Geography at St Mawes Primary School

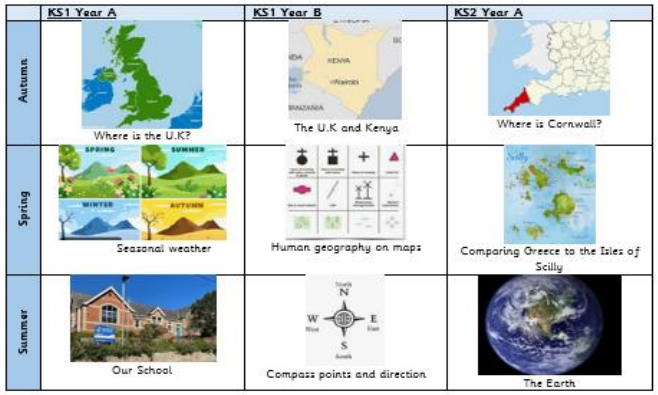
OUR INTENT

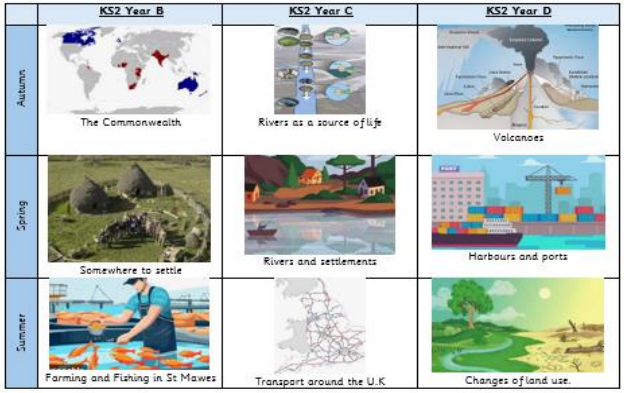
Our Geography curriculum aims to inspire children to think about their own place in the world and to develop a sense of responsibility towards the environment and an understanding of the human impact on the natural world. We begin with understanding our local environment and the beautiful coastal village in which we live.

In early years we foster a care for the world around us, learn positional language and start to explore scale. Basic mapping skills are introduced and these are extended incrementally through the school.

Field work is an important part of our curriculum and visits are organised to explore our local and the excellent range of sites in Cornwall

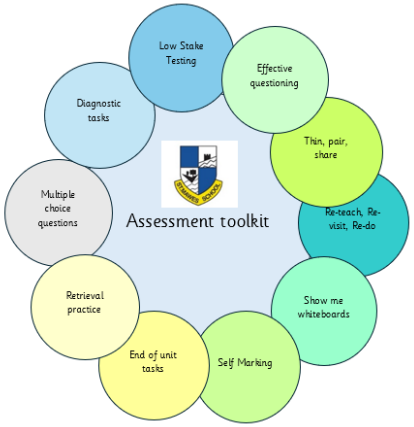
SEQUENCING

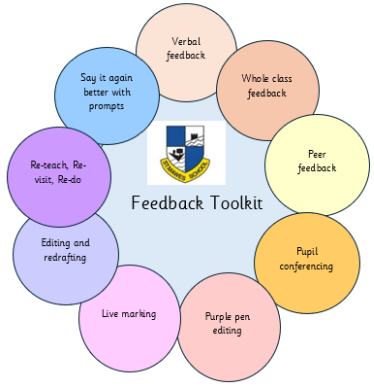




FEEDBACK, PRACTICE AND RETRIEVAL

The purpose of feedback and assessment at St Mawes is to ensure children move forward in their learning, deepen their understanding and gain fluency. To ensure pupils make good progress, improve their confidence with a range of knowledge and skills and remember more of what they learn, regular practice and retrieval opportunities are planned for.





CROSS-CURRICULAR LINKS

Links are made between subjects to offer a creative way to develop children's knowledge, skills and understanding through a study of interconnected topics. Links are an effective way to teach children transferable problem solving skills, and to give real-world meaning to learning. Please see year group overviews for further details.

IMPACT

By developing specific geographical skills, children make sense of our own surroundings through learning about our own local area, rural, coastal and urban, asking geographical questions and comparing their locality with that of other regions in the United Kingdom and in the rest of the world. Through their growing knowledge and understanding of human and physical geography, children gain an appreciation of life in other cultures.

ENRICHMENT

Castle Class:

- Local fieldwork
- St Mawes castle and harbour
- Truro Museum workshops

Sail Class:

- Local fieldwork
- St Mawes castle and harbour
- Local Heritage group visitor
- Truro Museum workshops
- 4/5/6 residential will include visits to a range of environments including large cities such as our capital, London.

SUPPORT

All children have access to the Geography curriculum at St Mawes.

Where specific support and guidance is needed, this is taken from the child's IPM or EHCP.

Knowledge Progression	Autumn	Spring	Summer
KS1 Year A	**Who Am I and where do I live?** To be able to name the seven continents of the world (Asia, Africa, North and South America, Antarctica, Europe and Oceania) To be able to name the five oceans of the world (Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean) To know that a continent is a group of countries. To know that they live in the continent of Europe. To know they live in the U.K To know they live in Cornwall To know that an ocean is a large body of water. **Key vocabulary**- atlas, aerial view aerial plan , bird's eye view, map, messy map hemisphere	**Dress to Impress- Seasonal Changes** There are four seasons: spring, summer, autumn and winter and each season brings change. Autumn is a season which brings changes to the weather and nature. In autumn the days get shorter. Winter is a season. Winter brings changes to the weather. The days are short in winter. Spring is a season. Spring brings changes to the weather. Spring and winter have different weather. Summer is a season and changes take place in summer. Summer and winter have different weather. Months which fall into each season Clothing to wear during each season **Key vocabulary-**season, autumn, spring, summer, winter, weather, climate	**Our School and its place in the community** To know our school is in Cornwall, in a coastal village called St Mawes. To know we are part of a rural community Some features are physical (natural) and some are human (manmade) Some of the physical features of our school grounds are grass, trees and hills. Maps are drawings of a place, usually done from above. To help us find important places on a map, we use symbols. **Key vocabulary-**coast, rural, map, symbol, features, human, physical, habitats, fieldwork/follow directions.
KS1 Year B	**Home and Away -The U.K and Kenya** A country is a land mass defined by physical, human or cultural features: A desert is a dry area of land which receives very little rain or precipitation The equator is imaginary line/circle of latitude around the Earth, midway between North and South Poles, dividing the Earth into Northern and Southern Hemispheres. The Equator lies at 0° latitude: Know the names and capital cities of the four countries of the UK. A passport is a document that entitles you to travel to different countries **Key vocabulary-**country, physical, human, desert, coast, equator, hemisphere, passport	**The Big Build- Human Features on Maps** St Mawes is a small village in Cornwall St Mawes has many human features including homes and businesses. St Mawes has facilities such as hotels and restaurants and attracts many tourists. St Mawes has a church and a school These human features can be represented on a map with symbols Human features in other areas can also be represented with symbols **Key vocabulary-**feature, human, physical, map, symbol, fieldwork/follow directions	**All Aboard- Compass Points and Direction** Compass points on a magnetic compass marking the four main directions: North, South, East and West A compass is a tool used to help find directions. The U.K is located in the Northern Hemisphere To be able to name the five oceans of the world (Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean) The UK is split into countries and surrounding seas. **Key vocabulary**-sea, ocean, north, south, east, west, coast, equator, hemisphere,

