






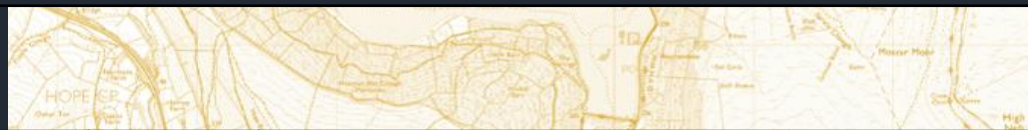




Enquiry Question	Why are maps so useful?	Focus:	Local Geography - our locality and fieldwork
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<p>Be Brilliant  CULTURAL DIVERSITY Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p>	Sequence of lessons		Outcome - from overview	Skills used (NC)
	<p>Believe  POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	1	<p><i>We are learning compass points to navigate around a map</i> Can you identify which is the best map to use?</p>	Use N,S,E,W to navigate features
<p>Believe  POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	2	<p><i>We are learning to use aerial photos and design a plan</i> Retrieval – What is ___ of the school? Can you represent the classroom with a plan perspective?</p>	Understand the difference between aerial images and those taken from the ground. Use the idea of aerial images to support understanding of plan perspective	Use of maps and GoogleEarth (IT – 2D and 3D views and photo sphere) and simple plans
<p>Believe  POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	3	<p><i>We are learning to use simple fieldwork and observational skills (focus on Bodmin)</i> Retrieval – can you spot the feature on the aerial photo of Bodmin these images?</p>	Understand the difference between aerial images and those taken from the ground. Use the idea of aerial images to support understanding of plan perspective	Use of a variety of local maps and GoogleEarth (IT) Include OS maps of Bodmin). Use observation during fieldwork of the local area
<p>Believe  POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	4	<p><i>We are learning to devise, draw a simple map and use a simple key</i> Retrieval – name the ingredients for a good map Can you create your own map for someone to use?</p>	Recap the main features of a map and use symbols to create a key of where they live	Construct a simple map and use/construct basic symbols for a key
<p>Be brave  ADVENTURE Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	5	<p><i>We are learning to design a map referring to key human features (focus on Bodmin area)</i> Can you identify and plan in the main human features for a new town</p>	Identify the human and physical features they see in Bodmin and on the maps. Design a town adding these main features and use symbols for a key	Recognise human and physical geographical features, Use/construct basic symbols for a key.
<p>Be brave  ADVENTURE Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	6	<p><i>We are learning to create a 3D map using your town design (focus on Bodmin area)</i> Can you discuss your design with a partner, including physical and human geographical features?</p>	Identify plan perspective and how it translates to a model	Use and understand plan perspective and keys

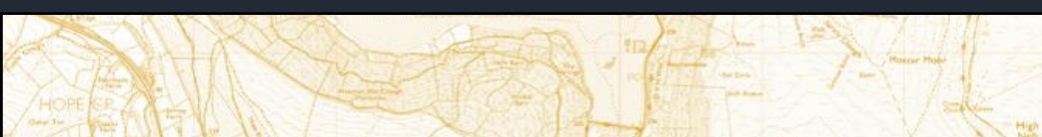
Composite: Create a 3D map of the school grounds.



Enquiry question	Why visit Cornwall?	Focus:	Geography – local learning
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<p>Be Brilliant Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p> <p>POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p>ADVENTURE Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	Sequence of lessons		Outcome - from overview	Skills used (NC)
	1	<p><i>We are learning about the location of Cornwall</i> Can you explain where Cornwall is in the UK and what makes Cornwall a special county</p>	Recap prior learning about the UK and the UK's capitals, how we would travel and the Tamar	Name and locate the 4 countries and capital cities. Use maps, atlases and globes to identify
	2	<p><i>We are learning about the physical features of Cornwall</i> Can you name the main rivers, tallest point, moorland and beaches, most southerly, westly and south-westly point of the UK?</p>	Label the main physical features – vocabulary needed for KS1	Understand the physical geography of a small area of the UK. Use aerial photos and recognise landmarks
	3	<p><i>We are learning to understand the attraction of physical features of Cornwall</i> Retrieval – label what you know about Cornwall Can you explain what activities you can do?</p>	Know how natural features are a draw for people and explain the activities you can participate in	Understand the human geography of a small area of UK. Use aerial photos and recognise landmarks
	4	<p><i>We are learning understand the attraction of human features of Cornwall</i> Retrieval – name the activities you can do on the coast Can you explain what activities you can do?</p>	Know how human features are a draw for people and explain the activities you can participate in	Understand the human geography of a small area of the UK. Use aerial photos and recognise landmarks
	5	<p><i>We are learning about what makes Cornwall different from other counties</i> Can you list anything that is Cornish?</p>	Know how celebrations and history are a draw for people and explain the activities you can participate in	
6	<p><i>We are learning about where people stay to experience Cornwall</i> Can you give examples of the different types of accommodation?</p>	Name different accommodation and use grid reference to locate campsites, hotel etc		

Composite: Cross-curricular writing: Write a discussion text – Should you visit Cornwall?



Enquiry Question

If we travelled the globe, what would we see?

Focus:

Continents and oceans

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Believe
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Be brave
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>As geographers, we are learning about the UK countries of the</i> Retrieval - What is this an image of and what do you know about the world around you (the Earth)	Children learn the vocabulary Continent, Europe, United Kingdom. They understand about the continents having groups of countries. They know about Europe and zoom into the UK, an island with 4 countries. Children draw and label the UK its countries and surrounding seas/oceans	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
2	<i>As geographers, we are learning about what you can find in the United Kingdom</i> Retrieval - Can you point to and name the countries of the UK?	Children learn the vocabulary capital city, natural feature and United Kingdom. They learn about different natural feature verses manmade. They learn about the compass points and identify key natural features of each UK country, using these points – river, mountain and capital city	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography Key human features, including city, town, village use simple compass directions (North, South, East and West)
3	<i>As geographers (and historians), we are learning about the history of London</i> Retrieval - Can you point to and name the countries of the UK?	Children learn about the history of London starting at nothing, with only a few people – Romans building Londinium to live in, being nearly destroyed - Great Fire of London, The Blitz. Children add information to a timeline	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
4	<i>As geographers, we are learning about how people move around London</i> Retrieval - What can you tell me about London	Children learn about the vocabulary transport, mayor and underground. Children learn about historical transport and to the greener transport in cities and how fast they are – linking to the Mayor trying to improve transport. They learn about the underground.	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map
5	<i>As geographers, we are learning about the landmarks in London</i> Retrieval – identify the past, present and future modes of London transport / what is the Underground?	Children learn about why tourists come to London and how they arrive. They look at the Thames, famous buildings and linking to previous learning and that they are located by the river – Big Ben, St Paul's, Buckingham Palace, Tower of London, Tower Bridge. The Eye, Number 10	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

Composite: Children can label the countries of the UK and place London on the map. They can say why people come to London and how they get around.