and rivers.</li> <li>To learn the elements in the water cycle.</li> <li>To have an understanding of river processes and patterns.</li> <li>To identify the characteristics of the three different stages of a river.</li> <li>To identify features of a waterfall.</li> <li>To identify rivers on maps and atlases including famous world rivers.</li> </ol>	<ol style="list-style-type: none"> <li>To identify and describe the layers of the earth.</li> <li>To locate Mt Vesuvius and describe its destruction of Pompeii.</li> <li>To explain how volcanos are formed and erupt.</li> <li>To locate Haiti and recognise the destruction caused by an earthquake</li> <li>To describe the physical geography of how earthquakes, occur.</li> </ol>	<ol style="list-style-type: none"> <li>Plot geographical features on a map.</li> <li>Explore and examine the process of erosion.</li> <li>Investigate and display population data.</li> <li>Compare climatic regions.</li> <li>Investigate the importance of agriculture.</li> <li>Explore geographical change over time.</li> </ol>	<ol style="list-style-type: none"> <li>To establish where Dobwalls is within Cornwall and the UK.</li> <li>To discuss how and why Dobwalls has changed.</li> <li>To make a bar or line graph to show how the population of Cornwall has changed over time.</li> <li>To discuss and compare the climate in Dobwalls to other cities in the UK.</li> <li>To investigate the amenities in Dobwalls.</li> </ol>
	<p><b>Pupils will research and present information about a world river</b></p>	<p>Pupils will write an explanation of a natural disaster.</p>	<p>Pupils will use persuasive language in a speech about becoming the president of</p>	<p>Pupils will use persuasive writing to encourage people to visit Dobwalls.</p>

OUTCOME / COMPOSITE

and a flood.

the USA.

## Dobwalls Primary School - Sequence – Geography - Spring

### YEAR 3

**How would you design your perfect village?**

Prior knowledge...Children will have learnt about the local area, four points of the compass, rivers., routes using a map.

Place and human geography

### YEAR 4

**How does water move through the water cycle?**

Prior knowledge... Children will have learnt about the water cycle, climate, weather, precipitation and natural features of the land.

### YEAR 5

**What influences the climate of the Mediterranean?**

Prior knowledge... Children will have learnt about weather, climate, UK, terrain, physical

### YEAR 6

**Has humanity had a positive or negative effect on the Central American rainforest?**

Prior knowledge...Children will have learnt about climate, Equator.

### INTENT

Pupils will be able to understand how physical features influence types of settlements and land use. Pupils will be able to understand how and why settlements are connected.

Pupils will be able to understand the water cycle and how it is driven by energy from the sun.

Pupils will understand how to locate the world's countries focusing on Europe, understand key aspects of physical geography, use grid references, compass points and ordnance survey symbols.

Pupils will investigate the Central American Rainforest – Positive and negative effect of humans including climate change/Plant and animal effect over time

### VOCABULARY / STICKY KNOWLEDGE

Settlement, map, town, city, village, ordnance survey map, compass, symbols.

physical geography, water cycle, evaporation, condensation, precipitation, groundwater, runoff, rainforest, climate, weather.

Europe, climate, continent, peninsula, region, economy, culture.

Tropical rainforests, temperate rainforests, habitat, ecosystems, biodiversity, interdependence, deforestation, climate change, Greenhouse effect, sustainability, Equator, Tropics of Cancer and Capricorn.

SEQUENCE OF LESSONS	<ol style="list-style-type: none"> <li>To understand the needs of early settlers and the origins of place names.</li> <li>To identify and use the 8 points of the compass.</li> <li>To identify settlements on a map and give reasons for their original sites.</li> <li>To understand the meaning of mapping symbols on an ordnance survey map.</li> <li>To understand and describe how settlements in the local area are connected.</li> <li>To understand how to use symbols on a map to navigate around the local area.</li> </ol>	<ol style="list-style-type: none"> <li>To recognise key aspects of the water cycle.</li> <li>To understand evaporation and condensation.</li> <li>To recognise different forms of precipitation.</li> <li>To investigate how climate change is affecting precipitation over the years.</li> <li>To explore the rainforest.</li> </ol>	<ol style="list-style-type: none"> <li>To investigate Europe using maps.</li> <li>To investigate continental boundaries and bodies of water.</li> <li>To investigate the culture and climate of the Mediterranean.</li> <li>To investigate capoluogos in the Mediterranean.</li> <li>To plan an enquiry about Bologna.</li> </ol>	<ol style="list-style-type: none"> <li>To explore the role of the Rain Forest in sustaining life.</li> </ol>
OUTCOME / COMPOSITE	Pupils will design a village settlement giving reasons for their choice of location and amenities.	Pupils will write Instructional/Procedural- Stages of the water cycle.	Pupils will write a magazine article about the Mediterranean with a focus on the climate comparing this to the UK.	Pupils will

## Dobwalls Primary School - Sequence – Geography - Summer

	<p><b>YEAR 3</b></p> <p><b>Why do so many people come to Cornwall on holiday?</b></p> <p>Prior knowledge...Children will have learnt the names of the four countries of the UK and their capital cities. Physical and Human Geography.</p>	<p><b>YEAR 4</b></p> <p><b>Why did people settle across Europe?</b></p> <p><b>Prior knowledge...</b> Children will have learnt about the <b>continents, capital cities, climate, climate zones, settlements.</b></p> <p><b>Human Geography</b></p>	<p><b>YEAR 5</b></p> <p><b>How do trade and industry influence settlement in Scandanavia?</b></p> <p><b>Prior knowledge...</b> Children will have learnt about settlements.</p>	
INTENT	Pupils will understand that the UK is made up of countries and within these countries there are different counties each with their own unique physical and human geographical characteristics.	Pupils will understand how settlements use land and need access to water and natural resources. Understand links with physical and human features in a different European region.	Pupils will understand where Scandinavia is found on a world map, the concept of trade in Scandinavia and the type of settlements found in Scandinavia.	
	Town, village, city, map, symbols, aerial photograph, England,	Europe, atlas, globe, capital city, continent, region, terrain, climate	Scandinavia, settlements, trade, economics, climate, human geography, Scandinavia, Copenhagen, Oslo,	

<b>VOCABULARY / STICKY KNOWLEDGE</b>	Scotland, Wales, Northern Ireland, river, capital city, flag, country, county, Cornwall, mountain, human geography, physical geography, compass, land use, seas, oceans,	zone, population, settlement	Stockholm, Trade, harbour, natural resources.	
<b>SEQUENCE OF LESSONS</b>	<ol style="list-style-type: none"> <li>1. To identify the countries and capital cities of the UK. To identify key rivers in the UK.</li> <li>2. To understand the difference between a physical and human feature in the landscape.</li> <li>3. To understand what a county is and where different counties are located in the UK.</li> <li>4. To understand how satellite photographs can provide important information about the physical features of an area.</li> <li>5. Identify characteristics that make Cornwall a unique county.</li> <li>6. Compare Cornwall to another county in the UK focussing on the use of land.</li> </ol>	<ol style="list-style-type: none"> <li>1. To investigate a European country.</li> <li>2. To evaluate the importance of the Danube river.</li> <li>3. To compare land use in different regions.</li> <li>4. To contrast climate zones across central Europe.</li> <li>5. To assess why Madrid is a major population centre.</li> </ol>	<ol style="list-style-type: none"> <li>1. To explore Scandinavia.</li> <li>2. To consider Scandinavian weather.</li> <li>3. To explore aerial photographs and maps.</li> <li>4. To explore key facts and features of Scandinavia.</li> <li>5. To explore and create plan view maps.</li> </ol>	
<b>OUTCOME / COMPOSITE</b>	Pupils will write a leaflet to persuade people to visit Cornwall emphasising the unique physical features of the county.	Pupils will create a travel brochure for a European city.	Pupils will write instructions based on Scandinavian recipes.	