

## EYFS

EYFS Understanding The World – People, Culture and Communities	Autumn 1	Spring 1	Summer 1
	Autumn 2	Spring 2	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<p><b>Autumn 1: Are there real-life superheroes in our school?</b> Begin to make sense of their own life-story and family’s history. Talk about members of their immediate family and community.</p> <p><b>Understanding the World</b></p> <ol style="list-style-type: none"> <li><b>Past / present</b> (History – Florence Nightingale)</li> <li><b>People, Culture and Communities</b></li> <li><b>Natural World</b> (Science – Seasons – Autumn/Winter)</li> </ol> <p><b>Autumn 2: What happens when I fall asleep?</b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Understanding the World</b></p> <ol style="list-style-type: none"> <li><b>People, Culture and Communities</b> (festivals – Diwali, Christmas)</li> <li><b>Natural World</b> (Science – animals, light / dark)</li> </ol>	<p><b>Spring 1: What will I find down on the farm?</b></p> <p><b>Understanding the World</b></p> <ol style="list-style-type: none"> <li><b>Past / present</b> (History – How machinery has impacted ‘new’ farming techniques)</li> <li><b>People, Culture and Communities</b> (Africa – Handa’s Hen)</li> <li><b>Natural World</b> (Science – Where does food come from? Seasons – Spring/Summer)</li> </ol> <p><b>Spring 2: Are we there yet?</b></p> <p><b>Understanding the World</b></p> <ol style="list-style-type: none"> <li><b>Past / present</b> (History – How cars have changed, Amelia Earhart - planes)</li> <li><b>Natural World</b> (Science – forces, pushing/pulling)</li> </ol>	<p><b>Summer 1: Which house would you choose to live in?</b></p> <p><b>Understanding the World</b></p> <ol style="list-style-type: none"> <li><b>Past / present</b> (Historical objects around house and how have changed – link to KS1 Great Fire of London )</li> <li><b>Natural World</b> (Science – materials pre-teach for KS1, Three Little Pigs)</li> </ol> <p><b>Summer 2: Would you find a starfish in the woods?</b> Explore the natural world around them and recognise that some animals wouldn’t live in some environments.</p> <p><b>Understanding the World</b></p> <ol style="list-style-type: none"> <li><b>Natural World</b> (Science – link to KS1 habitats + Geography - drawing maps of where minibeasts can be found in the woodland - fieldwork)</li> </ol>
<b>Substantive Concepts – Schema (Sticky Knowledge)</b>	<p><i>Locational Knowledge</i> <i>Human features</i> <i>Physical features</i> <i>Fieldwork</i></p>	<p><i>Locational Knowledge</i> <i>Human features</i> <i>Physical features</i> <i>Climates/Biomes</i></p>	<p><i>Locational Knowledge</i> <i>Physical features</i> <i>Fieldwork</i></p>



<p><b>Texts</b></p>			
<p><b>Component Questions</b> (components to be explored throughout the unit)</p>	<p>CQ1: Who is in my family?</p> <p>CQ2: What jobs do people do in my community?</p> <p>CQ3: How do people help others in their job / at work?</p> <p>CQ1: What happens during different celebrations?</p> <p>CQ2: What is Diwali?</p> <p>CQ3: How is Diwali celebrated?</p> <p>CQ4: Why light is symbolic in Diwali?</p>	<p>CQ1: Where is Africa?</p> <p>CQ2: What is it like in Africa (Kenya)?</p> <p>CQ3: Is Africa different to Charlestown?</p>	<p>CQ1: What animals and minibeasts do I think live in the woods? (prediction)</p> <p>CQ2: What can I see, feel and hear in the woods?</p> <p>CQ3: What minibeasts do live the woods? Was I right?</p> <p>CQ4: Where do minibeasts and other animals live? (see enrichment opportunity)</p>
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ draw and discuss who is in their immediate family</li> <li>✓ know there are other people in their family</li> <li>✓ discuss different professions and ask questions to learn more about them</li> <li>✓ know there are many different professions and understand what they do</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ take part in a discussion about what it may be like in Africa (Kenya) by looking at a range of resources (pictures, objects etc)</li> <li>✓ make links (similarities and differences) between Charlestown and Kenya</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ take part in a discussion about different animals and their habitats and predict which minibeast/animals we will find in the woods</li> <li>✓ go on a walk around the woods and describe what they can see, feel and hear.</li> <li>✓ go on a mini beast hunt and discuss what minibeasts we found.</li> </ul>



