



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 □ name and locate the world's seven continents and five oceans □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge □ 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>Human and physical geography □ 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 □ 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</p> <p>Geographical skills and fieldwork □ 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 □ 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.</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 □ 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 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)</p> <p>Place knowledge □ 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> <p>Human and physical geography □ describe and understand key aspects of: □ 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> <p>Geographical skills and fieldwork □ use maps, atlases, globes and digital/computer mapping 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 Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Geography 187</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>

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	<p>Weather & Seasons</p> <ol style="list-style-type: none"> 1. What are the four seasons? 2. What are the different weather types? 3. How can we be safe in each season? <p><u>Key Vocabulary</u> rain sun wind snow hot cold</p>	<p>Marvellous Me</p> <ol style="list-style-type: none"> 1. How can I observe animals? 2. How do we care for animals? 3. What animals live in my local area? <p><u>Key Vocabulary</u> animal pet home world care question</p>	<p>Our Local Park (Fieldwork Unit)</p> <ol style="list-style-type: none"> 1. What is our local park and how do people get there? 2. How can we collect data about the key features of our local park? 3. How can we present data about our local parks facilities? <p><u>Key Vocabulary</u> map directions fieldwork local area aerial view pictogram</p> <p><u>Fieldwork</u> To visit the local park and collect data about key features (lesson 2).</p>	<p>My Local Area</p> <ol style="list-style-type: none"> 1. Can I use atlases and globes to discover the continents and oceans of the world? 2. What are the effects of the equator and the poles on the climate worldwide? 3. What are the UK's countries, capital cities and surrounding areas? 4. Where is my local area and what are the key human and physical features? 5. Can I create a map of my school using key map features? 6. Can I create a map of my local area using aerial photographs (including human and 	<p>Land Uses</p> <ol style="list-style-type: none"> 1. What are types of land use? 2. What are the important features of a settlement and why do settlers choose specific places? 3. How can I record the facilities that are available in my local area? 4. How can I present and analyse information about local facilities? 5. How can I record the facilities that are available in my local area? 6. How can I present and analyse information about local facilities? <p><u>Key Vocabulary</u> settlement town</p>	<p>My Region and Campania, Italy.</p> <ol style="list-style-type: none"> 1. How is the world represented on maps and globes? 2. What are the key geographical features of the UK and the South West West 3. What are the human & physical features of Italy (including capital cities) 4. What are plate tectonics, earthquakes and volcanoes? 5. What are the key physical features of Campania in comparison to my region? 6. What are the settlements, land use & economic 	<p>Rivers (Fieldwork Unit)</p> <ol style="list-style-type: none"> 1. What are rivers and how are they formed? 2. What can I learn about the River Trent? 3. How can I collect data from a local river in the South West Region? 4. How can I analyse and present data collected from fieldwork? <p><u>Key Vocabulary</u> channel erosion meander oxbow lake course Ordnance Survey Map (OS Map)</p> <p>Biomes (Fieldwork Unit- EDEN PROJECT TRIP)</p> <ol style="list-style-type: none"> 5. What biomes and ecosystems are found in the UK? 6. How can I study a local 	<p>West Midlands Region</p> <ol style="list-style-type: none"> 1. How can I use grid references to locate key geographical features of Stoke-on Trent? 2. How can I measure the distance between local, physical and human geographical features? 3. How has Stoke-on Trent changed over time? <p><u>Key Vocabulary</u> grid reference scale land use industrial infrastructure Ordnance Survey Map (OS Map)</p>

				physical features). <u>Key vocabulary</u> aerial photograph aerial view atlas compass contents page symbol	urban facilities population bar chart	activity like in Campania compared to my region? <u>Key Vocabulary</u> equator hemisphere plate tectonics economic activity magnitude Richter Scale	ecosystem and present my findings? <u>Key Vocabulary</u> biome climate ecosystem habitat vegetation observing <u>Fieldwork</u> To visit the Eden Project and study the local ecosystem and present findings (lesson 2).	
Spr1 or 2	Plants (Fieldwork Unit). 1. Where do plants come from? 2. How do plants grow? 3. How do we look after plants? 4. Why are plants important? <u>Key Vocabulary</u> plant leaf flower seed bug soil <u>Fieldwork</u> To plant seeds and observe how they grow (lesson 2).	Explorers and Adventurers 1. What happens at different points in the year? 2. How do the seasons change throughout the year? 3. Where are different countries in the world? 4. What are the effects of the changing seasons around me? 5. What events happen at different points in the year? <u>Key Vocabulary</u> season winter ice country China	The World and My School 1. What is my classroom like? 2. Where is my school on the street? 3. Where is my town in the country? 4. What are the seasons like in the United Kingdom? 5. Where is my country in the world? 6. How is the weather different	My Local Area and Tulum, Mexico 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 Tulum, Mexico compare to my local area? 4. What are the similarities and differences between Tulum, Mexico and	The Conservation of Bees (Fieldwork Unit) 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 ways to conserve bees? 5. How can I record the effectiveness of bee conservation in my school? 6. How can I present and analyse information	Coastal Erosion 1. What are coasts? 2. How are coastal features formed? 3. What can be done to protect coasts? 4. How does coastal erosion affect people? <u>Key Vocabulary</u> coast beach erosion sea walls physical process sediment	My Region and Brazil 1. What are the key geographical features of the UK and the South West Region? 2. What is the geography or the South American continent? 3. What are the geographical features of Brazil (human and physical)? 4. What are the climate zones & vegetation belts of the North Region?	Sustainability (Fieldwork Unit) 1. What is plastic waste? 2. What can our school do to reduce plastic waste? 3. How can we use effective ways to reduce plastic waste? 4. How can we record and evaluate ways to reduce plastic waste in our school? <u>Key Vocabulary</u> biodegradable microplastics raw materials

		<p>change</p> <p>Maps (Fieldwork Unit)</p> <ol style="list-style-type: none"> How can I create a map of my journey to school? How can I use Google Maps to locate different features in the environment? How can I compare places on Google Earth: how are they similar/different? <p><u>Key Vocabulary</u></p> <p>map route journey school near far</p> <p><u>Fieldwork</u></p> <p>To go outside and find human/physical features within our school ground and compare them to Google Maps.</p>	<p>around the world?</p> <p><u>Key Vocabulary</u></p> <p>atlas birds eye view globe messy map ocean seasons</p>	<p>my local area?</p> <p><u>Key Vocabulary</u></p> <p>physical features human features country weather continent town</p>	<p>about local facilities?</p> <p><u>Key Vocabulary</u></p> <p>conservation conserve domesticated analyse record pollination</p> <p><u>Fieldwork</u></p> <p>To record the effectiveness of bee conservation in the school (lesson 5).</p>	<p>5. What is the main economic activity of Brazil's North region?</p> <p>6. How do the states and settlements in Brazil's North Region compare to mine (similarities and differences)?</p> <p><u>Key Vocabulary</u></p> <p>region settlements economic activity climate zone population density physical processes</p>	<p>fossil fuel carbon emissions recycle</p> <p><u>Fieldwork</u></p> <p>To record and evaluate ways to reduce plastic waste in our school (lesson 4).</p>	
Sum 1 or 2	<p>The Beach</p> <ol style="list-style-type: none"> What is a beach? What activities can you do on the beach? How do we stay safe on the beach? <p><u>Key Vocabulary</u></p>	<p>Big Adventures, Little Feet</p> <ol style="list-style-type: none"> I know can use a range of resources to understand similarities and differences between countries & environments e.g.: Africa/Animals-using books, 	<p>Our School Grounds (Fieldwork Unit)</p> <ol style="list-style-type: none"> Which features in our school grounds support plant life? Where on our school grounds could we encourage plant life? 	<p>Weather and Climate (Fieldwork Unit)</p> <ol style="list-style-type: none"> What is the difference between weather and climate? How can we read a weather map? How can we collect 	<p>The United Kingdom</p> <ol style="list-style-type: none"> What are the countries and regions of the UK? What are the settlements of the UK and Countries of England? What are the human and physical 	<p>Weather and Climate (Fieldwork Unit)</p> <ol style="list-style-type: none"> What is the difference between weather and climate? How can we collect weather and data? How can we record 	<p>My Region and the Western United States</p> <ol style="list-style-type: none"> What is the geography of the North American continent? What is the main economic activity of states in the Western 	<p>The Economic Activity of the UK</p> <ol style="list-style-type: none"> What are the key geographical features of the UK? What are the main sectors of the UK economy? How sustainable

<p>sand sea shell wave bucket footprint</p>	<p>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><u>Key Vocabulary</u> Africa globe environment different same map</p>	<p>3. How can we share the locations in our school where we can encourage plant life?</p> <p><u>Key Vocabulary</u> fieldwork human feature physical feature sketch map map key directions</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><u>Key Vocabulary</u> analyse weather climate temperature forecast weather map</p> <p><u>Fieldwork</u> To collect data on the weather in the local area (lesson 4).</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 find places on a map?</p> <p>6. Can I create a sketch map of my local area?</p> <p><u>Key Vocabulary</u> continent country settlements compass key location</p>	<p>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><u>Key Vocabulary</u> climate weather forecast precipitation monitor record</p> <p><u>Fieldwork</u> To collect data on the weather in the local area (lesson 2).</p>	<p>United States?</p> <p>3. What is the water cycle?</p> <p>4. What are the climate zones of the Western United States?</p> <p>5. What are the vegetation belts of the Western United States?</p> <p>6. What are the volcanoes, earthquakes and settlements like compared to my region?</p> <p><u>Key Vocabulary</u> continent economic activity climate zones vegetation belts plate tectonics settlements</p>	<p>is the distribution of natural resources (including energy, food, minerals and water)</p> <p>4. How does automation affect economic activity in the UK?</p> <p>5. How sustainable is waste management in the UK?</p> <p>6. How sustainable is the economic activity of the UK?</p> <p><u>Key Vocabulary</u> economic activity renewable energy fossil fuel automation raw materials sustainable</p>
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