Sky Primary and Eden Project Nursery Geography Curriculum Overview

Sky Primary Geography Curriculum

Substantive Knowledge: Content to be learnt.

Declarative Knowledge:

The facts – 'Knowing What'

- Locational Knowledge
- Physical Geography
- Place Knowledge
- Human Geography

Procedural Knowledge:

'Knowing how' to do geography

- Geographical Skills.

Disciplinary Knowledge:

Geographical Concepts 'Knowing that'
How geographers think and know: Thinking like a geographer and learning how key concepts help us to make sense of the world and allow us to generate new ideas.

Geographical Practice 'Knowing how'

How geographers find out: working like a geographer. Includes learning and undertaking the skills, methods and approaches to geographical enquiry to confirm how we know what we know. Includes qualitative and quantitative enquiry in the classroom and field.

Geographical Application 'Knowing how to apply knowledge'

– making use of geography. Applying knowledge, understanding and skills to real world problems and issues.

Substantive Concepts

Space	Place	Physical Geography	Human geography	Sustainability	Geographical Skills

National Curriculum Pillars

Locational Knowledge:
KS1: Name and locate the world's 7 continents and five oceans.
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
KS2: Locate the world's countries using maps to

Human and Physical Geography:
KS1: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
Use basic geographical vocabulary to refer to: Key physical features: beach cliff, coast, forest, hill, mountain,

Place Knowledge:
KS1: Understand geographical similarities and differences through studying the human and physical geography of a

Geographical skills and fieldwork:
KS1: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage.
Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map.
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.

Sky Core Substantive Geographical Concepts:

These concepts include the subject-specific content that is to be learned. This can be divided into the declarative knowledge "Know What" and the procedural knowledge "Know how." These concepts run through the Sky geography curriculum.

Space:

To know where things are located, why they are there, how patterns and distributions are created, how they are changing and why. Space relates to how phenomena is arranged on the Earth's surface.

To understand space and how phenomena have relative locations to each other, students should investigate interactions across space and processes that lead to flows or movements that create patterns and networks. They need to use maps, GIS and atlases to identify, plot and represent features, and examine spatial decision-making.

Place:

To understand that every place has a particular location and a unique set of human and physical characteristics which can be represented in different ways.
Pupils need to understand the characteristics of a place, how it became like this and how it is subject to change.
Pupils need to consider the unique characteristics of a place when considering strategies to address similar problems in different places. Pupils need to explore place from different viewpoints and case studies to understand it.

Physical Geography:

To understand ideas about physical processes and cycles on earth.
To understand that landforms, landscapes and environments are a result of biological, chemical and physical changes.

Human Geography:

To explore the community and culture of our local area.
The interactions between people, places and the environment.
The countryside environment.
The built environment.
The effect on the landscape and environment.
The effect on the people.

Environmental Interaction and Sustainable Development:

To understand environmental, social and economic issues that relate to sustainable development.

To acquire the knowledge and skills needed to promote sustainable development and create a healthy environment.

Geographical Skills:

The knowledge required for using maps and carrying out fieldwork.

Understanding how to use maps, globes and compasses to identify and locate places, measure, record and annotate places and recognising key symbols.

Disciplinary Geographical Concepts:

Disciplinary knowledge is how geographical knowledge is formed, debated and contested. Through disciplinary knowledge, pupils learn: 'how geographers think' through key geographical concepts and ideas; 'how geographers work and find out' by carrying out geographical fieldwork and thinking critically; and 'knowing how to make use of geography' through the application of geographical knowledge and real-world issues (applying conceptual understanding, analysing situations, making judgements and arguing a case).

Time: To provide the dimensions of past, present and future when exploring physical processes and places. To explore the key geographical ideas of stability and continuity and change which are essential when studying human and physical processes in geography.

Scale: Scale can refer to the size of an investigation – micro, small, macro, etc.
Scale can be used when analysing an issue – regional, national, international, global, etc. and to consider the interconnectedness between phenomena. We can also zoom in and out of scales to appreciate connections, relationships and differences between places.

Scale can also be used to explore different areas of a map, to identify the distance between places and to compare different regions or countries.

Social Justice, Equality and Diversity:
To explore the wide range of characteristics of the physical and human worlds.
To explore similarities and differences between places, features of the earth and natural worlds and human environments.
To compare and contrast.
To identify the causes and consequences of inequality.

Interconnection and globalisation: How local places are connected when you zoom in and how they are connected to the wider locality when you zoom out.

Exploring regional, national, international and global connections.

Geographical skills and fieldwork: To apply and practice the skills and techniques used in geographical enquiry, qualitative and quantitative fieldwork whilst carrying out geographical practice.

To analyse our fieldwork and use our geographical data to explore our findings in more depth.

Enquiry Skills: To ask and respond to geographical questions. To use a variety of sources as evidence. To analyse and communicate geographical information. To express their own views, evaluate and debate geographical issues and findings.

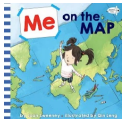
Reception Geography Curriculum

Reception	Autumn 1: How do we get ready for our Sky treat?	Autumn 2 How can we use all of our senses to explore the different seasons?	Spring 1 Why do penguins huddle?	Spring 2 What food do we get from farms?	Summer 1 What will we find on our great plant hunters' expedition?	Summer 2 Which tales from the seashore can we share?
Substantive concepts:	Place Geographical skills and Fieldwork. 	Physical geography Geographical skills and Fieldwork. 	Space Physical geography 	Place, human geography, sustainability, Geographical skills and Fieldwork. 	Place, sustainability, Geographical skills. 	Place, physical geography, sustainability. 
Components: Understanding the world: The Natural World. People, Culture and Communities.	➢ Can I explore our meadow? ➢ Can I explore Our local environment? ➢ Can I identify how our local environment changes in Autumn? ➢ Can I draw a map of our local area? ➢ Can I identify where our local food comes from?	➢ Can I use my senses to explore the school's outdoor learning environment? ➢ Can I use my senses to explore the local area? ➢ How do we prepare to go outside as the seasons change? ➢ Can we compare the different seasons? ➢ How does water change?	➢ Can we compare a hot and cold place? ➢ Can I find Antarctica on a world map? ➢ How are penguins adapted to live in a cold place? ➢ Can we stop ice from melting?	➢ Where does food come from? ➢ What can we learn on a farm visit? ➢ What food come from farms? ➢ What do animals need to survive on a farm? ➢ Can I use my senses to explore the signs of spring?	➢ What plants can we find around us? ➢ Can we forage for food? ➢ Can we identify our local flowers? ➢ Why are plants important? ➢ Why are bees important?	➢ What are our favourite beaches? ➢ What animals live in the sea? ➢ Can we share stories from the seaside? ➢ What can we find at the beach? ➢ What roles do people have at the beach? ➢ Can we compare our local beaches? ➢ Can we find signs of summer?
Assessment Checkpoints:	C1 – I can talk about the things that we can find in our outdoor environment. C2 – I can explain what our outdoor environment is like and what we can do in it. C3 – Can I talk about Cornish traditions in our Cornish Tea Treat?	C1 – I can name my five senses and talk about how I have used these to experience the natural environment. C2 – I can name the different seasons and describe how the weather changes across the seasons. C3 – I can talk about things that I celebrate with my family.	C1 – I can explain some similarities and differences between landscapes in this country and life in other countries. C2 – I can talk about my observations of penguins in Antarctica. C3 – I can talk about changing states of matter – water and ice.	C1 – I can describe a farm, identifying simple geographical features. C2 – I can talk about how food comes from farms including plants and animals. C3 – I can explain what animals need to be healthy in a farm.	C1 – I can talk about plants that we can find in our local area and other places in the world. C2 – I can explain why plants are important to us. C3 – I can explain what plant explorers do.	C1 – I can describe what we can find at the beach. C2 – I can compare our local beaches. C3 – I can discuss key roles at the beach.

Early Years Knowledge:	**People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **The Natural World** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. Local area walks.	**The Natural World:** Children to observe the changes of the natural environment around them, discussing seasonal changes they have noticed. Children to understand the process of changing seasons and understand the effect of changing seasons on the natural world around them, including animals and plants. Children to explore the natural world around them and make observations. People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country – Diwali Why some people celebrate it, and others don't.	**People, Culture and Communities:** Know there are different countries in the world and talk about the differences they have experienced or seen in photos. (African Savannah & Antarctica). **The Natural World**: Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class. Recognise some environments that are different to the one in which they live – focus on Africa as a hot environment, exploring the climate and landscape of the African Savannah. Focus on Antarctica for a cold environment, exploring the climate. Describe a contrasting environment to their own. Use globes and maps to talk about the different places around the world. Explore different habitats and animal adaptations for survival. Talk about the differences between materials and changes they notice. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**The Natural World** Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary. Understand the key features of the life cycle of a plant or animal. **People, Culture and Communities** Begin to identify the origins of some foods. Locally produced food is grown seasonally. Organic farms use natural products to keep the soil healthy. Fieldwork: Visit a local farm, observe how they work and the type of animals and plants that you find there.	**The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the key features of the life cycle of a plant and an animal. Understand their role in protecting the natural world. Plant seeds and care for growing plants.	**People, Culture and Communities** Draw information from a simple map and identify landmarks of our local area, particularly coastal regions. Create own maps. Comment and ask questions about the different parts of the local community. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Recognise, know, and describe features of different places – visiting a range of local beaches. Look closely at similarities and differences between their immediate environment and different places they have visited. **The Natural World** Name some natural and man-made materials in the environment. Describe ways to look after the immediate environment. Describe, predict and sort things that float and sink and talk about the forces that they can feel.

Year 1 Geography Curriculum

Year 1	Autumn 2 **How and why do we share stories?** **Geography: Where do I live?**	Spring 2 **Who is the giant of Sky?** **Geography: Can I find signs of the Giant of Sky?**	Summer 2 **Which animals are local to us?** **Geography: How is South Africa different to the Cornish countryside?**
Substantive Concepts:	Space, Place, Geographical Skills. 	Place, Physical Geography, Human Geography, Geographical Skill and Fieldwork. 	Space, Place, Physical Geography, Human Geography, Geographical Skills and Fieldwork, Sustainability. 
Components:	➢ Can I explore maps, globes and atlases? ➢ Can I locate the UK on a world map and identify the four countries of the UK? ➢ Can I identify the geographical features of the four UK countries ➢ Can I locate Cornwall on a map of the UK and talk about my local area? ➢ Can I find Europe on a world map and explain why addresses are important? ➢ Can I learn the seven continents and talk about the largest and smallest continent?	➢ Can I find my local area on a map? ➢ Can I use positional language to find the sky tip? ➢ Can I understand how the sky tip was formed in our local area? (Fieldwork) ➢ Can I research china clay?	➢ What are the seasonal and daily weather patterns in the UK? (Fieldwork) ➢ How does the climate change near equatorial or polar regions? ➢ Can we locate South Africa and identify how the weather is different to the UK? ➢ What are the key geographical features in Johannesburg and how does this compare to our local area? ➢ Are animal habitats the same in South Africa and the UK?
Assessment Checkpoints:	C1 – I can find the UK on a map. C2 – I can name the four countries and capital cities of the UK. C3 – I can describe where I live in Cornwall C4 – I can name the seven continents.	C1 – I can draw a map of our local area. C2 – I can explain what human and physical features are. C3 – I can describe our local landscape. C4 – I can explain what is near and far.	C1 – I can describe seasonal weather patterns in the UK. C2 – I can identify similarities between weather patterns in the UK and South Africa. C3 – I can describe similarities and differences between key geographical features in our local area and a region in South Africa.
Substantive Knowledge:	Location: Pupils to locate the four countries of the UK. Pupils to locate the UK country boundaries. Pupils understand the different aspects of an address. To begin to learn the names of the seven continents and to identify that we live on the continent of Europe. To know the four main compass points – North, South, East, West. Mapping: Pupils to explore where they find maps. Pupils to recognise that a map is about a place. Pupils locate key places on maps: Cornwall. Begin to use map sites on the internet, using the zoom function to explore specific places.	Locational Knowledge: Explore where we live and where our school is, using maps. Mapping: Use maps, GIS maps and aerial photos to locate Cornwall and our local areas' key geographical features. To recognise key features on aerial images. Make a plan of a small area from above. Add simple information to maps, such as labels and markers. Human and Physical geography: To explore the difference between human and physical features. Physical features: Use simple geographical vocabulary to refer to physical features of our school and local environment e.g. trees, hills, wild areas, beaches, woods, etc. Begin to express views on features in the local environment. Human features: Use simple geographical vocabulary to identify key human features in the school and local area e.g. village, farm, house, office, port, harbour and shop.	Physical Geography - Weather To understand the difference between daily and seasonal weather. To explore the difference between weather and climate. To explore how daily weather patterns can change over time. To describe different aspects to the seasons: precipitation, temperature, etc. and consider how these can affect us and the clothes that we wear. To consider how weather and climate affect animal habitats. Place Knowledge: To compare our local area with a contrasting non-European country – South Africa. Sustainability – To understand how the weather affects our lives and the lives of animals.