## Geography Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"><li>✓ talk about how Hindus celebrate Diwali</li><li>✓ understand that people around the world have different religions</li><li>✓ make a diva pot moulding clay.(link EAD)</li><li>✓ explain why light is symbolic during Diwali</li></ul>		<ul style="list-style-type: none"><li>✓ organise different animals/minibeast and place them into the right habitats.</li><li>✓ draw a map of the woods identifying where you would find different minibeasts.</li></ul>
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## Year One



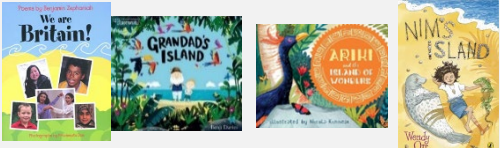
Y1	Autumn 1	Spring 2	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>What can we find in our local area?</b>	<b>Would you rather live in Charlestown or London?</b>	<b>Where in the world can you find water?</b>
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Locational Knowledge Human features Physical features Fieldwork</i>	<i>Locational Knowledge Human features Physical features Fieldwork</i>	<i>Locational Knowledge Human features Physical features Climates/Biomes</i>
<b>Text</b>			
<b>Component Questions (components to be explored throughout the unit)</b>	<p>CQ1: Where is Charlestown? (locate on national, county and local map)</p> <p>CQ2: What directions would we need to follow to get from school to Charlestown Harbour? (use maps to plot route and walk / follow it in fieldwork using directional language).</p> <p>CQ3: What are the key physical features of Charlestown?</p> <p>CQ4: What are the key human features of Charlestown?</p> <p>CQ5: What do people do in our village?</p> <p>CQ6: How has Charlestown changed in the last 100 years? Compare maps and aerial photos of Charlestown in 1900 to 2024.</p>	<p>CQ1: Where is London? (locate on national, county and local map)</p> <p>CQ2: What are the key physical features of London?</p> <p>CQ3: What are the key human features of London?</p> <p>CQ4: What do people do in London?</p> <p>CQ5: How has London changed in the last 100 years? Compare maps and aerial photos of Charlestown in 1900 to 2024.</p> <p>CQ6: Would you rather live in London or Charlestown? Why?</p>	<p>CQ1: What shape is our world?</p> <p>CQ2: Could we travel around the world without getting wet? (note that not all land is joined – all continents are surrounded by water)</p> <p>CQ3: What is a continent? How many are there in the world?</p> <p>CQ4: How many oceans are there in our world? What are they called?</p> <p>CQ5: How are seas different to oceans? (Name and locate significant seas around the world).</p>



## Geography Enquiry Questions and Assessment Checkpoints

Assessment Checkpoint	Children who are <b>secure</b> will be able to:	Children who are <b>secure</b> will be able to:	Children who are <b>secure</b> will be able to:
	<ul style="list-style-type: none"><li>✓ Locate a specific location on a range of map scales</li><li>✓ Identify and describe human and physical features of where they live</li><li>✓ Compare maps to see how a location has changed overtime</li></ul>	<ul style="list-style-type: none"><li>✓ Locate a specific location on a range of map scales</li><li>✓ Identify and describe human and physical features of two different places</li><li>✓ Compare maps to see how a location has changed overtime</li><li>✓ Give reasons for why they would prefer to live in Charleston or London</li></ul>	<ul style="list-style-type: none"><li>✓ Explain that our world is spherical (not flat like maps in books)</li><li>✓ Understand that water surround most of the world's surface</li><li>✓ Name and locate the seven continents on a world map</li><li>✓ Locate the North and South Poles on a world map</li><li>✓ Name and locate the oceans and significant seas around the world</li></ul>




