**A logo for a school

Description automatically generatedA logo for a school

Description automatically generatedGeography Term Autumn 2**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent: Understanding the World**  To begin to identify some similarities and differences between themselves and others e.g., where we live compared to where others live.  To identify some features of the immediate environment such as signs of Autumn/Winter and to describe what they can see, hear and feel when outside.      **Sequence of learning:**  -Where does our food come from in the world?  - Can I develop understanding of locational knowledge?  -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 explore the natural world around me, using magnifying glasses and my 5 senses? Can I spot signs of Winter? | **Intent – What is it like here?**  To recognize physical and human features in their local area  **Sequence of Lessons**  1. To locate the school on an aerial photograph  2. To create a map of the classroom  3. To locate key features of the playground  4. To draw a simple map  5. To investigate how we feel about our playground  6. To create a design to improve our playground. | **Intent:** **Mountains**  To identify the highest mountain in each of the four countries of the UK and consider the relationship between mountains and weather, and mountains and people.  **Sequence of lessons:**  1, What is a mountain?  2. Mountain ranges 3. Why do people live on a mountains?  4. Living in the Andes.  5. Mountainous regions of the UK  6. Snowdonia | **Intent:** **Mountains**  To identify the highest mountain in each of the four countries of the UK and consider the relationship between mountains and weather, and mountains and people.  **Sequence of lessons:**  1, What is a mountain?  2. Mountain ranges 3. Why do people live on a mountains?  4. Living in the Andes.  5. Mountainous regions of the UK  6. Snowdonia | **Intent:Mountains**  To identify the highest mountain in each of the four countries of the UK and consider the relationship between mountains and weather, and mountains and people.  **Sequence of lessons:**  1, What is a mountain?  2. Mountain ranges 3. Why do people live on a mountains?  4. Living in the Andes.  5. Mountainous regions of the UK  6. Snowdonia  . | **Intent – Energy**  Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.  **Sequence of Lessons:**  1. To know why energy sources are important.  2. To understand the benefits and drawbacks of different energy sources.  3. To understand how energy is generated in the United States.  4. To know how energy sources are distributed in an area.  5. To explain reasons for choosing an energy source.  6. To collect and present data. |
| **Key Vocabulary:**  place, world, country, home, nature, Autumn, Winter, seasons, senses, location | **Key Vocabulary:**  aerial photograph, locate, map, explore, improve, sea, town, country, symbol, globe, direction, city | **Key Vocabulary:**  Mountain range, Ben Nevis, peak, slope, terraces, Himalayas, Alps, summit, Andes, terraced farming, mountain pass, trek, valleys, Lake District, Highlands, Pennines Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level. | **Key Vocabulary:**  Mountain range, Ben Nevis, peak, slope, terraces, Himalayas, Alps, summit, Andes, terraced farming, mountain pass, trek, valleys, Lake District, Highlands, Pennines Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level. | **Key Vocabulary:**  Mountain range, Ben Nevis, peak, slope, terraces, Himalayas, Alps, summit, Andes, terraced farming, mountain pass, trek, valleys, Lake District, Highlands, Pennines Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level. | **Key Vocabulary:**  renewable, non-renewable, energy source, emissions, consumption, wind power, solar power |
| **Impact:**  Children can talk about where food has come from around the world. Children can make, then describe, similarities and differences between food in Fowey and around the world. They can talk about and explore signs of Autumn and Winter in the immediate environment. | **Impact:**  Draw a design of a new playground using results from a survey. | **Impact:**  Children can describe in detain how mountains and people affect each other | **Impact:**  Children can describe in detain how mountains and people affect each other | **Impact:**  Children can describe in detain how mountains and people affect each other | **Impact:**  Children can describe the impact of using renewable and non-renewable energy sources on the environment and society. |