**A logo for a school

Description automatically generatedGeography Term Autumn 1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent:**  **Understanding the World**  To share information about myself, my family and my experiences including to know where I live and go to school, to explore my immediate environment around me, and express some signs of Autumn.  **Sequence of lessons**  Can I develop understanding of locational knowledge such as we live near the beach/river/forest?  -Can I start to explore the world map and learn why Cornwall is special/why where I live and go to school in Fowey is special?  -Can I talk about changes in Autumn?  -Can I talk about the weather on a daily basis?  -Can I explore the natural world around me, using magnifying glasses and my 5 senses? | No taught this half term in Year 1/2 | **Intent: Rivers**  To discover the River Indus - its source, course, human interactions with environment. Know how rivers get their water - the source, springs, the water cycle.  **Sequence of lessons:**  1, The mighty River Indus.  2, The changing River Indus.  3, How rivers get their water.  4, How a river shapes the land: the young river.  5, How a river shapes the land: the mature river.  6, Britain’s longest river: the River Severn | **Intent: Rivers**  To discover the River Indus - its source, course, human interactions with environment. Know how rivers get their water - the source, springs, the water cycle.  **Sequence of lessons:**  1, The mighty River Indus.  2, The changing River Indus.  3, How rivers get their water.  4, How a river shapes the land: the young river.  5, How a river shapes the land: the mature river.  6, Britain’s longest river: the River Severn. | **Intent: Rivers**  To discover the River Indus - its source, course, human interactions with environment. Know how rivers get their water - the source, springs, the water cycle.  **Sequence of lessons:**  1, The mighty River Indus.  2, The changing River Indus.  3, How rivers get their water.  4, How a river shapes the land: the young river.  5, How a river shapes the land: the mature river.  6, Britain’s longest river: the River Severn. | **Intent: Population**  Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts**.**  **Sequence of Lessons:**  1, Can I say how is global population changing?  2, Can I explain what are birth and death rates?  3, Why do people migrate?  4, How is climate change impacting the population?  5, How is population impacting our environment? (Data Collection)  6, How is population impacting our environment? (Findings) |
| **Key Vocabulary:**  weather, river, beach, sea, forest, place, world, country, home, nature, Autumn, seasons, senses |  | **Key Vocabulary:**  mountain, Tibet, mountain range, Himalayas, glaciers, monsoon, tributaries, riverbed, dams, reservoirs, canals, irrigation, turbine, hydro-electric, spring, source, water cycle, surface run off, evaporation, transpiration | **Key Vocabulary:**  mountain, Tibet, mountain range, Himalayas, glaciers, monsoon, tributaries, riverbed, dams, reservoirs, canals, irrigation, turbine, hydro-electric, spring, source, water cycle, surface run off, evaporation, transpiration | **Key Vocabulary:**  mountain, Tibet, mountain range, Himalayas, glaciers, monsoon, tributaries, riverbed, dams, reservoirs, canals, irrigation, turbine, hydro-electric, spring, source, water cycle, surface run off, evaporation, transpiration | **Key Vocabulary:**  population, birth rate, climate, death rate, migration, refugee, push and pull factors, sparsely/densely populated |
| **Impact:**  Children can describe the place where they live and go to school including key features such as the beach and river. They can talk about and explore signs of Autumn in the immediate environment. |  | **Impact:**  Children can describe the journey of a river from source to mouth. They can describe the stages of the water cycle. | **Impact:**  Children can describe the journey of a river from source to mouth. They can describe the stages of the water cycle. | **Impact:**  Children can describe the journey of a river from source to mouth. They can describe the stages of the water cycle. | **Impact**  Children can describe the impact of different environmental, economic and social factors impacting on population. |