



St Breock School Geography Curriculum

Geography National Curriculum Requirements

KS1	KS2
<p><u>Pupils should develop knowledge about –</u> 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.</p> <p><u>Pupils should be taught to -</u> Locational knowledge <input type="checkbox"/> name and locate the world's seven continents and five oceans <input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge <input type="checkbox"/> 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 Human and physical geography <input type="checkbox"/> 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 <input type="checkbox"/> use basic geographical vocabulary to refer to: <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 Geographical skills and fieldwork <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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.</p>	<p><u>Pupils should develop knowledge about-</u> 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.</p> <p><u>Pupils should be taught to-</u> Locational knowledge <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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) Place knowledge <input type="checkbox"/> 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 Human and physical geography <input type="checkbox"/> describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> 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 Geographical skills and fieldwork <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> 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 <input type="checkbox"/> 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>

St Breock Geography Curriculum Strands

Locational Knowledge		Place Knowledge			Human and Physical			Skills and Fieldwork	
St Breock Geography sequence of Knowing Nursery to Y6									
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6	
Aut 1 or 2	Weather & Seasons	Marvellous Me	Our Local Park (Fieldwork Unit)	My Local Area	Land Uses (Fieldwork Unit)	My Region and Campania, Italy.	Rivers (Fieldwork Unit)	West Midlands Region	
		1. I can talk about things I have observed such as animals.	1. What is our local park and how do people get there?	1. Can I use atlases and globes to discover the continents and oceans of the world?	1. What ae types of land use?	1. How is the world represented on maps and globes?	1. How does the water cycle keep rivers flowing?	1. How can I use grid references to locate key geographical features of Stoke- on Trent.	
		2. I can show care for living things (pets).	2. How can we collect data about the key features of our local park?	2. What are the effects of the equator and the poles on the climate worldwide?	2. What are the important features of a settlement and why do settlers choose specific places?	2. What are they key geographical features of the UK and South West region?	2. What are rivers and how are they formed?	2. How can I measure the distance between local, physical and human geographical features?	
		3. I can ask questions about aspects of my familiar world such as the place where I live or the natural world.	3. How can we present data about our local parks facilities?	3. What are the UK's countries, capital cities and surrounding areas?	3. How can I record the facilities that are available in my local area?	3. What are the human, physical and geographical features of Italy (including countries and capital cities)?	3. What can I learn about the River Trent?	3. How has Stoke-on Trent changed over time?	
				4. Where is my local area and what are the key human and physical features?	4. How can I present and analyse information about local facilities?	4. What are plate tectonics?	4. How can I collect data from a local river in the South West Region?		
				5. Can I create a map of my school using key map features?	5. How can I record the facilities that are available in my local area?	5. What are earthquakes and how do they occur?	5. How can I analyse and present data collected from fieldwork?		
				6. Can I create a map of my local area using aerial photographs (include human and	6. How can I present and analyse information about local facilities?	6. What are volcanoes and how do they occur?			
						7. What are the key physical features of Campania, Italy and			

				physical features).		<p>how do they compare to my region?</p> <p>8. What are the key settlements in Campania, Italy and how do they compare to my region?</p> <p>9. How is the land used in Campania, Italy, what is the economic activity and how do they compare to my region?</p> <p>10. What are the similarities and differences between my region and Campania, Italy?</p>		
Spr1 or 2	<p>Plants & Insects (Fieldwork Unit).</p> <p>Exploring plants. learn about how plants are made, where they come from and how to look after them! They can make a start on thinking about why plants are so important and</p>	<p>Explorers and Adventurers</p> <ol style="list-style-type: none"> 1. I can talk about experiences at different points in the year (class calendar for each month). 2. I understand changing seasons: e.g.: winter (ice experiments) 3. I know there are different 	<p>The World and My School</p> <ol style="list-style-type: none"> 1. What is my classroom like? 2. Where is my school on the street? 3. Where is my country in the world? 	<p>My Local Area and Tulum, Mexico</p> <ol style="list-style-type: none"> 1. Where is Mexico? 2. How do the physical features of Tulum, Mexico compare to my local area? 3. How do the human features of 	<p>The Conservation of Bees (Fieldwork Unit)</p> <ol style="list-style-type: none"> 1. What can we learn about bees? 2. What are the key issues affecting bees? 3. How can our school environment help bees? 4. How can we plan & carry out effective 	<p>Coastal Erosion</p> <ol style="list-style-type: none"> 1. What are coasts? 2. How are coastal features formed? 3. What can be done to protect coasts? 4. How does costal erosion effect people? 	<p>Biomes (Fieldwork Unit- EDEN PROJECT TRIP)</p> <ol style="list-style-type: none"> 1. What biomes and ecosystems are found in the UK? 2. What can I learn about ecosystems by studying the New Forest? 	<p>Sustainability (Fieldwork Unit)</p> <ol style="list-style-type: none"> 1. What is plastic waste? 2. What can our school do to reduce plastic waste? 3. How can we use effective ways to reduce

