

Geography Education Curriculum.

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, at Penpol School, 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?

Penpol School, 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 and 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.

Penpol Geography Curriculum Overview

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Reception	Mathematics: & Marvellous me	Let's celebrate	Understanding the world. Wonderful weather	The natural world Growing/ How to care & respect for our environment	The Natural world: Growing/ Under the sea	Holidays People and communities
Year 1	Locational knowledge	Place Knowledge	Human and physical geography	Human and physical geography	Geographical skills and fieldwork	Geographical skills and fieldwork
Year 2	Locational knowledge	Place Knowledge	Human and physical geography	Human and physical geography	Geographical skills and fieldwork	Geographical skills and fieldwork
Year 3	Locational knowledge	Place Knowledge	Human and physical geography	Human and physical geography	Geographical skills and fieldwork	Geographical skills and fieldwork
Year 4	Locational knowledge	Place Knowledge	Human and physical geography	Human and physical geography	Geographical skills and fieldwork	Geographical skills and fieldwork
Year 5	Locational knowledge	Place Knowledge	Human and physical geography	Human and physical geography	Geographical skills and fieldwork	Geographical skills and fieldwork
Year 6	Locational knowledge	Place Knowledge	Human and physical geography	Human and physical geography	Geographical skills and fieldwork	Geographical skills and fieldwork

End of phase outcomes for assessing children

Reception				
KS 1	Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork
	<p>name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas 	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather key human features, including: city, town, village, factory, farm, house, office, port, harbour ,shop</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • 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 the key human and physical features of its surrounding environment

End of KS 2	Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork
	<p>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</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United 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 	<ul style="list-style-type: none"> • 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 within North or South America 	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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.

	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)			
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EYFS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Geography			
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 world and talk about the differences they have experienced or seen in photos. 	
Reception	Understanding the World	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

EYFS	Geographical skills & fieldwork	Place Knowledge	Place Knowledge	Place Knowledge Human & physical Geography	Human & physical Geography	Local knowledge & Geographical skills & fieldwork
	TERM Autumn A	TERM Autumn B	Term Spring A	Term Spring B	Term Summer A	Term Summer B
<p>EYFS NEW DEVELOPMENT MATTERS GUIDANCE DOCUMENT.</p> <p>7 AREAS OF LEARNING 3 PRIME AREAS PSED PHYSICAL DEVELOPMENT SPEAKING & LISTENING</p> <p>AUTUMN TERM</p> <p>LITERACY MATHS KNOWLEDGE & UNDERSTANDING OF WORLD EXPRESSIVE ART AND DESIGN</p>	<p>Maths Understand position through words alone. For example, "The bag is under the table", with no pointing.</p> <p>Marvellous me Different occupations New vocab</p>	<p>Let's Celebrate Special places linking with geography</p> <p>Celebrations at Christmas / special places</p>	<p>Understanding the world, wonderful weather</p> <p>Weather from around the world Globes atlases. Draw simple maps Weather forecast Changing seasons.</p>	<p>Growing -Natural World How to care and respect for our environment and living things. Explore the natural world around us. Recognise some environments that are different to the one in which they live.</p>	<p>Under the Sea Know some similarities and differences between the natural world around them and contrasting environments, in the natural world around them, including seasons, drawing on their experiences and what has been read in class. Understand some important processes and changes</p>	<p>Holidays Barnaby around the world. Similarities differences in different parts of the world. Maps Outdoor living People & Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts & maps.</p>
Year 1	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summ A Summer A	Local knowledge Summer B

	Place Knowledge	Place Knowledge	Human & physical Geography	Place Knowledge	Human & physical Geography & Locational knowledge	Geographical skills & fieldwork
	London's Burning 4 UK countries and capital cities.	London's Burning Christmas Around the World - continents	Digging for Dinosaurs Seasonal & daily weather patterns Go back in time, Imagine UK covered in forest, rivers and lakes.	Digging for Dinosaurs Endangered animals in the world	Are we there yet? Use aerial photographs and plan to recognise landmarks and basic human and physical features in Hayle.	Are we there yet? Devise a simple map of Hayle. Use simple compass directions N.E.S.W Simple field work and observational skills.
Year 2	Place knowledge & Local Knowledge	Place knowledge	Locational knowledge & Place knowledge	Human & physical Geography	Geographical skills & fieldwork	Human & physical Geography & Place knowledge
	Who's the King of the castle? Castles & guy Fawkes Plot U.K castles on a map – Capital cities To be able to name some castles in the UK and locally.	Who's the King of the castle? Castles & guy Fawkes Capital cities	Importance of bee Eco system Investigate how bees are used around the world. •	Importance of bee Eco system Investigate how bees are used around the world.	Commotion in the Ocean Identify a coast that is local to them. Pirate treasure map- using keys - orienteering	Commotion in the Ocean Human and Physical features of a coastline.
Year 3	Human & Physical Geography	Place Knowledge	Local Knowledge	Local knowledge & Human & Physical Geography	Place Knowledge	Geographical skills & fieldwork

	Walk like an Egyptian The river Nile Farming & Land uses	Walk like an Egyptian Egypt as a country	Minecraft Local Study based on Hayle Locality study Use Google maps to locate Hayle	Minecraft Local Study based on Hayle Look for any evidence of mining Human and manmade features. Local mining	Raving rainforests Maps Atlases, environmental impact Locate rainforests on a world map. What lives in the rainforest. What is the climate like in the rain forests of Brazil	Raving rainforests Maps/ Atlases, environmental impact Compare climates around the world. Comparisons of Brazil and Cornwall. Become a rainforest Ranger. What is deforestation?
Year 4	Autumn Term A Place Knowledge	Autumn Term B Place knowledge	Spring Term A Place Knowledge	SpringTerm B Geographical skills & fieldwork & Human & physical Geography.	Summer Term A Local Knowledge	Summer Term B Geographical skills & fieldwork
YEAR 4	Rampaging Romans Write a non - chronological report about the Romans. Where did they come from? Exploring where the Vikings and Anglo Saxons came from.	Rampaging Romans Amazing inventions around the world	Robotics, Electricity & sound Locate countries on a map. Longitude and latitude. Kilimanjaro/ Everest	Robotics, Electricity & sound Mapping mountains The formation of mountains Volcanoes/ earthquakes	Explosions & earthquakes Human & Physical field work Beach fieldwork	Explosions & earthquakes Mapping mountains the formation of mountains volcanoes/ earthquakes Locate countries on a map longitude and latitude Kilimanjaro / Everest
Year 5	Autumn Term A Local Knowledge	Autumn Term B Human & physical Geography.	Spring Term A Geographical skills & fieldwork	Spring Term B Place Knowledge	Summer Term A Human & physical Geography. &	Summer Term B Local Knowledge

	The Stone Age Local Prehistory – Carn Euny	The Stone Age Archaeology & Geography research	Space Map reading Recognising geographical features from space.	Space Towns and cities of the UK and the world. The space race	Local Knowledge Conservation Conversation Physical & human features compare and contrast - Link to Paradise Park & bird rehabilitation Topological maps	Conservation Conversation compare & contrast – link to Paradise park & bird rehabilitation.
Year 6	Human & Physical Geography	Place Knowledge	Local Knowledge		Place Knowledge & Human & Physical Geography	Geographical skills & fieldwork & Local Knowledge
	Wartime Britain countries involved in WW1. Conditions in the trenches- Diaries and letters	Wartime Britain Timeline and colour countries involved.	Light it up Compare different areas of the countryside/world and consider their need and suitability for renewable energy	Light it up Compare different areas of the countryside/world and consider their need and suitability for renewable energy.	The world is your Oyster Countries and continents visited in Kensuke's Kingdom. Plastics trail- UK Coastlines. Rivers of the U.K English learning is based around the book Kensuke's Kingdom which is based on a yacht travelling around	The world is your Oyster Co-ordinates and grid references of desert islands Map work based on our local area for grid references. Comparison between contrasting countries. Use of grid references & ordnance survey map. Symbols to locate landmarks. Beach survey of physical geography and effects of erosion.

**Penpol Primary School
Geography Knowledge Concepts**

	Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<u>Year 1</u>	<ol style="list-style-type: none"> 1. Ask simple questions geographical questions e.g. What is it like to live in this place? 2. Use simple observational skills to study geography of the school and its grounds. 3. Use simple maps of the local area. 4. Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. 5. Make simple maps and plans. 	<ol style="list-style-type: none"> 1. Name and Locate a local town and understand how some places are linked to other places e.g. roads, trains. 	<ol style="list-style-type: none"> 1. Describe and identify Seasonal and daily weather patterns and changes in the UK. 	<ol style="list-style-type: none"> 1. Name, describe and compare familiar places. 2. Link their homes with other places in their local community. 3. Know about some present changes that are happening in the local environment e.g. at school. 4. Suggest ideas for improving the school environment.

	Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<u>Year 2</u>	<ol style="list-style-type: none"> 1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. 2. 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. 3. 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. 4. 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. 	<ol style="list-style-type: none"> 1. Name, locate the world's seven continents and five oceans. 2. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. 3. Name, locate and identify characteristics of the seas surrounding the United Kingdom. 	<ol style="list-style-type: none"> 1. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 2. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <input type="checkbox"/> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <input type="checkbox"/> Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ol style="list-style-type: none"> 1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.

	Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<u>Year 3</u>	<ol style="list-style-type: none"> 1. Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. 2. Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. 3. 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? 4. Recognise that different people hold different views about an issue and begin to understand some reasons why. 5. Communicate findings in ways appropriate to the task or for the audience. 6. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. 7. Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. 	<ol style="list-style-type: none"> 1. Identify where counties are within the UK and the key topographical features. 2. Name and locate the cities of the UK. 	<ol style="list-style-type: none"> 1. Explain about weather conditions/ patterns around the UK and parts of Europe. 2. Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. 	<ol style="list-style-type: none"> 1. Recognise there are similarities and differences between places. 2. Develop an awareness of how places relate to each other.

	<p>8. Make more detailed fieldwork sketches/diagrams.</p> <p>9. Use fieldwork instruments e.g. cameras, rain gauge.</p> <p>10. Use four figure grid references.</p> <p>11. Use the 8 points of a compass.</p> <p>12. Make plans and maps using symbols and keys.</p>			
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	Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<u>Year 4</u>	<ol style="list-style-type: none"> 1. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. 2. Measure straight line distances using the appropriate scale. 3. Explore features on OS maps using four figure grid references. 4. Draw accurate maps with more complex keys. 5. Plan the steps and strategies for an enquiry. 	<ol style="list-style-type: none"> 1. Recognise the different shapes of continents. 2. Demonstrate knowledge of features about places around them and beyond the UK. 3. Identify where countries are within Europe; including Russia. 4. Recognise that people have differing qualities of life living in different locations and environments. 5. Know how a locality is set within a wider geographical context. 	<ol style="list-style-type: none"> 1. Describe human features of UK regions, cities and/or counties. 2. Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. 3. Describe how people have been affected by changes in the environment. 4. Explore weather patterns around parts of the world. 	<ol style="list-style-type: none"> 1. Know about the wider context of places – region, country. 2. Understand why there are similarities and differences between places.

	Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<u>Year 5</u>	<ol style="list-style-type: none"> 1. 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. 	<ol style="list-style-type: none"> 1. Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day. 2. Recognise different shapes of countries. 3. Identify the physical characteristics and key topographic features of the countries within North America. 4. Know about the wider context of places e.g. county, region and country. 5. 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. 	<ol style="list-style-type: none"> 1. Understand weather patterns around the world and relate these to climate zones. 2. Know how rivers erode, transport and deposit materials. 3. Know about the physical features of coasts and begin to understand erosion and deposition. 4. Understand how humans affect the environment over time. 5. Know about changes to world environments over time. 6. Understand why people seek to manage and sustain their environment. 7. Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). 	<ol style="list-style-type: none"> 1. Know about the wider context of places – region, country. 2. Understand why there are similarities and differences between places.

	Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<u>Year 6</u>	<ol style="list-style-type: none"> 1. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 2. Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom and the wider world. 3. 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. 4. Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. 5. Use maps, charts etc to support decision making about the location of places e.g. new bypass. 	<ol style="list-style-type: none"> 1. 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. 2. Name and locate counties and cities of the United 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. 3. 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). 	<ol style="list-style-type: none"> 1. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 2. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ol style="list-style-type: none"> 1. 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.