## Year Two

Y2	Autumn 1	Spring 1	Summer 1
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Where is the UK and what is it like?</b>	<b>Is the weather in the Arctic the same as the UK?</b>	<b>Are all islands the same?</b>
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Locational Knowledge Human features Physical features Fieldwork</i>	<i>Locational Knowledge Physical features Climates/Biomes</i>	<i>Locational Knowledge Human features Physical features Climates/Biomes</i>
<b>Text</b>			
<b>Component Questions (components to be explored throughout the unit)</b>	<p>CQ1: Where is the UK on a map?</p> <p>CQ2: Where does the UK belong? E.g. continent of Europe</p> <p>CQ3: What is a continent? How many are there in the world?</p> <p>CQ4: What are the four countries and capital cities of the UK and its surrounding seas?</p> <p>CQ5: What is unique about our British culture? English focus.</p> <p>CQ6: What is unique about our British culture? Welsh, Irish and Scottish focus.</p>	<p>CQ1: Where are the North and South poles? Why are they cold places? (location in relation to equator)</p> <p>CQ2: What is it like to live in the coldest places of the world?</p> <p>CQ3: What animals would we find in the North Pole? DO the same animals live in the South Pole?</p> <p>CQ4: How does living in the arctic regions (e.g. Queen Elizabeth Islands, Canada) compare to living in Charlestown?</p>	<p>CQ1: How many oceans are there in our world? What are they called? (Retrieval – link to Y1, Summer 2)</p> <p>CQ2: How are seas different to oceans? (Name and locate significant seas around the world).</p> <p>CQ3: What is an Island? (physical geographical features).</p> <p>CQ4: Where are the Isles of Scilly? What is its physical geography like? What lives there? (climate, habitats, crops)</p> <p>CQ5: Where is Madagascar? What is its physical geography like? What lives there? (climate, habitats, crops – make links / contrasts to 'cold places' in Spring Term).</p> <p>CQ6: What is the culture like on the Isles of Scilly?</p> <p>CQ7: What is the culture like in Madagascar?</p>

## Geography Enquiry Questions and Assessment Checkpoints

			CQ6: How does Madagascar compare to the Isles of Scilly?
<b>Assessment Checkpoint</b>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Locate UK on a map, including the continent it belongs to</li> <li>✓ Name and locate the four countries of the UK</li> <li>✓ Name and locate the four capital cities of each country in the UK</li> <li>✓ Show a deeper understanding of the geography of the UK, including culture</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Name and locate the seven continents on a world map</li> <li>✓ Locate the North and South Poles on a world map</li> <li>✓ Describe climate in the North and South Poles</li> <li>✓ Explore some of the animals / living things that inhabit the poles and note that not all animals live in both places</li> <li>✓ Compare living in the arctic regions to Charlestown</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Name and locate the oceans and significant seas around the world</li> <li>✓ Describe the physical features of contrasting locations</li> <li>✓ Explain why different species exist in different places</li> <li>✓ Show a deeper understanding of the geography of the UK, including culture compared to Madagascar.</li> </ul>

## Year Three


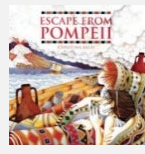
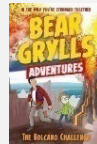


Y3	Autumn 1	Spring 1	Summer 1
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>How does extreme weather affect people and places?</b>	<b>What is life like in Africa?</b>	<b>Where do rivers start and end?</b>
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Locational Knowledge Physical features Climates/Biomes</i>	<i>Locational Knowledge Human features Climates/Biomes</i>	<i>Locational Knowledge Physical features Fieldwork</i>
<b>Text</b>			
<b>Component Questions</b> (components to be explored throughout the unit)	<p>Opportunity to recap prior learning in KS1:</p> <p>CQ1: Where are the continents, oceans and major seas of the world? (Retrieval) Where are they in relation to one another? Where are we in relation to each of the continents and oceans?</p> <p>CQ2: How can I use atlases / maps to identify countries and which continents they belong to?</p> <p>CQ3: How do climates and weather conditions vary across the world?</p> <p>CQ4: What are different examples of extreme weather? Hurricane, tsunami, cyclone, floods.</p> <p>CQ5: How do extreme weather events affect the environment and people?</p> <p>CQ6: What was the impact of flooding at Boscastle, Cornwall?</p>	<p>CQ1: What are the seven continents of the world? (retrieval / ACP from previous learning – part of a lesson)</p> <p>CQ2: Where is the equator?</p> <p>CQ3: What is it like to live in Africa, a country near the equator? (Link to Y2, Summer 1 Unit on Madagascar).</p> <p>CQ4: Who and what lives in Africa?</p> <p>CQ5: How does living in Africa (Uganda) compare to living in the UK (Charlestown)?</p> <p>CQ6: Would you rather live in a hot or cold place? Why?</p>	<p>CQ1: What is the water cycle? Why is it important?</p> <p>CQ2: What are some of our most famous rivers in the world? (Amazon, Nile, Congo etc)</p> <p>CQ3: How are rivers formed?</p> <p>CQ4: How do rivers change from source to mouth (width, erosion, speed)?</p> <p>CQ5: How are rivers around the world used? Make links to trade, settlements etc.</p> <p>CQ6: Where is the River Nile? What are its features? Are they same / different to the Fal?</p> <p>CQ7: Where does the River Fal start? Where does it end? Why is it called the River 'Fal'?</p> <p>CQ8: What are the features of a local river? (fieldwork – see enrichment suggestion)</p>