	learn some key vocabulary about different parts of plants.	<p>countries in the world (China)</p> <p>4. I understand the effects of changing seasons on the world around me.</p> <p>5. I can talk about experiences at different points in the year (class calendar for each month).</p> <p>Maps (Fieldwork Unit)</p> <p>1. I can look at maps of our journey to school using google maps.</p> <p>2. I can use Google maps to look at features of local environment,</p> <p>3. I can compare places on Google Earth: how are they similar/different?</p>	<p>4. How is the weather different around the world?</p>	<p>Tulum, Mexico compare to my local area?</p> <p>4. What are the similarities and differences between Tulum, Mexico and my local area?</p> <p>5. What are the similarities and differences between Tulum, Mexico and my local area?</p>	<p>ways to conserve bees?</p> <p>5. How can I record the effectiveness of bee conservation in my school?</p>		<p>3. How can I study a local ecosystem?</p> <p>4. What data can I collect from my local woodland ecosystem?</p> <p>5. How can I present the data I collected from my local ecosystem?</p> <p>My Region and the North region of Brazil</p> <p>1. What is the geography of the South American continent?</p> <p>2. What are the geographical features of Brazil?</p> <p>3. What is the main economic activity of Brazil's North region?</p>	<p>plastic waste?</p> <p>4. How can we record and evaluate ways to reduce plastic waste in our school?</p>
Sum 1 or 2	<p>The Beach</p> <p>Understand more about the beach, and is a fun way for them to explore it! Activities like making a sandcastle and measuring footprints are included, to</p>	<p>Big Adventures, Little Feet</p> <p>1. I know can use a range of resources to understand similarities and differences between countries & environments e.g.: Africa/Animals-</p>	<p>Our School Grounds (Fieldwork Unit)</p> <p>1. Which features in our school grounds support plant life?</p> <p>2. Where on our school grounds could we</p>	<p>Weather and Climate (Fieldwork Unit)</p> <p>1. What is the difference between weather and climate?</p> <p>2. How can we read a weather map?</p> <p>3. How can we collect</p>	<p>The United Kingdom</p> <p>1. What are the countries and regions of the UK?</p> <p>2. What are the settlements of the UK and Countries of England?</p> <p>3. What are the human and physical</p>	<p>Weather and Climate (Fieldwork Unit)</p> <p>1. What is the difference between weather and climate?</p> <p>2. How can we collect weather and data?</p> <p>3. How can we collect and</p>	<p>My Region and the Western United States</p> <p>1. What is the geography of the North American continent?</p> <p>2. What is the main economic activity of states in the Western</p>	<p>The Economic Activity of the UK</p> <p>1. What are the key geographical features of the UK?</p> <p>2. What are the main sectors of the UK economy?</p> <p>3. How sustainable</p>

	encourage children what materials are used and how we can measure length	<p>using books, globe and Google Earth.</p> <p>2. I can draw a simple map of an area.</p> <p>3. I can understand environments that are different using non-fiction texts.</p>	<p>encourage plant life?</p> <p>3. How can we share the locations in our school where we can encourage plant life?</p>	<p>weather data?</p> <p>4. How can we collect and record weather data?</p> <p>5. How can we analyse our weather data and evaluate our fieldwork?</p> <p>6. How can we analyse our weather data and evaluate our fieldwork?</p>	<p>features of the UK?</p> <p>4. How can I use compasses, keys and symbols to read a map?</p> <p>5. How can I use four figure grid references to read a map?</p> <p>6. What are the key topographical features found in the UK?</p> <p>7. What are the key human and physical features of the South West Region?</p> <p>8. How can I create a sketch map of my local area?</p>	<p>record weather data?</p> <p>4. How can we present our weather data?</p> <p>5. How can we analyse our weather data and evaluate our fieldwork?</p> <p>Locality Unit</p> <p>1. Where is Camborne?</p> <p>2. How is the land used in Camborne?</p> <p>3. What are the geographical features of Camborne?</p> <p>4. Can I draw a sketch map of my Camborne locality?</p>	<p>United States?</p> <p>3. What is the water cycle?</p> <p>4. What are mountains?</p> <p>5. What are the biomes and climate zones of the Western United States?</p> <p>6. What are the vegetation belts of the Western United States?</p> <p>7. What are the volcanoes and earthquake zones of the Western USA?</p> <p>8. What are the key settlements in the Western United States and how do they compare to my region?</p>	<p>in agriculture in the UK?</p> <p>4. How sustainable is energy generation in the UK?</p> <p>5. How sustainable is water production in the UK?</p> <p>6. How sustainable is the use of rare earth elements?</p> <p>7. How does automation affect economic activity in the UK?</p> <p>8. How sustainable is waste management in the UK?</p> <p>9. How sustainable is the economic activity of the UK?</p>
--	--------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------