		Settlements: To explain a village settlement, Begin to express views on features in the local environment. To learn about the local culture.	
Disciplinary Knowledge:	Globalisation and Interdependence: Pupils to explore Richard Trevithick and how he helped places to connect. Geographical skills: Talk about the main differences between a world map and a globe. Direction & Location: Pupils begin to explore the four compass points and use these to navigate a space in the school environment. Geographical enquiry: Ask and respond to simple questions. Use information books and maps as sources of information.	Disciplinary Knowledge: Geographical enquiry: Make observations of things in their school and local environment. Make simple comparisons between features of different places Globalisation & interdependence: Exploring the immediate & local environment. Similarities & differences between own place & other areas in the world. Fieldwork: Understand what we mean by human and physical features and identify the key features in our school and surrounding environment taking photographs of the features to label in books. Explore how key places make us feel in our school and local area and show this on a map using faces (e.g. smiley face, sad face) and a simple key. Fieldwork analysis: Which features stand out the most in our local area? How do we feel about these features.	Fieldwork: To use instruments to measure the weather where we live over time. To identify any effects the weather has on the school grounds. Analysis: Was the weather the same every day? How did it change? Why is it helpful to predict the weather? Geographical enquiry: Begin to appreciate different weather patterns in the UK. Appreciate that there are extremes of weather close to the equator. Compare our temperate region with a very hot region. Make simple comparisons between features of different places. Ask and respond to geographical questions. Analyse and communicate geographical information. Express their own views about the people, places and environments studied.
Key Texts:	 Cave baby by Julia Donaldson  Cornish folk tales by Mike O'Connor	**Non-Fiction:**  Me on the map by Joan Sweeny  Martha maps it out by Leigh Hodgkinson  Greta and the giants by Zoe Tucker	 Out of the blue by Elizabeth Shreeve  Lifesize animals by Sophy Henn

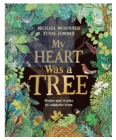
Year 2 Geography Curriculum

Year 2	Autumn 1 **What do I need to be healthy?** **Geography: Would you rather live in London or St Austell?**	Spring 1 **Where does Chocolate come from?** **Geography: Where does chocolate come from?**	Summer 1 **Why are bees brilliant?** **Geography: Why is the countryside important?**
Substantive Concepts:	Space, Place, Physical Geography, Human Geography, Sustainability, Geographical Skills and Fieldwork. 	Space, Place, Physical Geography, Human Geography, Sustainability. 	Place, Physical Geography, Human Geography, Sustainability, Geographical Skills and Fieldwork. 
Components:	➢ Can I name and locate the UK's countries, capital cities and seas? ➢ What is London like as a capital city? ➢ How do people move around London? ➢ Are there any green spaces in London? ➢ What are the human and physical features of our local area and how does this compare with London? (Fieldwork) ➢ How does our local transport compare with London transport? ➢ Why is the River Thames so important to London?	➢ Can I name and locate the world's continents and oceans? ➢ Where are the world's hot and cold countries in relation to the equator and north and south poles? ➢ Where does chocolate come from? ➢ Where is Africa and Tanzania? ➢ What is the landscape and climate like in Tanzania? ➢ What are the physical and human features in Tanzania? ➢ How does Arusha, in Tanzania, compare with our local area?	➢ Can we identify key features and land use patterns in our wider local area? ➢ Why is the countryside important? ➢ Why are bees important for the ecosystem in our countryside? ➢ How can we create a sketch map? ➢ What does the countryside do for us? (Fieldwork) ➢ How is our local town different to the countryside? ➢ How can we protect the countryside?
Assessment Checkpoints:	C1 – (Mapping and locational knowledge) Can you name and locate the countries, capital cities and seas surrounding the UK? C2 – (Human and Physical geography) Can you name any key human and physical features in London? C3 – (Place knowledge) Can you explain why London is important to use in Cornwall? C4 – (Investigating Patterns) Can you identify any similarities and differences between London and Cornwall? Debate – Where would you rather live?	C1 – Pupils can name the continents and oceans in the world. C2 – Pupils can identify the location of hot and cold countries in the world. C3 – Pupils can identify the parts of the world that grow cocoa beans. C4 – Pupils can talk about the similarities and differences between Arusha, in Tanzania and St Austell.	C1 – Pupils can talk about the importance of our countryside for habitats, biodiversity, food and farming. C2 – Pupils can name human and physical features found in our local area. C3 – Pupils can identify key things that happen at a local farm. C4 – Pupils can discuss similarities and differences between our local countryside and town.
Substantive Knowledge:	Location: To recap the four countries of the UK – Scotland, England, Wales, Northern Ireland. To learn the names of the UK seas – Irish sea, English, Channel, North Sea, Celtic Sea. To identify where the UK is in relation to other places on Earth. To locate London on a map.	Locational Knowledge: Recap continents and oceans, explain their relative position in the world and use them to explain our relative position in the world. I can locate hot and cold countries in the world in relation to the equator and the North and South poles. To identify where and how cocoa trees grow. To locate the journey of a cocoa bean from pd to product.	Locational Knowledge: Recap continents and oceans. Understand our location in relation to other places on Earth. Land-use and Settlement: To explore what our countryside's are used for and why they are important - farms, habitats, maintaining clean air. To explore why bees are so important for the ecosystem.

	Physical and human geography: exploring habitats, transport, pollution, green spaces and tourism in London and St Austell. To identify the key features of London as a capital city. To explain why it is important for London to have green spaces. To explain the importance of the River Thames. Sustainability: To explore the transport and pollution in London. To compare London with St Austell. Geographical Skills: To use maps, atlases and globes to locate places studied. To annotate maps to communicate geographical knowledge.	Human and Physical geography: To explore Tanzania's climate and landscapes. To explore the physical and human features of Tanzania. To explore the challenges faced by cocoa farmers. (fair trade) Place Knowledge: I can compare a region in a contrasting non-European country to where I live – Tanzania (Africa). To explore case studies of a child's daily life in Tanzania and compare with my own life. To explore jobs in Tanzania (Including cocoa farmers) to compare with jobs in the UK. Maps: Recognise features on aerial images and maps. Use infant atlases and mini globes to locate places. Identify and locate places on a map. Begin to use map sites on the internet using the zoom function to explore specific places. Sustainability: Introduce Fair Trade.	To identify the differences between the countryside and the town. Physical and human geography: To explore the key features of our local countryside. To explore how weather affects bees. To identify how our countryside has changed overtime and why. Mapping: To learn how to use a map to navigate around a place. To create a sketch map of a place.
Disciplinary Knowledge:	Understand that the globe represents the Earth as it is and maps are a 2D representation of the Earth. Geographical enquiry: Use NF books, stories and maps as a source of information. Make simple comparisons between features of different places. Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area. Time: Explore how London has changed over time. Fieldwork: Traffic survey to compare local types of transport with types of transport in London. Identify features in local area to compare with features in London.	Geographical enquiry: Children encouraged to ask simple geographical questions such as where is it? What is it like? Use NF books, stories, maps, pictures, photos and the internet as a source of information. Ask and respond to geographical questions. Analyse and communicate geographical information Express their own views about the people, places and environments studied. Globalisation and Interdependence: Similarities & differences between own place and various places in the world. Links between local community & wider world.	Fieldwork: To visit the countryside or a local farm, creating a questionnaire for a farm worker and annotating maps to show key features. To draw a sketch map of a farm Or observe and record features in our local countryside and create a sketch map. To visit the local town and record the types of shops and building that we see. Analysis: Comparison of town and country – which is more important. Time: To use historical maps to look at how our countryside has changed over time. Geographical enquiry: Make appropriate observations about why things happen. Make simple comparisons between features of different places. Direction and Location: Follow the four compass points and know how to represent these on a map.
Key Texts:	 The secret sky garden by Linda Sarah and Fiona Lumbers  All aboard the London bus by Patricia Toht and Sam Usher	 The Great Chocopot by Chris Callaghan  NF: The story of chocolate by Gloria Koster	 Fantastic Mr Fox by Roald Dahl  Look inside the world of bees by Emily Bone.

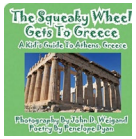
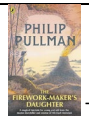
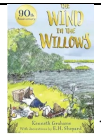
Year 3 Geography Curriculum

Year 3	Autumn 1 **How can we identify our native trees?** **Geography: Which trees can we find locally?**	Spring 1 **Why should we protect the rainforests?** **Geography: Why should we protect the rainforests?**	Summer 2 **What makes Cornwall unique?** **Geography: What is unique about our local area?**
Substantive Concepts:	Place, Physical Geography, Sustainability, Geographical Skills and Fieldwork. 	Space, Place, Physical Geography, Human Geography, Sustainability. 	Space, Place, Physical Geography, Human Geography, Geographical Skills and Fieldwork. 
Components:	➢ What are the benefits of trees? ➢ Which trees can I find in the local area? (Fieldwork) ➢ Do we have enough trees in the local area? ➢ What type of woodland can I find in the wider local area? ➢ How have UK forests changed? ➢ Where are forests located globally?	➢ What are rainforests? ➢ Where is the Amazon rainforest? ➢ What are the key features of the Amazon rainforest? ➢ Which foods can we get from the rainforest? ➢ How does life in the Amazon rainforest compare with life in our local area? ➢ What is the deforestation debate?	➢ Can I ask questions about how my local area has changed over time? ➢ Can I use data and maps to investigate how the local area has changed over time? ➢ Can we find out about key features and changes in the local area over time? (Fieldwork) ➢ Can we find out what local people think about changes in our local area? ➢ Can I analyse the findings of my fieldwork? ➢ Can I compare places across Cornwall to identify spatial patterns?
Assessment Checkpoints:	C1 – Pupils can explain why trees are important to our environment. C2 – Pupils can identify where forests and woodland is found in the UK. C3 – Pupils can name types of trees in our local area. C4 – Pupils can give an opinion on local woodland.	C1 – Pupils can label key lines of latitude and identify where rainforests are located. C2 – Pupils can identify the layers of a rainforest and their features. C3 – Pupils can name food that is exported from rainforests and talk about why fair trade is important. C4 – Pupils can compare life in a rainforest settlement to life in our local area.	C1 – Pupils can identify how aspects of our local area have changed over time. C2 – Pupils can record information about our local area on a map. C3 – Pupils can explain features that are important to Cornwall C4 – Pupils can discuss cultural aspects that are important to Cornwall.
Substantive Knowledge:	Human and Physical Geography: To explore the benefits of trees. To identify the types of trees in our local area e.g. woodland, orchard, etc. and consider if they are considered a human or physical feature. To name different types of woodland and forest areas in the UK e.g. coniferous woods, moorland, grassland, broad leaf forests. To identify types of global trees and forests. Locational knowledge: On world maps, locate countries focusing on Europe, including Russia. To identify and locate different types of forest and woodland in the UK. To map changes in forests around the world. Mapping: To use 4-figure grid references on OS maps to identify our nearest woods.	The World: On a world map to locate South America, the Amazon Rainforest and the countries that it is in. The UK: Identify where other countries in South America are in relation to the UK. Latitude & Longitude: Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America (Amazon rainforest). Physical features: Features of a rainforest. Biomes, climate zones & vegetation belts. Water cycle. Human geography - Culture: To learn about the culture of indigenous people in the Amazon rainforest and compare with our lifestyles in the UK. Fair Trade.	Locational Knowledge: Locate local area, county and counties close to us. Explain where we live in relation to other places in the world. Human Geography and local place knowledge: Explore local human traditions: culture, food, festivals, place names, etc. and identify where these originated from. To describe the human geography of our local area, including settlements, land-use, economic activity, trade links and the distribution of natural resources. Consider the impact of tourism on our local area – how has it developed over time, is it good or bad? Physical geography: To explore similarities and differences in the physical geography of our local area.

