Geography

Vision
Penpol pupils are curious, creative and courageous learners. Our school community believes in authenticity as the foundations of deep-rooted learning. Through our rich and relevant Geography curriculum, we nurture community-minded, forward-facing international citizens of the future.

Curriculum Intent: Why do we teach Geography at Penpol School?
At Penpol School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum, enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are, used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.
The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.
We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Implementation: How is Geography taught at Penpol School?

Geography is taught to all pupils from Reception to year 6 as a cross curricular subject and also within blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically.
Cross curricular outcomes in geography are specifically planned for and these are indicated on the whole school Geography Knowledge and Skills Progression Map.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact: What will we see from the teaching of Geography?

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.
As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development. Children also learn about careers related to geography from members of the local and wider community, with specialist skills and knowledge (for example during the school's planned careers event) and this ensures that they are well prepared for the next steps of their education.

Geography Key Concepts KS1
Place – Places are parts of the Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They can be described by this location, shape, boundaries, features and environmental and human characteristics.
Interaction – The definition of geographical interaction is 'How humans change the Earth'. The way humans can change the Earth is linked to how they interact with the environment around them.
Space – The concept of space is about the significance of location and the ways in which people organise and manage the spaces they live in. This also relates to the effects of movement and use of space in environmental, economic and social terms.
Skills – Geographical skills provide the necessary tools and techniques to enable geographical thinking. These would involve how to ask geographic questions, organise information, analyse and then present and communicate findings to others.

Geography Knowledge and Skills Progression

Year group Topics				
Year 1 **London's Burning** **Digging for dinosaurs** **Are we there yet?**	Name and Locate a local town and understand how some places are linked to other places e.g. roads, trains.	Name, describe and compare familiar places. Link their homes with other places in their local community. Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment.	Describe and identify Seasonal and daily weather patterns and changes in the UK.	Ask simple questions geographical questions e.g. What is it like to live in this place? Use simple observational skills to study geography of the school and its grounds. Use simple maps of the local area. Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. Make simple maps and plans
Year 2 **Who's the King of the castle?**	Name, locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

Castles & guy Fawkes **Busy Bees** **Commotion in the Ocean**	countries and capital cities of the United Kingdom. Name, locate and identify characteristics of the seas surrounding the United Kingdom.	small area in a contrasting non- European country.	world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: **Key physical features,** including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Key human features,** including: city, town, village, factory, farm, house, office, port, harbour and shop.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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. Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment
Year 3 **Walk like an Egyptian** **Minecraft Local Study based on Hayle** **Raving rainforests**	Identify where counties are within the UK and the key topographical features. Name and locate the cities of the UK.	Recognise there are similarities and differences between places. Develop an awareness of how places relate to each other.	Explain about weather conditions/ patterns around the UK and parts of Europe. Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.	1. Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it

				changing? What do you think about that? Recognise that different people hold different views about an issue and begin to understand some reasons why. Communicate findings in ways appropriate to the task or for the audience. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. Make more detailed fieldwork sketches/diagrams. Use fieldwork instruments e.g. cameras, rain gauge. Use four figure grid references. .Use the 8 points of a compass. Make plans and maps using symbols and keys.

Year 4 **Rampaging Romans** **Magic Matters** **Explosions & earthquakes**	Recognise the different shapes of continents. Demonstrate knowledge of features about places around them and beyond the UK. Identify where countries are within Europe; including Russia. Recognise that people have differing qualities of life living in different locations and environments. Know how a locality is set within a wider geographical context.	Know about the wider context of places – region, country. Understand why there are similarities and differences between places.	Describe human features of UK regions, cities and/or counties. Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. Describe how people have been affected by changes in the environment. Explore weather patterns around parts of the world.	Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Measure straight line distances using the appropriate scale. Explore features on OS maps using four figure grid references. Draw accurate maps with more complex keys. Plan the steps and strategies for an enquiry.
Year 5 **The Ancient Greeks** **The Stone Age**	Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day.	Know about the wider context of places – region, country. Understand why there are similarities and differences between places.	Understand weather patterns around the world and relate these to climate zones. Know how rivers erode, transport and deposit materials.	Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Space **Conservation Conversation**	Recognise different shapes of countries. Identify the physical characteristics and key topographic features of the countries within North America. Know about the wider context of places e.g. county, region and country. Know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent.		Know about the physical features of coasts and begin to understand erosion and deposition. Understand how humans affect the environment over time. Know about changes to world environments over time. Understand why people seek to manage and sustain their environment.	
Year 6 **Wartime Britain** **Light it up** **The world is your Oyster**	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world.

	Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and 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).		and the distribution of natural resources including energy, food, minerals and water.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. Use maps, charts etc to support decision making about the location of places e.g. new bypass.

End of phase outcomes for assessing children

				
Reception				

Geography			
Three and Four-Year-Olds	Mathematics		• Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World		• Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

KS 1				
Year 1	**Know** names of 7 continents and 5 oceans **Name** four countries of the UK and their capital cities	**Talk** about similarities and differences between area of UK and non-European area	**Begin** to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain **Talk** about daily weather and seasonal weather patterns in the UK **Find** hot and cold areas in world using atlases	**Start** to use world maps, atlases and globes **Begin to use** simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], **Use** aerial photographs and plan perspectives to recognise **Draw** simple maps eg of school grounds
Year 2	**Name** and locate the 7 continents and 5 oceans **Name**, locate and identify the four countries of the UK, their capital cities and the surrounding seas	**Identify** similarities/differences in physical/human geography between an area of the UK and a non-European area	**Develop** geographical vocab eg rural, urban, vegetation, season **Identify** daily weather and seasonal weather patterns in the UK **Locate** and name hot and cold areas in world in relation to Equator and the North / South Poles	**Use** world maps, atlases and globes **Use** simple compass directions and locational language to describe the location of features and routes on a map **Use** aerial photos and plans to identify features, human and physical **Devise** simple maps and create a key using symbol

End of KS 2				
Year 3	**Locate** some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities **Begin** to identify position of latitude, longitude, N/S Hemispheres and the Equator **Begin** to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic **Begin** to identify position of Prime/Greenwich Meridian and time zones	**Begin** to explain geographical similarities and differences (region of UK, European country and N/S America)	**Begin** to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle) **Begin** to describe some key aspects of human geography (settlement/land use and distribution of natural resources)	**Confidently** use world maps, atlases and globes and begin to use digital mapping
Year 4	**Locate** more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities	**Explain** geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically	**Describe and understand** aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)	**Securely** use world maps, atlases and globes and use digital mapping

	Name and locate countries and cities of the UK, describing geographical regions and topographical features **Explore** how some aspects of physical and human characteristics have changed over time		**Describe and understand** aspects of human geography (settlement/land use, economic activity and distribution of natural resources)	
Year 5	**Locate** majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features **Identify** position of latitude, longitude and N/S Hemispheres **Identify** position of Tropics of Cancer/Capricorn, Arctic and Antarctic **Identify** position of Prime/Greenwich Meridian and time zones	**Examine** geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically	**Explain** key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) **Explain** key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) **Understand** the interaction between physical and human processes and features	**Securely use** world maps, atlases and globes and digital mapping to build knowledge of the wider world **Observe, record and present** human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length **Use** 8-point compass, grid references and Ordnance Survey maps
Year 6	**Locate** world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features	**Analyse** geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways	**Examine and explain** key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) **Examine and explain** key aspects of human geography	**In a variety of ways, observe, record, measure and present** human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length

	Name and locate countries, cities and regions of the UK **Secure understanding** of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time **Apply understanding** of positional language of longitude, latitude to explain geographical characteristics eg topography		(settlement/land use, economic activity and distribution of natural resources) **Understand** the interaction between physical and human processes and features and how these change over time	**Use digital mapping,** 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps