

Newquay Primary Academy – Summer Term Sequence– Geography



RECEPTION *Our world. Our beach.*

Prior knowledge...
Children can compare how people around the world celebrate, travel to school and live their lives.

YEAR 1 *Our local area*

Prior knowledge...
Children have learnt about their immediate environment.

YEAR 2 *Wonderful weather*

Prior knowledge...
Children have looked at the four countries and their weathers in the United Kingdom and studied the world map and location of the seven continents.

INTENT

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Understand some important processes and changes in the natural world around them, including the seasons.

To recognise human, geographical and physical features of the coast.

Human and physical geography –
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
This Wonderful Weather unit will teach your class about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts.

VOCABULARY / STICKY KNOWLEDGE

Africa, continent, jungle, extinct, map, beach, coast, sea, ocean, harbour, weather, seasons, Newquay, Summer.

Photographs, map, key, beach. Cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop

Weather, environment, seasons, hot, cold, forecast

SEQUENCE OF LESSONS

1. Compare how my family live in contrast to families in Africa and compare geographical features, like houses/homes.
2. Discuss differences about jungles now and in the past, and what it means to become extinct.
3. Accurately describe the weather and understand seasonal changes like blossoming trees and the life cycles of a seed.
4. Explore the natural world around us during beach school when I observe creatures in the rock pools at my local beach.
5. Discuss how I can help the planet and understand how important it is when I participate in the beach clean.

1. To recap our learning to name and locate the world's seven continents and five oceans.
2. To learn what aerial photographs and plan perspectives are and use them to recognise landmarks and basic human and physical features; (Maps and photos of Newquay)
3. To explore a variety of simple maps, symbols and keys.
4. To construct a simple map of the classroom including a key and basic symbols.
5. To use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.

1. What is Weather? To identify daily weather patterns in the context of the weather of the UK. To understand what the weather is like in our country. To look at the weather where we live.
2. How Does the Weather Affect Us? To understand seasonal weather patterns in the context of the weather of The UK. To understand the different seasons in a year. To describe how the weather can affect us.
3. Forecasting the Weather To identify daily weather patterns in the UK (Weather Forecasting). To understand what weather forecasts show. To use key words to describe the weather.
4. Weather Dangers To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. To understand the dangers of weather.

6. Understand the changes in the Summer and verbalise what I need to do to stay safe when the weather is hotter, putting on my own sun cream and staying hydrated.

6. To follow a planned route on a simple map and understand and identify basic geographical features – beach, cliff, coast, sea, ocean, house, shop, harbour, town
7. To learn who the RNLI is and what they do. We will recognise landmarks and basic human and physical features of the coast.
8. Fieldwork follow up - To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. Children will observe what our local area is like and describe where things are on a map.
9. Houses and Homes - To understand basic geographical features: houses (human features). To understand different types of housing in the local area.

5. Hot and Cold Weather To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand what hot and cold countries are like.
6. Our Frozen Planet To understand the human/physical geography of a cold area of the world in the context of the Arctic. To understand what a cold area of the world is like. To use map skills to locate hot and cold places.

OUTCOME / COMPOSITE

The children will be able to explain differences and similarities in mini beasts, seasons, domestic pets and habitats and explain why we must take care of our oceans during our beach clean.

We will know human and geographical features of the coast and be able to recognise these on a map.

Children will present their own weather forecast to be shared on Tapestry with parents.