



Enquiry Question: How do I describe where I live? Focus: Locational

<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>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.</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> <p>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.</p>	Sequence of lessons		Outcome - from overview	Skills used (NC)
	1	<i>We are learning to find our address on a map and use the 4 basic compass directions</i>	Identify Bodmin on a Cornwall map. Use Google Earth aerial photos to find address. Use a large map to stick on pupil's location and use compass points to describe position in relation to school	Use of globe, images and the 4 basic compass terms
	2	<i>We are learning to use and describe the basic compass directions</i> Retrieval – which is the correct location of Bodmin on a Cornwall map - from these 5 dots? Can you direct a partner using the compass directions?	Research and identify the features, sights of each National park, and communicate ideas	Study of physical and human geography – comparing Use IT to present knowledge
	3	<i>We are learning to understand the human and physical geographical features of an area</i> Retrieval – drawn map. Is the ___ north of ___ What is the difference between physical and human geography?	Understand that physical geography nature and human geography is how we use the space of local features - the school	Use of images of local area - Beacon
	4	<i>We are learning to perform fieldwork</i> Can you identify the different features in our school?	Recognise the different features found on the school site – walking around the school site and drawing a birds eye view of the school	Fieldwork
	5	<i>We are learning to use a map with a key</i> How can you find different features quickly using a map?	Use map to find key features using the key	Using a key to find features on a map
	6	<i>We are learning to use a map with a key</i> Can symbols show different features on the school site?	Compare the aerial view of the school site and draw appropriate symbols – a key	Using a key to represent features

Composite: To create a map of the school using a key and then create an scavenger hunt.





Enquiry Question


How does the weather affect our lives?

Focus:

Human and physical geography – seasonal and daily weather patterns

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Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>We are learning investigate weather patterns</i> Retrieval – where are we on this map?	Understand the differences between the seasons of the year and relate to personal experiences – link to the pole be colder	Identify seasonal weather patterns in the UK – relate UK position to the North pole and equator
2	<i>We are learning to name and locate the capital cities of the 4 UK countries</i> Retrieval – When would you feel the hottest / coldest (seasonal images) Can you find our 4 capital cities?	Locate and recall the 4 UK countries and their capital cities.	Know the names of the UK countries and their capital cities
3	<i>We are learning to use simple symbols to forecast the local weather</i> Retrieval – name the four countries of the UK and their capital (draw a line to the correct pair)	Understand the different symbols and what they mean. Deliver a weather forecast using the correct vocabulary for one of the capital cities	Use daily patterns in the daily weather in the UK, using basic geographical vocabulary
4	<i>We are learning about the impact the weather has on everyday lives</i> Retrieval – match the weather symbols to the weather type Can you explain how the weather changes what we do?	Reflect on how the weather can change what we do watching severe weather	Use daily patterns in the daily weather in the UK, using basic geographical vocabulary
5	<i>We are learning how the location of where we live affects the weather (UK's capital cities and Uganda)</i> Retrieval – match the weather symbols to the weather type Can you explain how the weather changes what we do?	Know about the equator and the poles in relation to the sun and the weather you would expect to experience there – UK capital cities and Uganda using images	Use daily patterns in the daily weather in the UK, using basic geographical vocabulary – compare cities to non-European area. Know basic continents and hotter places
6	<i>We are learning to explore the impact the heat and cold has on living in different places</i> Retrieval – Role play a weather report for Uganda Can you explain how animals in the coldest climate adapt to the weather?	Know about the equator and the poles in relation to the sun and the weather you would expect to experience there and how animals cope in the lowest temperatures – Arctic and Antarctic	Use daily patterns in the daily weather in the UK, using basic geographical vocabulary – the colder places of the globe Know basic continents of the globe

Composite: Children to role play weather reports and to understand appropriate clothing.



Enquiry Question

What would you find in a capital city?

Focus:

UK countries and London as England's capital

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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.