KS2 Year A	**Where is Truro and why is it important to Cornwall?** Know Truro is the only city in Cornwall and the capital. Know the postcode for St Mawes is a Truro postcode Know the name of the local area/s- towns and villages. Know the name of the county lived in and some neighbouring counties. Know the continent we live in and the names and locations of all 7 continents and 5 oceans. Identify key physical and human features of our local area in a sketch map. Identify changes to the local area using old and new maps. (roads, buildings, schools, land use) Give an example of how the local area might change in the future and the impact of this. Know and name the four points of a compass and give directions Know lines of latitude and longitude Know how to read and give grid references **Key vocabulary-**capital, country, county, postcode, land use, local, longitude, latitude, grid reference	**Islands- Comparing the Greek islands to the Isles of Scilly** The UK is separated from mainland Europe by the English Channel and the North Sea. Some countries in Mainland Europe are France, Germany, Spain, Italy, Greece and many more. The Mediterranean is used to describe the group of countries which border the Mediterranean sea. The Mediterranean is a popular holiday destination because of the mild climate, physical features (e.g. beaches, lakes) and human features Greece is made up of many islands just like the Isles of Scilly Name and locate the capital city of Greece as Athens and name at least 5 other European capitals. Know that modern-day Greece is a country in the European Union. Know why tourists want to visit Athens/Greece. Know that the UK has a temperate climate and that Greece has a Mediterranean climate. Identify at least 3 human and 3 physical geographical differences between Athens and Cornwall and the Isles of Scilly (include economic activity and land use) More accurate directions and positions can be given using 8 compass points. **Key vocabulary-**island, mainland, Europe, border, temperate, Mediterranean, climate, European Union, economic, land use	**The Earth and its place in the Universe** The Earth rotates on an axis, so the parts of the world have day and night at different times, depending on of they are facing the sun. The earth is split into 24 time zones (hours in a day). There are five major types of biomes: aquatic, grassland, forest, desert, and tundra. Despite only covering 5% of the Earth, over half of the world's plant and animal species are found in the rainforest biome. Much of the world's food and fibre comes from the plants and animals in the world grasslands. The largest biome on Earth is the aquatic biome - covering 75% of the planet. The permanently-frozen ground found in the tundra is known as permafrost. Deserts can be hot or cold. **Key vocabulary**- biome, aquatic, grassland, forest, desert, tundra, food/fibre, permafrost,

Knowledge Progression	Autumn	Spring	Summer
KS2 Year B	**What is the Commonwealth?** Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify some of the countries of Europe and their capital cities Know at least five countries that make up the Commonwealth in the present day The current monarch is the head of the Commonwealth Know the Commonwealth developed through trade and not as an empire Commonwealth nations cover a diverse range of biomes. Know the core principles: human rights, world peace, environmental protection, and gender equality Know the Commonwealth Games is a event bringing together the best athletes and sports people across all of the nations **Key vocabulary-**Commonwealth, trade, empire, nation, monarch, diversity, biomes, principles, population	**What is a settlements?** A settlement is a place where people establish a community. Settlements can vary in size from a small village (St Mawes), a town (St Austell) or a large city Settlements start in different places for different reasons – defence - availability of building materials for shelters -fuel -water for drinking - food and crops - flat land for building easily. Many of the places people live in today are thousands of years old and were created by early settlers such as the Romans, Vikings and Anglo Saxons. Once people have settled in an area, the land can be used for various things. OS symbols on maps can tell us what is in the settlement. • A four-figure grid reference is a way of identifying any square on a map. **Key vocabulary-**settlement, community, village, town, city, land use, grid reference, settlers, invaders, shelter, resources, crops, population	**Circle of Life 2-Farming and Fishing** Know that the UK buys and sells food around the world. Know that not all foodstuffs can be produced in a country with a temperate climate, such as the UK. Know that the Fairtrade mark guarantees a fair price for food production. Know in more detail about the journey of a specific food type (apples) Identify 4 European and 4 countries from other continents with whom the UK trades food. Can find the position of the poles, Equator, Northern and Southern Hemisphere on a world map. **Key vocabulary-**Equator, hemisphere, poles, climate, temperate, trade, Fairtrade, agriculture, crops, farming, fishing, pastoral, arable
KS2 Year C	**Rivers as a life source (focus on the Amazon)** South America is a continent made up of 12 countries. 9 of which speak Spanish Largest country by land and population is Brazil The largest tropical rainforest is in the Amazon Basin. Know that Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn. Know that Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines. Know that a rainforest has many layers of vegetation (plants) growing within it. All of these plants grow to different heights and create layers within the rainforest. Two major rivers in the world are The Nile (Egypt) and The Amazon (Brazil). Know that rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power. The force of flowing water can cause erosion. **Key vocabulary-**equator, tropics of Cancer and Capricorn, rainforests, layers, Amazon, basin, flow, erosion source	**Rivers and settlements (focus on the Nile)** Know that the water cycle is the way in which water moves around the Earth. It has four main stages: evaporation, condensation, precipitation and collection. Name and label parts of the river including the source, tributary, confluence, meander, ox-bow lake, delta, estuary, mouth. Know that a river has three main stages: upper course, middle course and lower course. Parts of a river include: - source: where s river starts, usually high up. - meander: bends or curves - tributaries: smaller streams that merge into larger ones - estuary: where a river or stream meets the ocean - mouth: where a river opens into a lake or ocean. The force of flowing water can cause erosion. Know how rivers change the landscape over time. Know that flooding is caused by poor drainage around or close to a river. **Key vocabulary-** source, erosion, course, estuary, mouth, tributary, confluence, meander, oxbow, delta, flooding, drainage	**Transport- The transport network of the U.K**-Name and locate counties and cities of the United Kingdom; Use the eight points of a compass, four and six-figure grid references, symbols and key Know transport links were created as a means of trade Kow there are different modes of transport in the U.K including car, bus, canal, railway and air transport. Know the types of goods that are transported around and in/out of the U.K Know the introduction of the railway provided standard time across the U.K Know the main transport links in and out od Cornwall **Key vocabulary-** network, remote, access, mode, infrastructure, congestion, environmental impact, public, traffic survey, commute

KS2 Year D	**Volcanoes and Earthquakes** The Earth has three layers: -crust - mantle, then the core at the very middle of the planet. The Earth's crust is made up of huge slabs called tectonic plates. Tectonic plates slowly move over a long period of time Many volcanoes are also mountains. Volcanoes can be formed by plates moving apart, overlapping, or creating a 'hot spot'. Active volcanoes have erupted in the last 10 000 years. Dormant volcanoes haven't erupted in the last 10000 years but may erupt again Extinct volcanoes aren't expected to erupt again. When a volcano erupts, magma comes up and out through the vents. Magma is called lava when it's outside the volcano. Earthquakes are caused when the earth's tectonic plates suddenly move. Most Earthquakes occur on tectonic plate boundaries and can cause a lot of damage. **Key vocabulary**-volcano, earthquake, plates, boundaries, tectonics, dormant, active, extinct, lava, magma,	**The Coast** The UK is an island nation surrounded by four main bodies of water: the North Atlantic Ocean, the North Sea, the Irish Sea, and the English Channel Coast lines are the edge of our country The coast is the where the land meets the sea. The UK coastline varies in physical and human features A beach is a pebbly or sandy shore that lies on the edge of the sea A cliff is a steep rock face which can be a feature of the coastline Other features include arches, stacks and spits Erosion is changing the coastline Manmade defences include walls, groynes and dunes Ports and harbours are how we access the land from the sea **Key vocabulary-** caves, arches, stacks, stumps, bays, and headlands, beaches, sand dunes, and spits.	**Changes of land use and settlements of Britain** Land use has changed as the population has grown and technology has changed Natural resources are found in nature. Humans use them as raw materials for making other products. Natural resources are unevenly distributed around the world. Natural resources are exhaustible and will run out if over-used. A rapid rise in the global population has meant an increase in the use of natural resources. The UK used to rely on fossil fuels for generating energy. Individuals can take action to be more sustainable. E.g. Reducing waste, using renewable energy, only buying what you need etc. solar - geothermal - hydroelectric - bio fuel Non-renewable Energy: - natural gas - nuclear - coal – oil **Key vocabulary-**resources, energy, renewable, fossil fuels, natural gas, nuclear, coal, geothermal, hydroelectric, solar, wind turbine

Locational Knowledge	**Skills Progression**
EYFS	Talk about similarities and differences in relation to places
Year 1	Name and locate a local town. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.
Year 2	Name and locate a local town. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.
Year 3 and 4	Locate the world's countries focusing on Europe, North and South America. Use maps to locate countries of Europe. Use map keys and symbols. Use maps to locate the Equator, and the Tropics and consider their climates. Understand the term 'climate zones' and 'biomes' and identify some differing ones.
Year 5 and 6	Locate environmental regions, key physical and human characteristics, countries, and major cities. Understand how aspects of key topographical features change over time. Identify and discuss the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night.

Place Knowledge	Skills Progression
EYFS	Talk about the features of their own immediate environment and how environments might vary from one another.
Year 1	Observe and describe the human and physical geography of a small area of the United Kingdom (Lake District). Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Lake District), and of a small area in a non- European country (Kenya).
Year 2	Observe and describe the human and physical geography of a small area of the United Kingdom (Lake District). Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Lake District), and of a small area in a non- European country (Kenya).
Year 3 and 4	Match key landmarks to the country. Identify similarities and differences. Make comparisons to life in the UK with life in contrasting countries. Study pictures to make reasoned judgements.
Year 5 and 6	Understand how and why features may have changed over time. Understand and use geographical language to make comparisons between regions.

Human and Physical Geography	Skills Progression
EYFS	Make observations of the environment and explain why some things occur and talk about changes.
Year 1	Identify seasonal/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 physical features of their school and its grounds and of the surrounding environment and key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non- European country (Kenya).
Year 2	Identify seasonal/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 physical features of their school and its grounds and of the surrounding environment and key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non- European country (Kenya).
Year 3 and 4	Draw diagrams and produce writing on physical geography eg. Volcanoes, earthquakes, tsunamis, vegetation belts, rivers, biomes and the water cycle. Draw diagrams and produce writing on human geography eg. types of settlement and land use, economic activity and distribution of natural resources. Ask, research and explain. Study how land was used and why this has changed. Understand the need for ethically sound trade and climate choices.
Year 5 and 6	Identify the difference between human and physical geographical and select appropriate types of maps. Ask, research, explain, draw conclusions and provide evidence. Generate solutions and promote ethically sound trade and climate choices. Produce own diagrams, writing, presentations using geographical vocabulary. Compare current maps and make suggestions about change.
Geographical Skills and Fieldwork	**Skills Progression**
EYFS	Use everyday language to talk about positions and distance. Can describe their relative position such as behind or next to.
Year 1	Use maps, atlases and globes to identify the continents and oceans studied at this key stage and identify the United Kingdom and its countries. Use locational and directional language (eg, near and far, left

	and right). Describe the location of features and routes on maps. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. 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. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the school's surrounding areas.
Year 2	Use maps, atlases and globes to identify the continents and oceans studied at this key stage and identify the United Kingdom and its countries. Use locational and directional language (eg, near and far, left and right). Describe the location of features and routes on maps. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. 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. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the school's surrounding areas.
Year 3 and 4	Use locational language. Use 4 figure grid references. Use the language of a 4 point compass. Record changes and observations. Make maps and plans using keys and symbols. Undertake surveys, investigations and draw conclusions. Be aware of own responsibility in the world.
Year 5 and 6	Confidently use maps, globes and Google Earth. Use maps and pictures to locate, ask questions and draw conclusions between locations and hemispheres. Use geographical symbols. Use 6 figure grid references. Use the language of 8 point compass. Collect, collate and record data drawing conclusions. Act positively and responsibly in the, and for the, wider world. Make suggestions and reflect on own beliefs and impact. Ask geographical questions.