

St Breock School Geography Curriculum

Geography National Curriculum Requirements	
KS1	KS2
<u>Pupils should develop knowledge about –</u>	Pupils should develop knowledge about-
Pupils should develop knowledge about the world, the United Kingdom and their locality.	Pupils should extend their knowledge and understanding beyond the local area to include
They should understand basic subject-specific vocabulary relating to human and physical	the United Kingdom and Europe, North and South America. This will include the location
geography and begin to use geographical skills, including first-hand observation, to	and characteristics of a range of the world's most significant human and physical features.
enhance their locational awareness.	They should develop their use of geographical knowledge, understanding and skills to
	enhance their locational and place knowledge.
Pupils should be taught to -	
Locational knowledge	Pupils should be taught to-
□name and locate the world's seven continents and five oceans	Locational knowledge
\square name, locate and identify characteristics of the four countries and capital cities of the	\square locate the world's countries, using maps to focus on Europe (including the location of
United Kingdom and its surrounding seas	Russia) and North and South America, concentrating on their environmental regions,
Place knowledge	key physical and human characteristics, countries, and major cities
\square understand geographical similarities and differences through studying the human and	\square name and locate counties and cities of the United Kingdom, geographical regions and
physical geography of a small area of the United Kingdom, and of a small area in a	their identifying human and physical characteristics, key topographical features
contrasting non-European country	(including hills, mountains, coasts and rivers), and land-use patterns; and understand
Human and physical geography	how some of these aspects have changed over time
\square identify seasonal and daily weather patterns in the United Kingdom and the location of	\square identify the position and significance of latitude, longitude, Equator, Northern
hot and cold areas of the world in relation to the Equator and the North and South	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and
Poles	Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and
use basic geographical vocabulary to refer to:	night)
\square key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,	Place knowledge
ocean, river, soil, valley, vegetation, season and weather	\square understand geographical similarities and differences through the study of human and
□ key human features, including: city, town, village, factory, farm, house, office, port,	physical geography of a region of the United Kingdom, a region in a European country,
harbour and shop	and a region within North or South America
Geographical skills and fieldwork	Human and physical geography
use world maps, atlases and globes to identify the United Kingdom and its countries,	describe and understand key aspects of:
as well as the countries, continents and oceans studied at this key stage	□ physical geography, including: climate zones, biomes and vegetation belts, rivers,
use simple compass directions (North, South, East and West) and locational and	mountains, volcanoes and earthquakes, and the water cycle
directional language [for example, near and far; left and right], to describe the location	□ human geography, including: types of settlement and land use, economic activity
of features and routes on a map	including trade links, and the distribution of natural resources including energy,
use aerial photographs and plan perspectives to recognise landmarks and basic	food, minerals and water
human and physical features; devise a simple map; and use and construct basic	Geographical skills and fieldwork
symbols in a key	use maps, atlases, globes and digital/computer mapping to locate countries and
use simple fieldwork and observational skills to study the geography of their school and	describe features studied
its grounds and the key human and physical features of its surrounding environment.	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
	Geography 187
	□ 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

				St Breock Geography					y Curriculum Strands							
Locational Knowledge Place Kno							<u>_</u>			man an	d Physical		Skill	Skills and Fieldwork		
						k Geogr	aphy sequen	ce of Kn	lowing Nurser	y to Y6						
		Nursery	Reception		Y1		Y2		Y3		Y4		Y5		Y6	
1	or Signature Sig	Weather & Seasons Learn about the different seasons here in the UK and the weather that comes with them! children to recognise, different weather types and also consider how we need to be careful in different seasons.	1. I can talk about thir I have observed such a animals. 2. I can show care for living things (pets). 3. I can ask questions about aspects of my familiar world such as place where I live or the natural world.	2.		3.		Unit) 1. 2. 3.	what ae types of land use? What are the important features of a settlement and why do settlers choose specific places? How can I record the facilities that are available in my local area? How can I present and analyse information about local facilities? How can I record the facilities? How can I resent and analyse information about local facilities that are available in my local area? How can I present and analyse information about local facilities?	 1. 2. 3. 5. 6. 	nia, Italy. How is the world represented on maps and globes?	2. 3. 4.	ieldwork Unit) How does the water cycle keep rivers flowing? What are rivers and how are they formed? What can I learn about the River Trent? How can I collect data from a local river in the South West Region? How can I analyse and present data collected from fieldwork?		fidlands Region How can I use grid references to locate key geographical features of Stoke- on Trent. How can I measure the distance between local, physical and human geographical features? How has Stoke-on Trent changed over time?	

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				physical		how do they		
				features).		compare to		
						my region?		
						8. What are		
						the key		
						settlements		
						in		
						Campania,		
						Italy and		
						how do they		
						compare to		
						my region?		
						land used in		
						Campania,		
						Italy, what is		
						the economic		
						activity and		
						how do they		
						compare to		
						my region?		
						10. What are		
						the		
						similarities		
						and		
						differences		
						between my		
						region and		
						Campania,		
						Italy?		
Spr1	Plants & Insects	Explorers and Adventurers	The World and My	My Local Area and	The Conservation of Bees	Coastal Erosion	Biomes (Fieldwork	Sustainability
or 2	(Fieldwork Unit).	1. I can talk about	School	Tulum, Mexico	(Fieldwork Unit)	1. What are	Unit- EDEN PROJECT	(Fieldwork Unit)
01 2	(lelawork Offill).							
	l ₋	experiences at	1. What is	1. Where is	1. What can we	coasts?	TRIP)	1. What is
	Exploring plants.	different points	my	Mexico?	learn about	2. How are	1. What biomes	plastic
	learn about how	in the year	classroom	2. How do the	bees?	coastal	and	waste?
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	made, where	for each month).	Where is	features of	key issues	formed?	are found in	our school
	they come from	2. I understand	my school	Tulum,	affecting bees?	3. What can be	the UK?	do to reduce
	and how to look	changing	on the	Mexico	3. How can our	done to	2. What can I	plastic
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		seasons: e.g.:		compare to		protect		
	can make a	winter (ice	3. Where is	my local	environment	coasts?	ecosystems	3. How can we
	start on thinking	experiments)	my	area?	help bees?	4. How does	by studying	use effective
	about why	3. I know there	country in	3. How do the	4. How can we	costal	the New	ways to
	plants are so	are different	the world?	human	plan & carry	erosion effect	Forest?	reduce
	important and			features of	out effective	people?		
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		included, to	Africa/Animals-			physical	collect and	Western	sustainable

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materials are		Google Earth.	3.	How can	4.	How can we	4.	How can I use		data?	3.	What is the	4.	How
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we can measure		simple map of		the		record		keys and		present our	4.	What are		energy
length		an area.		locations		weather		symbols to		weather		mountains?		generation in
J	3.	I can		in our		data?		read a map?		data?	5.	What are the		the UK?
		understand		school	5	How can we	5.	How can I use	5.	How can we		biomes and	5.	How
		environments		where we	٥.	analyse our		four figure grid		analyse our		climate zones		sustainable is
		that are		can		weather data		references to		weather		of the		water
		different using		encourage		and evaluate		read a map?		data and		Western		production in
		non-fiction texts.		plant life?		our	6.	What are the		evaluate our		United		the UK?
		non nector texts.		plante tile.		fieldwork?	0.	keu		fieldwork?		States?	6.	How
					,			topographical	Locality		6.	What are the	0.	sustainable is
					6.	How can we		features found	1.		0.	vegetation		the use of
						analyse our		in the UK?		Camborne?		belts of the		rare earth
						weather data	7.	What are the	2.	How is the		Western		elements?
						and evaluate	/.	key human and	۷.	land used in		United	7	How does
						our		physical		Camborne?		States?	7.	automation
						fieldwork?		features of the	3	What are	7			affect
								South West	Э.	the	/.			
												volcanoes		economic
							0	Region?		geographical		and		activity in
							8.	How can I		features of		earthquake	0	the UK?
								create a sketch	,	Camborne?		zones of the	8.	How
								map of my	4.	Can I draw		Western		sustainable is
								local area?		a sketch	_	USA?		waste
										map of my	8.	What are the		management
										Camborne		key		in the UK?
										locality?		settlements	٩.	How
												in the		sustainable is
												Western		the economic
												United States		activity of
												and how do		the UK?
												they		
												compare to		
_												my region?		