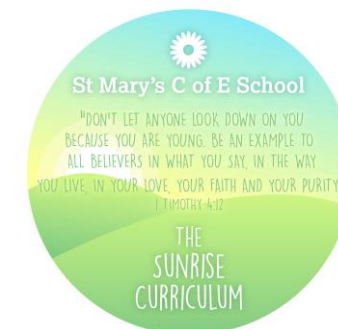


## Geography

### Curriculum Intent:

Our geography curriculum forms part of St. Mary's Sunrise Curriculum. It is broad and balanced to develop children's curiosity about our rich, diverse world and its people which will inspire them and remain with them for life. Understanding both human and physical geography will enable our children to have a better understanding of themselves and the wider society they live in as they grow up to be caring, global citizens who have the cultural Literacy to influence the future of our planet. We are committed to providing children with opportunities to investigate and make enquiries about Truro and Cornwall, so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. Geographical knowledge and skills are taught through research-led pedagogy to ensure learning is embedded in long term memory and builds on prior knowledge. Our school vision is that 'you are never too young to make a difference' and our geography curriculum aims to prepare children to be courageous advocates for our world.



**By the end of Key Stage One**, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**By the end of Key Stage Two**, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

*Curriculum reading opportunities to be shown in italics*

Key skills	Previous Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Next Steps at KS3
<b>Locational Knowledge</b>	EYFS Early Learning Goal:  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes	Name and locate the world's 7 continents  Know the 4 countries of the UK.	Name and locate the world's 5 oceans  Know the capital cities of the UK and surrounding seas  <i>Atlas work understanding an index</i>	Name and locate countries and cities of the UK, geographical regions and identify their human physical characteristics.	Locate their world's countries using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Locate their world's countries using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and Time zones.	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
<b>Place Knowledge</b>		Know human and physical features of the UK.	Compare human and physical features of a small local area in the UK to a contrasting non-European country.	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.	Study environments and compare similarities and differences within areas mentioned above. E.g. The comparison of countries within the Northern Hemisphere	Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

<p>Human and Physical Geography</p>		<p>Identify daily weather patterns in the UK</p> <p>Use geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, sea</p> <p>Use geographical vocabulary to refer to: key human features including: city, town, village, factory, farm</p>	<p>Identify seasonal patterns in the UK</p> <p>Know hot and cold areas in relation to the equator, including the North and South Poles</p> <p>Use geographical vocabulary to refer to: key physical features including: ocean, river, soil, valley, vegetation, season, weather</p> <p>Use geographical vocabulary to refer to: key human features including: house, office, port, harbour, shop</p>	<p>Describe and understand different types of settlement and land use.</p> <p>Know where food comes from (trade routes)</p>	<p>Describe and understand key aspects of economic activity, including trade links.</p> <p>Describe and understand the water cycle and where natural resources come from.</p>	<p>Know where energy comes from.</p> <p>Study rivers, mountains, volcanoes, earthquakes.</p>	<p>or countries close to the Equator.</p> <p>Describe and understand the meaning of biomes, climate zones and vegetation belts.</p> <p><i>Know about climate change</i></p> <p>Describe and understand key aspects of the distribution of natural resources, including energy, food, minerals and water.</p>	<p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>
<p>Geographical Skills and Fieldwork</p>		<p>Use simple compass directions and directional language (left or right, near or far) to describe the location of features on a map.</p> <p>Study features of the local environment.</p>	<p>Use world maps, atlases and globes to identify the UK and selected other countries, as well as the countries, oceans and continents within KS1.</p> <p>Use aerial photographs to recognize landmarks and basic geographical features.</p> <p>Construct basic maps (including of the school and surrounding area) using symbols in a key.</p>	<p>Continue to use globes, maps and atlases and digital computer mapping to locate features and describe countries studied.</p>	<p>Use the eight points of the compass to build their knowledge of the UK</p>	<p>Use 4 and 6 figure grid references to build their knowledge of the UK (including the use of Ordnance Survey Map) and the wider world.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p>