	To use maps and atlases to name and locate key places. Begin to identify points on maps – A B C. Locate places on larger scale maps. Locate features on a map. Try to make a map of short route experiences, with features in the correct order, using standard symbols. Make a simple scale drawing. Give maps a key with standard symbols.	Settlements: To compare rainforest settlements with local settlements. To understand how and why rainforest settlements are different. Maps: Locate places on larger scale maps. Locate features on a map.	To compare the physical and human geography of our local area with other parts of Cornwall – Newquay. Mapping To use a range of maps to locate and explore their local area. To begin to use four figure grid references to locate key features on maps. To annotate GIS maps to show key features and landmarks in their local area. Make a map of the school grounds and local area highlighting the main geographical features, using a key.
Disciplinary Knowledge:	Fieldwork and geographical skills: To complete a local tree survey. To identify wooded places in the local area and annotate a map to show this, using a key for different types of trees. Begin to collect and record evidence. Analysis: What types of trees have we found in our local area? Do we need more trees? To consider how the wooded places in our local area have changed over time. Geographical enquiry: Investigate places and themes at more than one scale. Analyse evidence and begin to draw conclusions e.g. make comparisons between locations photos, maps, etc.	Sustainability: Begin to explain larger scale issues – deforestation. Geographical enquiry: Ask and respond to questions and offer own ideas. Begin to use primary and secondary sources of evidence in their investigations. Scale: Investigate places with more emphasis on larger scale. Using Scale: Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other. Understand scale: Identify the differences in scale through photos and maps. Geographical skill: Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Global connections between people & countries – key focus on trade links with the Amazon rainforest. How fairness may not always mean equal	Fieldwork: Identify the key geographical features of our local area (human and physical) Analysis: Discuss the impact of these features on the people that live here, industry, settlements, etc. Publish a guide to our local area. Geographical enquiry: Ask questions about what has changed in our local area and why. Sustainability: Consider how a place has changed over time and how it might change in the future. To consider how places in the same locality can have similarities and differences.
Key Texts:	 By Ash, oak and thorn by Melissa Harrison  My heart was a tree by Michael Morpurgo.	 The explorer by Katherine Rundell  A rainforest story: Animals of the Amazon by Jane Burnard	 Cornish Folk Tales by Mike O' Connor  Cornwall: The land you can count on by Alisdair Hoswell (Cornish and English language book).

Year 4 Geography Curriculum

Year 4	Autumn 2 **What is it like to live in modern Greece?** **Geography: Who are our European neighbours?**	Spring 2 **What makes the Earth explode?** **Geography: How powerful is our Earth?**	Summer 2 **From source to sea: What journey does a river take?** **Geography: How does a river change along its journey?**
Substantive Concepts:	Space, Place, Human Geography, Physical Geography 	Space, Physical Geography, Human Geography. 	Place, Physical Geography, Human Geography, Sustainability, Geographical Skills and Fieldwork. 
Components:	➢ Can we locate the countries in Europe? ➢ Can we identify the major cities in Europe and describe their location? ➢ Can we compare Europe to other continents? ➢ Where is Greece and what are its key geographical features and climate? ➢ What are contour lines and layer shading? Can I create a 3D relief map of Greece? ➢ Focus on Zakynthos region: How does the climate and natural resources compare with our local area? ➢ How does daily life and culture in Zakynthos compare to daily life and culture in our local area? ➢ Would you rather live in Zakynthos or Greece?	➢ What is the structure of the Earth and where are the tectonic plates located? ➢ Can I describe where significant volcano and earthquake zones are on a map, using latitude and longitude? ➢ How is a volcano formed and what are the features of a volcano? ➢ Why would people live near an active volcano? ➢ What is the impact of a volcanic eruption? ➢ What causes earthquakes and how are they measured? ➢ How do earthquakes cause tsunamis? ➢ How do people respond to earthquakes?	➢ Can I describe and explain the water cycle? ➢ Can I name and locate some key rivers around the world using 4-figure grid references? ➢ Can I name and locate key rivers in the UK? ➢ Can I explain the journey of a river and its key features? ➢ Can I describe the location of a local river? ➢ Can I explore how our local river compares with the characteristics of a river system? (Fieldwork). ➢ Can I analyse and present my data? ➢ Can I consider the positive and negative impacts of rivers and dams?
Assessment Checkpoints:	C1: Pupils can name and locate some European countries. C2: Pupils can compare Europe with other continents. C3: Pupils can describe the geographical features of Greece. C4: Pupils can compare living in Zakynthos and St. Austell. C5: Pupils can give an opinion.	C1: Pupils know the structure of the Earth. C2: Pupils can locate earthquake and volcanic zones. C3: Pupils can explain how volcanos and earthquakes happen. C4: Pupils can explain what it is like to live near a volcano. C5: Pupils can explain how people respond to a natural disaster.	C1: Pupils can explain the water cycle. C2: Pupils can label the courses and key features of a river. C3: Pupils can name some major rivers and describe their location. C4: Pupils can describe the impact of rivers on humans. C5: Pupils can compare our local river with the characteristics of a river system.
Substantive Knowledge:	The World: On a world map to locate Europe and identify the European countries and cities, including Russia. The UK: Identify where other countries in Europe are in relation to the UK. Latitude & Longitude:	Latitude & Longitude: Identify the position and significance of the equator, N & S hemisphere, Tropics of Cancer and Capricorn. Influence of the distance from the equator. Pupils will also identify the tectonic plates of the world. Earth Systems: Volcanoes and earthquakes – looking at cause and effects using key geographical vocabulary, plate tectonics and the ring of fire. Link to Science: rock types:	Locational Knowledge: Locate major rivers around the world – Nile, Amazon, Volga, Rhine, Po, etc. Locate the key rivers in the UK on maps – River Severn, River, Thames, River Tay, River Bann, River Tamar. To locate local rivers on a map – Par, St Austell and Caerhays. Physical Geography: To understand the water cycle.