## Geography Enquiry Questions and Assessment Checkpoints

	CQ7: How can countries be better prepared for extreme weather events?		CQ9: What data did we learn about our local river and its geographical features compared to typical river system? (See enrichment suggestion).
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Confidently, name and locate the continents, oceans and major seas on a world map</li> <li>✓ Use a range of maps and atlases with growing independence</li> <li>✓ Locate key landmarks, rivers and mountains of our world</li> <li>✓ Locate and describe different capital cities across the world</li> <li>✓ Compare the human and physical geography of 2 countries</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name, locate and begin to describe some features of the seven continents of the world</li> <li>✓ Locate the Equator on a world map</li> <li>✓ Describe life in the hottest countries of the world</li> <li>✓ Give a personal opinion for whether they would prefer to live in a hot or cold location in our world</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Explain the water cycle</li> <li>✓ Describe the route of the River Fal in Cornwall</li> <li>✓ Describe the three courses of a river</li> <li>✓ Name the physical features of a river</li> <li>✓ Name some major rivers around the world and describe their location</li> <li>✓ Describe different ways rivers are used</li> <li>✓ Describe human and physical features around a river</li> <li>✓ Complete fieldwork exploring a local river</li> </ul>

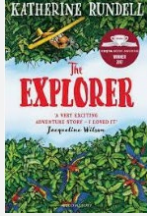
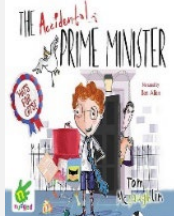
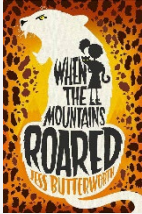
## Year Four

Y4	Autumn 2	Spring 2	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b> <i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<b>Who are our European Neighbours?</b>	<b>How do earthquakes and volcanoes impact people and places?</b>	<b>Are our local coasts safe from erosion?</b>
	<i>Locational Knowledge</i> <i>Human features</i> <i>Physical features</i> <i>Fieldwork</i>	<i>Locational Knowledge</i> <i>Physical features</i>	<i>Locational Knowledge</i> <i>Physical features</i> <i>Fieldwork</i>
<b>Texts</b>		  	
<b>Component Questions</b> (components to be explored throughout the unit)	<p>CQ1: Where is Cornwall? What are its key geographical features?</p> <p>CQ2: What are the key geographical features of Charlestown (retrieval of previous fieldwork, Year 1 Autumn 2)</p> <p>CQ3: Where is Italy? What are its key geographical features? E.g Climate. How does Italy's climate impact on natural resources? E.g. crop growing. (link to History in A1 re: Romans)</p> <p>CQ4: How does Italy's climate, natural resources, crop growing etc compare to Spain's? What's the same / different? (MFL link to Spanish)</p> <p>C5: How does Italy's climate, natural resources, crop growing etc compare to Cornwall's? What's the same / different?</p> <p>CQ6: What are some of the traditional Italian cultures?</p> <p>CQ7: What are some of the traditional Spanish cultures?</p>	<p>CQ1: What is an earthquake? How and why do they happen?</p> <p>CQ2: Where do most earthquakes happen? Why?</p> <p>CQ3: Do we have earthquakes in the UK?</p> <p>CQ4: Is the impact of an earthquake always devastating?</p> <p>CQ5: What is a volcano?</p> <p>CQ6: Where are most volcanoes? Do we have any in the UK?</p> <p>CQ7: Why was the volcano eruption in Pompeii so significant? (link to Italy in Autumn 2+ Romans Aut 1).</p>	<p>CQ1: How are coasts formed?</p> <p>CQ2: Are all beaches the same? (Identify different types of beaches)</p> <p>CQ3: How does erosion affect the coastline? (fieldwork)</p> <p>CQ4: How can we prevent erosion from causing more damage? (purpose - letter to MP?)</p> <p>CQ5: Which beaches are near us? (Use four and six figure grid references to locate beaches within a ten mile radius of Charlestown)</p>

## Geography Enquiry Questions and Assessment Checkpoints

	<p>CQ8: What are some of our traditional Cornish cultures?</p> <p>CQ9: How does living in Cornwall and Italy compare? (geographically and culturally).</p> <p>CQ10: Where would you rather live: Cornwall or Italy? Why?</p>		
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Using a map, locate Cornwall and Italy</li> <li>✓ Describe the key geographical features of Cornwall and Italy</li> <li>✓ Compare living in England and Italy</li> <li>✓ Describe how different places have different cultures</li> <li>✓ Explain cultures in Cornwall and Italy</li> </ul> <p>Give a personal opinion on countries</p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Describe what an earthquake is</li> <li>✓ Explain how and why earthquakes happen</li> <li>✓ Explore the impact of earthquakes on places and people</li> <li>✓ Describe what a volcano is</li> <li>✓ Explain how and why volcano eruptions happen</li> <li>✓ Explore the impact of eruptions on places and people</li> <li>✓ Compare a volcanic region to non-volcanic region</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Know how coasts are formed</li> <li>✓ Identify, describe and explain coastal management strategies</li> <li>✓ Know that there are different types of beaches</li> <li>✓ Describe their local coastline</li> <li>✓ Investigate beach habitats and wildlife</li> </ul>


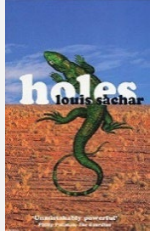

## Year Five

Y5	Autumn 1	Spring 1	Summer 1
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>What does the future hold for the Amazon Rainforest?</b>	<b>Are all places in the UK the same?</b>	<b>What are the features of a mountain and where can they be found?</b>
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Locational Knowledge</i> <i>Human features</i> <i>Physical features</i> <i>Climates/Biomes</i>	<i>Locational Knowledge</i> <i>Human features</i> <i>Physical features</i> <i>Fieldwork</i>	<i>Locational Knowledge</i> <i>Physical features</i>
<b>Texts</b>			
<b>Component Questions (components to be explored throughout the unit)</b>	<p>CQ1: Where is South America? What might it be like based on its location?</p> <p>CQ2: What twelve countries and two territories that comprise South America? (locate these on a map)</p> <p>CQ3: Is the climate the same across all of South America?</p> <p>CQ4: Where is the Amazon rainforest and what are its geographical features?</p> <p>CQ5: What are some of the key industries and exports of the Amazon rainforest? (deforestation, nuts)</p> <p>CQ6: What does the future hold for the Amazon Rainforest? Are the current trades / exportation good sustainable?</p> <p>CQ7: How can people protect the Amazon Rainforest?</p>	<p>CQ1: What countries make up the United Kingdom?</p> <p>CQ2: What is the capital city of the UK? What other cities are significant in the UK?</p> <p>CQ3: How do cities differ to where we live? (link to Y4, Summer 2 coastal unit)</p> <p>CQ4: What counties are included in the 'South West' region?</p> <p>CQ5: How has the population of the UK grown over time? How might it continue to in the future?</p> <p>CQ6: Why has the population has grown in certain areas? (settlements, trade)</p> <p>CQ7: Why do people migrate to different places in the world, including the UK?</p> <p>CQ8: What are some of the key physical, geographical landmarks in the UK? (physical geography - key topographical features including hills, mountains, coasts)</p>	<p>CQ1: How are mountains formed? (dome mountains, fold mountains, fault block mountains)</p> <p>CQ2: What are the key physical features of mountains?</p> <p>CQ3: How do XX and XX (mountains) compare?</p> <p>CQ4: Where are some of the most famous mountains in around the world?</p> <p>CQ5: Where are some of the mountain ranges in the UK? (map skills – link to Spring Term unit)</p> <p>CQ6: How and why have mountains formed there?</p> <p>CQ7: How are mountains in the UK different to mountains elsewhere in the world?</p>

## Geography Enquiry Questions and Assessment Checkpoints

	<p>*some resources on Oak Academy to support this unit.</p>	<p>and rivers). Will focus on Mountains in Summer Term.</p> <p>CQ9: What are some of the key human, geographical landmarks in the UK? E.g. land-use patterns – how have these changed over time?</p>	
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Describe climate and weather patterns across the world</li> <li>✓ Give examples of extreme weather and explain why they occur</li> <li>✓ Explain the impact of extreme weather events on the landscape, people and environment</li> <li>✓ Consider what can be learned from extreme weather events to minimise their impact</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name and locate countries of the UK on a map</li> <li>✓ Name and locate counties in the ‘South West’ on a map.</li> <li>✓ Use maps and aerial photos from different time periods to evaluate how the UK has changed – physical / human geographical features</li> <li>✓ Explain the reasons for population growth in the UK</li> <li>✓ Know the reasons for immigration and the countries where immigrants have travelled from</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Find and label mountain ranges in the UK</li> <li>✓ Find and label mountain ranges around the world</li> <li>✓ Know how mountains are formed</li> <li>✓ Compare mountain ranges in the UK to mountain ranges around the world</li> </ul>

*Year Six*

Y6	Autumn 2	Spring 2	Summer 2
<p><b>Lead Enquiry Question</b> (Composite Outcome)</p>	<p>How do the geographical features of India affect the people who live there?</p>	<p>What are the physical and human features of cities in North America and how do they compare?</p>	<p>How important are natural resources and what is our responsibility to protect our earth?</p>
<p><i>Substantive Concepts – Schema</i> (Sticky Knowledge)</p>	<p><i>Locational Knowledge</i> <i>Human features</i> <i>Physical features</i> <i>Climates/Biomes</i></p>	<p><i>Locational Knowledge</i> <i>Human features</i> <i>Physical features</i> <i>Climates/Biomes</i></p>	<p><i>Locational Knowledge</i> <i>Physical features</i> <i>Climates/Biomes</i> <b>Fieldwork</b></p>
<p><b>Texts</b></p>			
<p><b>Component Questions</b> (components to be explored throughout the unit)</p>	<p>CQ1: Where is India? What are its key geographical features?</p> <p>CQ2: Is the climate the same across all of India?</p> <p>CQ2: How does the countryside compare to cities in India?</p> <p>CQ4: What are some of the challenges faced by people who have to migrate to urban areas for work?</p>	<p>CQ1: Where is North America and what countries are there?</p> <p>CQ2: What are the physical geographical features of New York?</p> <p>CQ3: What are the human geographical features of New York?</p> <p>CQ4: What are the physical geographical features of Washington DC?</p> <p>CQ4: What are the human geographical features of Washington DC?</p>	<p>CQ1: How do we produce energy?</p> <p>CQ2: What is the carbon cycle? (misconception that often needs clarifying here is the difference between global warming and climate change).</p> <p>CQ3: What are the different types of renewable and non-renewable energy?</p> <p>CQ4: What are the benefits and drawbacks of different energy sources?</p> <p>CQ5: How have settlements have grown around an energy source?</p>

## Geography Enquiry Questions and Assessment Checkpoints

		<p>CQ5: How do New York and Washington DC compare? – time zones, climate, population etc.</p> <p>CQ6: Should New York replace Washington DC as the capital of America?</p> <p>CQ7: How would living in New York to compare to living in Cornwall?</p>	<p>CQ6: How do places (settlements) become more sustainable? (Introduce a case study here to look at how another place became more sustainable e.g. Curitiba in Brazil and consider how this could help our local area – link to fieldwork e.g Truro).</p>
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Where is India? What are its key geographical features?</li> <li>✓ Describe the different climates across the India and how they differ.</li> <li>✓ Compare the different physical and human features of the countryside / cities in India.</li> <li>✓ Consider and describe what some of the challenges are faced by people who have to migrate to urban areas for work.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Locate the capital cities and countries of North America</li> <li>✓ Compare climate zones across places in North America</li> <li>✓ Know and describe some geographical features of North America</li> <li>✓ Give personal opinions on places in North America</li> <li>✓ Compare and contrast Cornwall to New York</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Describe the significance of energy</li> <li>✓ Give examples of sources of energy and their trading routes</li> <li>✓ Define renewable and non-renewable energy</li> <li>✓ Consider and justify the location of energy sources</li> <li>✓ Explain how settlements can become more sustainable.</li> </ul>