	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country – Zakynthos. Human features: To identify key human features in the region of Greece studied – cities, landmarks, towns, land-use, etc. Culture: To learn about the culture in the Greek regions studied and compare to our own culture and values. To identify climate zones and vegetation belts in the mediterranean and Greece. Geographical skills and fieldwork: - To understand the use of contour lines on a map. Locate places on large scale maps and globes. Begin to identify significant places and environments. Use junior atlases.	Structure of volcanoes. Types of volcanoes. Structure and composition of the Earth. Causes of Earthquakes and tsunamis. Measurement of Earthquakes How humans live in and adapt to areas prone to natural disasters. Explore and identify the affects following a natural disaster. Mapping: Use GIS mapping to measure a specific location and search with grid references.	To identify the features found along the journey of a river – meander, Tributary, Delta, Oxbow Lake, floodplains, source, mouth, estuary, confluence. To understand where a river begins at the source and ends at the mouth, moving downhill. To identify where a river is narrower and wider and how the speed of a river changes on its journey. Sense of Place: Identifying local rivers and key rivers in the UK. Geographical skills: Understand how to make field sketches and use 4-figure grid references. To know how to map a route and create a key using OS symbols. Try to make a map of short route experiences, with features in the correct order, using standard symbols. Make a simple scale drawing. Give maps a key with standard symbols. Human Geography: Explore aspects of how rivers can affect people – flooding, using for trade, creating defense systems.
Disciplinary Knowledge:	Ask and respond to questions and offer own ideas. Investigate places and themes at more than one scale. Begin to use 8 compass points. Identify global connections between people and countries – key focus on tourism and trade links. Understanding contributions of different cultures to our lives. Value what contributes to own identity. <u>Value Diversity</u> Recognising the benefits of listening to a range of different perspectives & viewpoints. Ask and respond to geographical questions using supporting evidence	Understand scale: Identify the differences in scale through photos and maps. Begin to use map sites on the internet using the zoom function to locate and explore specific places. Interaction – How do natural disasters affect a people and environments? Globalisation and Interdependence: Global connections between people and countries – key focus on communication links.	Fieldwork: follow a route on a map and use grid references to locate specific aspects. field sketches of different courses or aspects of a river, measure how fast the river is travelling in different places, take samples of rocks from river to compare sizes for erosion, measure the width of the river in different places. Analysis: How does our local river compare with the characteristics of a river system? Geographical enquiry: Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between locations photos, maps, etc. Direction and Location: Use four compass points to follow and give directions confidently. Begin to learn the 8 compass points.
Key Texts:	 The mapmakers race by Eirlys Slade  Non-fiction books about Greece	 The Firework maker's daughter by Philip Pullman  The pebble in my pocket by Meredith Hooper	 The wind in the willows by Kenneth Grahame  Once upon a raindrop James Carter

Year 5 Geography Curriculum

Year 5	Autumn 2 **How did trade get global?** **Geography: How did trade get global?**	Spring 2 **How can we protect our local wildlife?** **Geography: What will we see on a journey through India?**	Summer 2 **How can we ensure our oceans stay amazing?** **Geography: How are our coastlines changing?**
Substantive Concepts:	Physical Geography, Human Geography, Geographical Skills. 	Space, Place, Physical Geography, Human Geography, Sustainability. 	Place, Physical Geography, Sustainability, Geographical Skills and Fieldwork. 
Components:	➢ What is global trade? ➢ How are we linked to other people and places through global trade? ➢ Can I use import and export data to investigate global trade in commodities and manufactured goods? ➢ How do supermarkets get their food from global supply chains? ➢ Can I investigate the production of a mobile phone and describe some effects that the manufacturing process has on peoples' lives? ➢ Can U describe how different types of goods are transported from producers to supermarkets and consider the costs and benefits of different forms of transport? ➢ Can I explain how the choices we make effect other people and justify my own views on ethical trade?	➢ Can I locate India? ➢ What is the climate like in India? ➢ What are the key human and physical features in India? ➢ How are mountains formed and what mountain types are in India? ➢ Are all places in India the same? ➢ What challenges are faced by people who migrate from rural to urban areas in India? ➢ What is the problem with pollution in India? ➢ What is the culture and daily life like in India? ➢ How does a region in India compare with Cornwall?	➢ What is a coast and how are they formed? ➢ What are the different types of beaches? ➢ How are people's lives effected by the coast? ➢ How does erosion effect the coast? ➢ What is longshore drift? ➢ Can we identify and describe coastal management systems? ➢ Can we use 6-figure grid references to locate beaches within a 10-mile radius? ➢ Can we identify features of the coast and signs of coastal erosion in our local area? (Fieldwork). ➢ Can analyse and present our data? ➢ Can we design a coastal management system for a specific coast?
Assessment Checkpoints:	C1: Pupils can explain what global trade means. C2: Pupils can name some goods that are imported and exported in the UK. C3: Pupils can name different types of transport used in global trade. C4: Pupils can explain what ethical trade means. C5: Pupils can justify their own views on ethical trade.	C1: Pupils can locate India on a map and explain the countries and ocean that it borders. C2: Pupils can take about the climate and geographical features found in India. C3: Pupils can talk about differences between Indian countryside and cities and consider why people migrate. C4: Pupils can compare daily life in an Indian region to their daily lives.	C1: Pupils know how coasts are formed. C2: Pupils can explain coastal erosion. C3: Pupils can describe and explain coastal management systems. C4: Pupils can explain the features of different types of beaches. C5: Pupils can talk about their local coast.
Substantive Knowledge:	Human and Physical geography and economic activity: Explore how we are linked to other people through global trade in clothing.	Locational Knowledge: The World: On a world map locate the main countries in Asia. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify India and narrow focus. Locational knowledge: Key lines of longitude: Time Zones and Greenwich Meridian.	Place Knowledge: Sense of own place: Exploring our local coasts. Scale: Using Scale: Describe and compare issues at a range of scales. Physical features: Physical geography, coasts.

	Use import and export data to investigate global trade in commodities and manufactured goods. Understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains. Investigate the production of mobile phones and describe some of the effects the manufacturing process has on people's lives. Describe how different types of goods are transported from producers to supermarkets and evaluate the cost and benefits of different forms of transportation. Explain how the choices we make can affect other people, environments and places. Reflect on my own opinion about ethical trade. Locational Knowledge and mapping: Map the key countries involved in global trade and explore the types of exports and imports from the countries.	Latitude & Longitude: Identify significant latitude and longitude lines taught across the school. Identify absolute and relative host country position. Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in Asia (India). Scale: Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Know and understand what life is like in a range of settlement sizes. Physical geography: Describe and understand key aspects of Physical geography including coasts, rivers; mountains; climate zones, biomes and vegetation belts in India. Explore types of mountains and how they are formed – comparing mountains in the Himalayas to UK mountains. Human Geography: To identify and locate key human features in India and compare to human features in the UK. To consider the impact of emigration to rural to urban areas in India and identify issues involving social injustice. Culture: To learn about the culture in India and compare with other cultures we have learnt about across the school. Drawing maps: Draw a variety of thematic maps based on own data, such as climatic map, topographical map. Direction and Location: Use latitude and longitude on atlas maps.	- Physical geography: What are the features and key aspects of a coast? - Mapping UK coasts and exploring their uses. - Understanding weathering and erosion. - Exploring the effects of weathering in the local area. - Understanding what longshore drift is and how to measure it. - Identifying strategies used to protect our coasts. Mapping: Follow a route on a large scale map. Recognise some patterns on maps. Begin to understand contour lines on maps. Begin to use 6-figure grid references to locate features. Drawing Maps: Make a map of a route experience with features in the correct order. Make a map of a small area with features in the correct places. Make a simple scale drawing. Begin to use Ordinance Survey symbols. Create a key. To use 8 compass points.
Disciplinary Knowledge:	Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Consider the importance of ethical trade. Consider what would happen if we didn't have global trade in the world Interdependence: Identify how countries need to trade with each other in order to have all of the goods that we enjoy. Ask & Answer Qs: Ask and investigate geographical questions. Analysing & Communicating: Analyse, communicate and explain geographical information. Evaluating & Debating: Express their own views about people places and environments studied, justifying their reasons	Geographical Enquiry: Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and different places. Using globes, maps and atlases: Use 6-figure coordinates to locate features on a map. Locate mountains on a map with contour lines. Use atlases to find out about other features of places. Recognise a map as a flat globe. Use a variety of thematic maps for specific purposes. Globalisation and interdependence: How actions from other places in the world may affect us locally. Social justice, equality and diversity: Defining poverty. Inequality within and between societies. Concern at injustice of others.	Time: Identifying how coasts can change over time and why. Fieldwork: Applying procedural knowledge in fieldwork by collecting geographical data. To explore a local coastline and identify the effects of erosion. Begin to identify significant places and environments. Geographical skills: Make a map of a small area with features in the correct places. respond to geographical questions using supporting evidence. Analyse and communicate geographical information. Express their own views about the people, places and environments studied, giving reasons. Compare views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence. Geographical enquiry: ask and answer questions through fieldwork.
Key Texts:	 The girl of ink and stars by Kiran Millwood Hargrave  The Lost Book of Adventure by an Unknown Adventurer.	 Running the roof of the world by Jess Butterworth	 Why the whales came by Michael Morpurgo

Year 6 Geography Curriculum

Year 6	Autumn 1 **How do the Innuit of the arctic live with nature?** **Geography: How do polar regions compare with our local area?**	Spring 1 **How will we rise to the challenge of climate change?** **Geography: Are we doing enough to support climate change?**	Summer 2 **What will make me a great leader?** **Geography: What's in a region?**
Substantive Concepts:	Space, Place, Human Geography, Physical Geography, Geographical Skills. 	Place, Physical Geography, Human Geography, Sustainability, Geographical Skills and Fieldwork. 	Space, Place, Physical Geography, Human Geography, Geographical Skills. 
Components:	➢ Recap: What are the key lines of longitude and latitude? Where are the continents and oceans? ➢ What are the eight countries in the arctic circle? Where can we find Alaska? ➢ What are the key features of polar regions? What are the differences between Antarctica and the Arctic tundra? ➢ What are the key geographical features and climate in Alaska? ➢ How do the Innuit tribe survive in Alaska? ➢ Can we locate North America, its countries and states? ➢ Can we identify the key geographical features and climate in North America? ➢ How does Alaska compare with New York? ➢ How does Alaska and New York compare with our local area?	➢ How do we produce energy? ➢ What are the different types of renewable and non-renewable energy sources? ➢ What are the reasons for and effects of climate change? ➢ Can we identify energy sources in our local area? (Fieldwork). ➢ Can we identify positive and negative human impact in our local area? (Fieldwork). ➢ Can we analyse and present our findings? ➢ What strategies has Curitiba, in Brazil, used to become more sustainable? ➢ What strategies can we recommend to make our local area more sustainable?	➢ What places make up the UK or Great Britain? ➢ Can I use historical maps to investigate how the UK has changed over time? ➢ What are the regions and counties in the UK? ➢ How are mountains formed? Which mountain ranges are in the UK? How do they compare with other mountain ranges? ➢ What is the topography of the UK? ➢ How has the UK's population changed over time and where has the population changed? ➢ What is the impact of Immigration to the UK? ➢ Why do people move around within the UK? Can I plot this on a map?
Assessment Checkpoints:	C1: Pupils can locate countries in North America. C2: Pupils can compare climates across North America. C3: Pupils can describe some key geographical features of Alaska and New York. C4: Pupils can compare Alaska, New York and Cornwall. C5: Pupils can give personal opinions on placed in North America?	C1: Pupils can explain the carbon cycle. C2: Pupils can name renewable and non-renewable energy sources. C3: Pupils can explain how our local area could be more sustainable and justify their choices.	C1: Using maps from different time periods, pupils can evaluate how the UK has changed over time. C2: Pupils can explain the physical features in the UK and label mountain ranges. C3: Pupils know how mountain ranges are formed. C4: Pupils can give reasons for population growth in the UK. C5: Pupils know the reasons for immigration to the UK and countries where immigrants have travelled from.
Substantive Knowledge:	Locational Knowledge: To explore where the polar regions are – Antarctica and the Arctic – to locate and name the eight countries in the arctic. To recap and locate all key lines of latitude and longitude learnt across the school including equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.	Place knowledge: Sense of own place: Explore what we are doing locally to support climate change and how this affects the local environment. Locate Curitiba in Brazil and explore it as a case study for a green city.	Locational Knowledge: The UK: Locate and name the main counties and cities in the UK. Locate and name the main counties and cities in the UK. Place knowledge:

	To locate Alaska on a map and understand that it is in North America and part of the USA. Physical Geography – To identify physical features in polar regions - small icebergs broken from ice shelf, glacier, pancake ice, ice floes, mountains & hills, rivers & oceans, coastlines. To understand the differences between the climate of Antarctica and the Arctic Tundra. To identify the natural resources found in the arctic and learn how they are mined and exported. To explore the physical features, climate and vegetation in Alaska. Human geography: To learn about Innuit tribes in the arctic and use case studies to explore how Innuit tribes live in Alaska. To explore key features of Innuit life and their culture – how they travel, food, houses, folktales etc. To identify key human features in Alaska. Sustainability: To explore the impact of environmental change on arctic eco-systems. To understand the impact of climate change on the polar ice caps and sea levels. Comparing Place: Understand geographical similarities and differences through studying the human and physical geography of a region in the UK and a region in North America – Alaska and another region in North America – New York.	Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Physical geography: To identify the carbon cycle and the reasons for climate change. Human geography: The distribution of natural resources of energy. Sustainability: Explore an issue on a local scale and progress to a global scale – climate change and renewable energy. Direction and location: Use 6-figure grid references to locate features on a map. Mapping: Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Annotate GIS maps with routes, images and labels. Begin to draw thematic maps based on their own data. Begin to use Ordinance Survey symbols.	Sense of own place: Explore the features of St Austell compared to other regions in the UK. Scale: Using Scale: Describe places at all levels (local, national) comparing locations with their own location and with each other. Physical geography: Topic: Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains, rivers and land use patterns and understand how these features have changed over time. Human geography: Human Geography: To identify and locate key human features in the UK. Mapping: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Understand how to use a scale bar and contour lines. Draw a variety of thematic maps based on own data, such as a climatic map. Create a 3D relief map.
Disciplinary Knowledge:	To compare and contrast regions of North America with St Austell, using their knowledge from their previous fieldwork. Understand the diversity of cultures & societies within & beyond our own experiences. Global connections between people and countries. Scale: Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area. Sustainability: To explore how they work with nature's cycles. Geographical Enquiry: Use secondary sources of information. Make comparisons between features of different places. Diversity: Willingness to challenge stereotypes. To explore the diversity of people and environment in Alaska Innuit tribes. Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions. Drawing maps: Draw a variety of thematic maps based on own data, such as a climatic map.	Geographical enquiry: Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Collect and record evidence unaided. Analyse evidence, make comparisons on various scales, recognise patterns and draw conclusions. Fieldwork: Observe, measure and record using a range of methods. To choose from a range of methods when communicating geographical information. Identifying sources of renewable and non-renewable energy in the school grounds and local area. Using grid references in the field. Global connections between people & countries – key focus on trade links for energy. Social justice, equality & diversity: How fairness may not always mean equal treatment. Develop a sense of justice. Thinking like a geographer: Ask & Answer Qs: Ask and investigate geographical questions, suggesting enquiries to test them. Analysing & Communicating: Analyse, communicate and explain geographical information. Evaluating & Debating: Express their own views about people places and environments studied, justifying their reasons.	Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Using maps, atlases and globes: Follow a route on an OS map and describe features shown on the map. Use a scale bar to measure a route on a map. Identify areas of elevation on a map.
Key Texts: