Sky Primary and Eden Project Nursery Geography Curriculum Overview

Sky Primary Geography Curriculum

Substantive Knowledge: Content to be learnt.

Declarative Knowledge:

The facts – 'Knowing What'

- Locational Knowledge
- Physical Geography
- Place Knowledge
- Human Geography

Procedural Knowledge:

'Knowing how' to do geography

- Geographical Skills.

Disciplinary Knowledge:

Geographical Concepts 'Knowing that'
How geographers think and know: Thinking like a geographer and learning how key concepts help us to make sense of the world and allow us to generate new ideas.

Geographical Practice 'Knowing how'

How geographers find out: working like a geographer. Includes learning and undertaking the skills, methods and approaches to geographical enquiry to confirm how we know what we know. Includes qualitative and quantitative enquiry in the classroom and field.

Geographical Application 'Knowing how to apply knowledge'

– making use of geography. Applying knowledge, understanding and skills to real world problems and issues.

National Curriculum Pillars of Knowledge:

Locational Knowledge:
KS1: Name and locate the world's 7 continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
KS2: 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 countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.

Place Knowledge:
KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.
KS2: 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 in North or South America.

Human and Physical Geography:
KS1: identify seasonal and daily weather patterns in the UK 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: beach cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.
KS2: Describe and understand key aspects of:
Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Human geography: 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:
KS1: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage.
Use simple compass directions (North, South, East, West) and locational and directional language 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.
KS2: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Use the 8-points of a compass, 4 and 6-figure grid references, symbols and key (including OS maps and symbols), to build their knowledge of the UK 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.

Sky Primary Geographical concepts

Substantive Concepts:

Space: Where things are and why their location matters.

Place: Distinctive characteristics of locations, how they became like this and how they are subject to change in the future. Similarities and differences between places.

Earth systems: Physical processes and cycles on Earth. Landforms, landscapes and environments are a result of biological, chemical or physical changes.

Environment: The world's environments, landscapes and societies are dynamic and changes result from a wide range of human and physical processes. It involves ideas about interaction between physical and human geography, eco systems, environmental change and impact, resources and sustainability in a variety of contexts and scales. Humans are changing the environment at a rapid rate.

Sustainability: Sustainable development is promoted through conservation and environmental and resource management.

Disciplinary Concepts:

Time: The dimensions of past, present, future, over which processes operate. The concept also introduces ideas of stability, dynamism, continuity and change, essential to studying processes in physical and human geography.

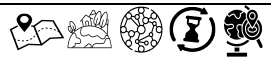
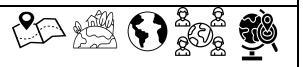
Scale: Used to analyse relationships by investigating them at different scales. A 'zoom lens' that enables us to view places at all levels from local and regional to global. There are also links between scales as local decisions can have a global impact.

Diversity: Appreciating differences and similarities between people, places, environments and cultures. Diversity exists between places and cultures and can lead to inequalities.

Interconnection: How things are connected and need other things and how this aspect affects them. Interconnections can be explored at all levels from the local to the global.

Interpretation: Understanding the way the world is influenced by changing narratives, different values and viewpoints, and interpretations.

Sky Primary Key Geographical Concepts Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery: EYFS						
Reception: EYFS						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

	Space	Place	Earth Systems	Environment	Sustainability
EYFS	Explore immediate spaces. Use positional language (in, on, under).	Talk about familiar places (home, school). Notice differences through stories and photos.	Observe natural changes (weather, day/night, seasons).	Explore local natural features (trees, soil, water). Begin caring for plants and animals.	Basic understanding of Earth cycles (day/night, seasons). Simple ideas like 'looking after our garden' and 'don't waste water.'
Years 1-2	Use maps and globes to locate UK and continents. Understand near/far and simple directions.	Compare a small area of the UK with a contrasting non-European country. Identify similarities and differences in physical and human features.	Identify seasonal and daily weather patterns. Introduce simple water cycle ideas.	Recognise human and physical features in local environment.	Identify the importance of bees in the countryside and locally grown food. Discuss why recycling and caring for nature is important.
Years 3-4	Use compass points and grid references to describe location. Begin to understand scale on maps.	Explore similarities and differences in physical and human geography of regions in the UK, Europe, and South America, focusing on the Amazon rainforest.	Learn about rivers, mountains, and the water cycle. Introduce tectonic plates and volcanoes.	Explore biomes and vegetation belts. Understand how environments support life.	Identify and name native plants and understand their importance for ecosystems and biodiversity. Introduce concepts of renewable resources and protecting habitats.
Years 5-6	Use OS maps, 6-figure grid references, and digital mapping. Understand global positioning (latitude/longitude).	Compare regions in the UK, Europe, and Americas. Analyse cultural, economic, and environmental characteristics.	Deepen understanding of climate zones, ecosystems, and global processes (e.g., carbon cycle).	Evaluate human impact on environments (deforestation, urbanization).	Debate climate change, ethical trade, and sustainable development. Plan actions for local sustainability. Use GIS to analyse environmental data.

Sky Primary Geography Road Map.

EYFS

Understanding the world.
People, culture and communities.
The natural world.

EYFS: How do we get ready for our Sky treat?
How can we use our senses to explore the different seasons?
Why do penguins huddle?
What food do we get from farms?
What will we find on our great plant hunters' expedition?
Which tales from the seashore can we share?

Yr 1

Locating Cornwall.
Continents.

Local Features.
Fieldwork.

Y1: Where do I live?
Can I find signs of the giant of Sky?
How is South Africa different to the Cornish countryside?

Yr 2

Compare Cornwall and South Africa.
Weather and climate. Fieldwork

UK and capital cities.
Compare London and St. Austell.
Fieldwork

Continents & oceans.
Tanzania study.
Compare Arusha with St. Austell

Countryside vs town.
Fieldwork.

Y2: Would you rather live in London or St. Austell?
Where does chocolate come from?
Why is the countryside important?

Yr 3

Rainforests & South America.
Compare life in Amazon with our daily life.

UK forest and woodland. Local woodland.
Fieldwork.

Y3: How can we identify our native trees?
Why should we protect the rainforests?
What makes Cornwall unique?

Yr 4

Fieldwork: How local area has changed over time & what makes it unique.

Countries in Europe. Greece.
Comparing Zakynthos with St. Austell.

Volcanoes and earthquakes.

Rivers and water cycle.
Fieldwork

Y4: What is it like to live in modern Greece?
What makes the Earth explode?
How does a river change along its journey?

Yr 5

Global and ethical trade.

India.
Comparing region in India with local area.

Coasts.
Fieldwork

Y5: How did trade get global?
What will we see on a journey through India?
How are our coastlines changing?

Yr 6

North America.
Polar regions.
Comparing Alaska & Cornwall

Climate change.
Fieldwork.

Geography of the UK.
Mountains.

Y6: How does Alaska compare to our local area?
Are we doing enough to support climate change?
What's in a UK region?

Nursery Geography Curriculum

Reception	Autumn Term	Spring Term	Summer Term
Geographical concepts:	Place, Environment, Earth systems, Diversity 	Space, Place, Environment, Interconnections, Diversity. 	Place, Environment, sustainability, scale, time. 
Getting school ready:	Begin to explore the natural world around them, ask questions about the world and begin to use a range of vocabulary to describe their immediate environment and natural materials.	Begin to explore the natural world around them, ask questions about the world and begin to use a range of vocabulary to describe their immediate environment and natural materials. Begin to explore and talk about maps and draw very simple maps. Learn about other countries from experiences, pictures and stories.	Begin to explore the natural world around them, ask questions about the world and begin to use a range of descriptive vocabulary to describe their immediate environment and natural materials.
Activities: Understanding the world: The Natural World. People, Culture and Communities.	Exploring and using natural objects around them. Explore their immediate environment. Talk about what they can see in their environment using a range of vocabulary. Talk about differences in natural materials and their changes. Feel and describe the differences in leaves (evergreen and dead). Use their senses in hands on exploration of the natural environment. Learn about Diwali and local celebrations.	Exploring creatures that they can see in their local environment. Talk about the need to respect and care the natural environment and all living things. Explore animals, including nocturnal animals that can be found in our immediate environment. Small world play – farming and transport. Know that there are different countries in the world and explore different countries on world maps. Talk about the differences that have experiences or seen in books or photos. Identify different types of transport to use when going to other countries. Draw a simple map to use with bee bots. Talk about what they see on the way to school. Develop positive attitudes about differences between people.	Describe what they see and hear outside. Visit clay building. Discuss why it is important to care for the environment. Learn about the key features of plants. Sort food that comes from animals and food that comes from plants. Plant new seeds and care for growing plants talking about how they change. Explore and talk about what we can find in the meadow. Explore and talk about what we can see in the air. Use all their senses in hands on exploration of natural materials. Explore a pond habitat in our school environment.
Early Years Foundation Stage:	**People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **The Natural World** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. Local area walks. **The Natural World:** Children to observe the changes of the natural environment around them, discussing seasonal changes they have noticed. Children to understand the process of changing seasons and understand the effect of changing seasons on the natural world around them, including animals and plants. Children to explore the natural world around them and make observations. People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country – Diwali Why some people celebrate it, and others don't.	**People, Culture and Communities:** Know there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map Look closely at similarities and differences between their immediate environment and different places they have visited. **The Natural World**: Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class. Recognise some environments that are different to the one in which they live. Explore different habitats and animal adaptations for survival. **The Natural World** Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide range of vocabulary. Understand the key features of the life cycle of a plant or animal.	**The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the key features of the life cycle of a plant and an animal. Understand their role in protecting the natural world. Plant seeds and care for growing plants. Describe ways to look after the immediate environment. **People, Culture and Communities** Begin to identify the origins of some foods. Recognise, know, and describe features of different place

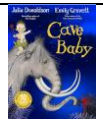
Reception Geography Curriculum

Reception	Autumn 1: **How do we get ready for our Sky treat?**	Autumn 2 **How can we use all of our senses to explore the different seasons?**	Spring 1 **Why do penguins huddle?**	Spring 2 **What food do we get from farms?**	Summer 1 **What will we find on our great plant hunters' expedition?**	Summer 2 **Which tales from the seashore can we share?**
Geographical concepts:	Place, Time 	Place, Earth systems, Environment, Interpretation 	Space, Place, Earth systems, Diversity 	Place, Environment, sustainability, time, scale. 	Place, Environment, sustainability, interconnection 	Place, Environment, diversity, interpretation 
Components: Understanding the world: The Natural World. People, Culture and Communities.	➢ Can I explore our meadow? ➢ Can I explore Our local environment? ➢ Can I identify how our local environment changes in Autumn? ➢ Can I draw a map of our local area? ➢ Can I identify where our local food comes from?	➢ Can I use my senses to explore the school's outdoor learning environment? ➢ Can I use my senses to explore the local area and follow simple directions? ➢ How do we prepare to go outside as the seasons change? ➢ Can we compare the different seasons? ➢ How does water change?	➢ Can we compare a hot and cold place? ➢ Can I find Antarctica on a world map? ➢ How are penguins adapted to live in a cold place? ➢ Can we stop ice from melting?	➢ Where does food come from? ➢ What can we learn on a farm visit? ➢ What food come from farms? ➢ How have farms changed over time? ➢ What do animals need to survive on a farm? ➢ Can I use my senses to explore the signs of spring?	➢ What plants can we find around us? ➢ Can we forage for food? ➢ Can we identify our local flowers? ➢ Why are plants important? ➢ Why are bees important?	➢ What are our favourite beaches? ➢ What animals live in the sea? ➢ Can we share stories from the seaside? ➢ What can we find at the beach? ➢ What roles do people have at the beach? ➢ Can we compare our local beaches? ➢ Can we find signs of summer?
Assessment Checkpoints:	C1 – I can talk about the things that we can find in our outdoor environment. C2 – I can explain what our outdoor environment is like and what we can do in it. C3 – Can I talk about Cornish traditions in our Cornish Tea Treat? C4 – Can I create a simple map with resources?	C1 – I can name my five senses and talk about how I have used these to experience the natural environment. C2 – I can name the different seasons and describe how the weather changes across the seasons. C3 – I can talk about things that I celebrate with my family. C4 – Can I use simple directional language?	C1 – I can explain some similarities and differences between landscapes in this country and life in other countries. C2 – I can talk about my observations of penguins in Antarctica. C3 – I can talk about changing states of matter – water and ice. C4 – Can I find Antarctica and the UK on a large, simple world map?	C1 – I can describe a farm, identifying simple geographical features. C2 – I can talk about how food comes from farms including plants and animals. C3 – I can explain what animals need to be healthy in a farm.	C1 – I can talk about plants that we can find in our local area and other places in the world. C2 – I can explain why plants are important to us. C3 – I can explain what plant explorers do. C4 – Can I draw pictures of my observations?	C1 – I can describe what we can find at the beach. C2 – I can compare our local beaches. C3 – I can discuss key roles at the beach. C4 – Can I draw a simple map of a local beach?
Early Years Knowledge:	**People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **The Natural World** Explore the natural world around them. Describe what they see, hear and feel whilst outside.	**The Natural World:** Children to observe the changes of the natural environment around them, discussing seasonal changes they have noticed. Children to understand the process of changing seasons and understand the effect of changing seasons on the natural world	**People, Culture and Communities:** Know there are different countries in the world and talk about the differences they have experienced or seen in photos. (African Savannah & Antarctica). **The Natural World**: Know some similarities and differences between the natural world around them and contrasting environments, drawing	**The Natural World** Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.	**The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the key features of the life cycle of a plant and an animal. Understand their role in protecting the natural world.	**People, Culture and Communities** Draw information from a simple map and identify landmarks of our local area, particularly coastal regions. Create own maps. Comment and ask questions about the different parts of the local community.

	Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos. Local area walks.	around them, including animals and plants. Children to explore the natural world around them and make observations. People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country – Diwali Why some people celebrate it, and others don't.	on experiences and what has been read in class. Recognise some environments that are different to the one in which they live – focus on Africa as a hot environment, exploring the climate and landscape of the African Savannah. Focus on Antarctica for a cold environment, exploring the climate. Describe a contrasting environment to their own. Use globes and maps to talk about the different places around the world. Explore different habitats and animal adaptations for survival. Talk about the differences between materials and changes they notice. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Understand the key features of the life cycle of a plant or animal. **People, Culture and Communities** Begin to identify the origins of some foods. Locally produced food is grown seasonally. Organic farms use natural products to keep the soil healthy. Fieldwork: Visit a local farm, observe how they work and the type of animals and plants that you find there.	Plant seeds and care for growing plants.	Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Recognise, know, and describe features of different places – visiting a range of local beaches. Look closely at similarities and differences between their immediate environment and different places they have visited. **The Natural World** Name some natural and man-made materials in the environment. Describe ways to look after the immediate environment. Describe, predict and sort things that float and sink and talk about the forces that they can feel.
Vocabulary	Environment, autumn, winter, spring, summer, home, school, season, changes, meadow, green spaces, town, village, trees, forest, garden, woodlands, hot, cold, map, road, path, tradition, culture, change, habitat, puddles, rain, frozen.	Environment, autumn, winter, spring, summer, home, school, season, changes, meadow, green spaces, town, village, trees, forest, garden, woodlands, hot, cold, map, road, path, in, out, up, down, through, around, over, under, near, far, between, bridge, hill, sky tip, celebrations, community, park, shop, library, traditions, Diwali, India, Cornwall, St. Austell, Carclaze Garden Village, change, senses, habitat, harvest, conkers, acorns, mushrooms, pumpkins, winter, ice.	Polar regions, South Pole, North Pole, Arctic, Antarctica, cold, ice, frozen, igloo, polar bear, penguin, cold, hot.	Farm, farmer, farming, crops, harvest, plant, hay, straw, cattle grid, produce, vegetable, fruit, grow, manmade, dairy, meat, udder, natural, goat, pig, piglet, sheep, lamp, cow, bull, chick, hen, duckling, spring.	Plant, flowers, trees, grow, soils, seed, roots, shoot, petal, bud, leaves, pollen, light, water, lifecycle, fruit, vegetable, watering can, allotment, alive, shovel, trowel.	Ocean, beach, sand, stone, pollution, litter, rock pool, England, abroad, Cornwall, St Austell, crab, jellyfish, fish, gills, seaweed, then, now, similar, different, change, time, harbour.

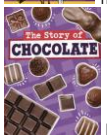
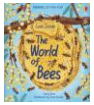
Year 1 Geography Curriculum

Year 1	Autumn 2 **How and why do we share stories?** **Geography: Where do I live?**	Spring 2 **Who is the giant of Sky?** **Geography: Can I find signs of the Giant of Sky?**	Summer 2 **Which animals are local to us?** **Geography: How is South Africa different to the Cornish countryside?**
Geographical concepts:	Space, Place, Scale, Diversity. 	Place, Environment, Time, Interconnection, Interpretation. 	Space, Place, Earth systems, sustainability, Diversity, Scale, 
Components:	➢ Can I explore maps, globes and atlases? ➢ Can I locate the UK on a world map and identify the four countries of the UK? ➢ Can I identify the geographical features of the four UK countries ➢ Can I locate Cornwall on a map of the UK and talk about my local area? ➢ Can I find Europe on a world map and explain why addresses are important? ➢ Can I learn the seven continents and talk about the largest and smallest continent?	➢ Can I find my local area on a map? ➢ Can I use positional language to find the sky tip? ➢ Can I understand how the sky tip was formed in our local area? (Fieldwork) ➢ Can I research china clay?	➢ What are the seasonal and daily weather patterns in the UK? (Fieldwork) ➢ How does the climate change near equatorial or polar regions? ➢ Can we locate South Africa and identify how the weather is different to the UK? ➢ What are the key geographical features in Johannesburg and how does this compare to our local area? ➢ Are animal habitats the same in South Africa and the UK?
Assessment Checkpoints:	C1 – I can locate the UK on a map. C2 – I can name and locate the four countries and capital cities of the UK. C3 – I can describe where I live in Cornwall C4 – I can name the seven continents.	C1 – I can draw a map of our local area. C2 – I can explain what human and physical features are. C3 – I can describe our local landscape. C4 – I can explain what is near and far.	C1 – I can describe seasonal weather patterns in the UK. C2 – I can identify similarities between weather patterns in the UK and South Africa. C3 – I can describe similarities and differences between key geographical features in our local area and a region in South Africa.
Substantive Knowledge:	Location: Pupils to locate the four countries of the UK. Pupils to locate the UK country boundaries. Pupils understand the different aspects of an address. To begin to learn the names of the seven continents and to identify that we live on the continent of Europe. To know the four main compass points – North, South, East, West. Mapping: Pupils to explore where they find maps. Pupils to recognise that a map is about a place. Pupils locate key places on maps: Cornwall. Begin to use map sites on the internet, using the zoom function to explore specific places.	Locational Knowledge: Explore where we live and where our school is, using maps. Mapping: Use maps, GIS maps and aerial photos to locate Cornwall and our local areas' key geographical features. To recognise key features on aerial images. Make a plan of a small area from above. Add simple information to maps, such as labels and markers. Human and Physical geography: To explore the difference between human and physical features. Physical features: Use simple geographical vocabulary to refer to physical features of our school and local environment e.g. trees, hills, wild areas, beaches, woods, etc. Begin to express views on features in the local environment. Human features: Use simple geographical vocabulary to identify key human features in the school and local area e.g. village, farm, house, office, port, harbour and shop. Settlements: To explain a village settlement, Begin to express views on features in the local environment. To learn about the local culture.	Physical Geography - Weather To understand the difference between daily and seasonal weather. To explore the difference between weather and climate. To explore how daily weather patterns can change over time. To describe different aspects to the seasons: precipitation, temperature, etc. and consider how these can affect us and the clothes that we wear. To consider how weather and climate affect animal habitats. Place Knowledge: To compare our local area with a contrasting non-European country – South Africa. Sustainability – To understand how the weather affects our lives and the lives of animals.

Disciplinary Knowledge:	Globalisation and Interdependence: Pupils to explore Richard Trevithick and how he helped places to connect. Geographical skills: Talk about the main differences between a world map and a globe. Direction & Location: Pupils begin to explore the four compass points and use these to navigate a space in the school environment. Geographical enquiry: Ask and respond to simple questions. Use information books and maps as sources of information.	Disciplinary Knowledge: Geographical enquiry: Make observations of things in their school and local environment. Make simple comparisons between features of different places Globalisation & interdependence: Exploring the immediate & local environment. Similarities & differences between own place & other areas in the world. Fieldwork: Understand what we mean by human and physical features and identify the key features in our school and surrounding environment taking photographs of the features to label in books. Explore how key places make us feel in our school and local area and show this on a map using faces (e.g. smiley face, sad face) and a simple key. Fieldwork analysis: Which features stand out the most in our local area? How do we feel about these features.	Fieldwork: To use instruments to measure the weather where we live over time. To identify any effects the weather has on the school grounds. Analysis: Was the weather the same every day? How did it change? Why is it helpful to predict the weather? Geographical enquiry: Begin to appreciate different weather patterns in the UK. Appreciate that there are extremes of weather close to the equator. Compare our temperate region with a very hot region. Make simple comparisons between features of different places. Ask and respond to geographical questions. Analyse and communicate geographical information. Express their own views about the people, places and environments studied.
Key Texts:	 Cave baby by Julia Donaldson  Cornish folk tales by Mike O'Connor	**Non-Fiction:**  Me on the map by Joan Sweeny  Martha maps it out by Leigh Hodgkinson  Greta and the giants by Zoe Tucker	 Out of the blue by Elizabeth Shreeve  Lifesize animals by Sophy Henn
Vocabulary	Address, transport, map key, Postcode, village, town, beach, church, park, school, countryside, coastal area, country, United Kingdom, city, capital city, England, Scotland, Northern Ireland, Wales, London, Cardiff, Edinburgh, Belfast, continents, Asia, Africa, North America, South America, Antarctica, Europe, Australia/Oceania.	Village, town, beach, church, park, school, countryside, coastal area, sea, area, local, range, symbol, human features, physical features, Sky tip, China Clay, landmarks, a sense of place, character, trail, fieldwork.	Continent, Africa, South Africa, Savannah, suburb, city, rural, Countryside, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, north, south, east and west, left right, up, down, near, far, lifestyle.

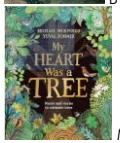
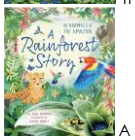
Year 2 Geography Curriculum

Year 2	Autumn 1 **What do I need to be healthy?** **Geography: Would you rather live in London or St Austell?**	Spring 1 **Where does Chocolate come from?** **Geography: Where does chocolate come from?**	Summer 1 **Why are bees brilliant?** **Geography: Why is the countryside important?**
Geographical concepts:	Space, Place, Environment, sustainability, Diversity, Interpretation. 	Space, Place, Earth systems, Environment, Diversity, Interconnection. 	Place, Environment, Sustainability, Time, Scale, Interconnection. 
Components:	➢ Can I name and locate the UK's countries, capital cities and seas? ➢ What is London like as a capital city? ➢ How do people move around London? ➢ Are there any green spaces in London? ➢ What are the human and physical features of our local area and how does this compare with London? (Fieldwork) ➢ How does our local transport compare with London transport? ➢ Why is the River Thames so important to London?	➢ Can I name and locate the world's continents and oceans? ➢ Where are the world's hot and cold countries in relation to the equator and north and south poles? ➢ Where does chocolate come from? ➢ Where is Africa and Tanzania? ➢ What is the landscape and climate like in Tanzania? ➢ What are the physical and human features in Tanzania? ➢ How does Arusha, in Tanzania, compare with our local area? ➢ How does life in Arusha compare with our own lives?	➢ Can we identify key features and land use patterns in our wider local area? ➢ Why is the countryside important? ➢ Why are bees important for the ecosystem in our countryside? ➢ How can we create a sketch map? ➢ What does the countryside do for us? (Fieldwork) ➢ How is our local town different to the countryside? ➢ How can we protect the countryside?
Assessment Checkpoints:	C1 – Can you name and locate the countries, capital cities and seas surrounding the UK? C2 – Can you name any key human and physical features in London? C3 – Can you explain why London is important to use in Cornwall? C4 – Can you identify any similarities and differences between London and Cornwall? Debate – Where would you rather live?	C1 – Pupils can name the continents and oceans in the world. C2 – Pupils can identify the location of hot and cold countries in the world. C3 – Pupils can identify the parts of the world that grow cocoa beans. C4 – Pupils can talk about the similarities and differences between Arusha, in Tanzania and St Austell.	C1 – Pupils can talk about the importance of our countryside for habitats, biodiversity, food and farming. C2 – Pupils can name human and physical features found in our local area. C3 – Pupils can identify key things that happen at a local farm. C4 – Pupils can discuss similarities and differences between our local countryside and town.
Substantive Knowledge:	Location: To recap the four countries of the UK – Scotland, England, Wales, Northern Ireland. To learn the names of the UK seas – Irish sea, English, Channel, North Sea, Celtic Sea. To identify where the UK is in relation to other places on Earth. To locate London on a map. Physical and human geography: exploring habitats, transport, pollution, green spaces and tourism in London and St Austell. To identify the key features of London as a capital city. To explain why it is important for London to have green spaces. To explain the importance of the River Thames. Sustainability:	Locational Knowledge: Recap continents and oceans, explain their relative position in the world and use them to explain our relative position in the world. I can locate hot and cold countries in the world in relation to the equator and the North and South poles. To identify where and how cocoa trees grow. To locate the journey of a cocoa bean from pd to product. Human and Physical geography: To explore Tanzania's climate and landscapes. To explore the physical and human features of Tanzania. To explore the challenges faced by cocoa farmers. (fair trade) Place Knowledge:	Locational Knowledge: Recap continents and oceans. Understand our location in relation to other places on Earth. Land-use and Settlement: To explore what our countryside's are used for and why they are important - farms, habitats, maintaining clean air. To explore why bees are so important for the ecosystem. To identify the differences between the countryside and the town. Physical and human geography: To explore the key features of our local countryside. To explore how weather affects bees. To identify how our countryside has changed overtime and why.

	To explore the transport and pollution in London. To compare London with St Austell. Geographical Skills: To use maps, atlases and globes to locate places studied. To annotate maps to communicate geographical knowledge.	I can compare a region in a contrasting non-European country to where I live – Tanzania (Africa). To explore case studies of a child's daily life in Tanzania and compare with my own life. To explore jobs in Tanzania (Including cocoa farmers) to compare with jobs in the UK. Maps: Recognise features on aerial images and maps. Use infant atlases and mini globes to locate places. Identify and locate places on a map. Begin to use map sites on the internet using the zoom function to explore specific places. Sustainability: Introduce Fair Trade.	Mapping: To learn how to use a map to navigate around a place. To create a sketch map of a place.
Disciplinary Knowledge:	Understand that the globe represents the Earth as it is and maps are a 2D representation of the Earth. Geographical enquiry: Use NF books, stories and maps as a source of information. Make simple comparisons between features of different places. Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area. Time: Explore how London has changed over time. Fieldwork: Traffic survey to compare local types of transport with types of transport in London. Identify features in local area to compare with features in London.	Geographical enquiry: Children encouraged to ask simple geographical questions such as where is it? What is it like? Use NF books, stories, maps, pictures, photos and the internet as a source of information. Ask and respond to geographical questions. Analyse and communicate geographical information Express their own views about the people, places and environments studied. Globalisation and Interdependence: Similarities & differences between own place and various places in the world. Links between local community & wider world.	Fieldwork: To visit the countryside or a local farm, creating a questionnaire for a farm worker and annotating maps to show key features. To draw a sketch map of a farm Or observe and record features in our local countryside and create a sketch map. To visit the local town and record the types of shops and building that we see. Analysis: Comparison of town and country – which is more important. Time: To use historical maps to look at how our countryside has changed over time. Geographical enquiry: Make appropriate observations about why things happen. Make simple comparisons between features of different places. Direction and Location: Follow the four compass points and know how to represent these on a map.
Key Texts:	 The secret sky garden by Linda Sarah and Fiona Lumbers  All aboard the London bus by Patricia Toht and Sam Usher	 The Great Chocopot by Chris Callaghan  NF: The story of chocolate by Gloria Koster	 Fantastic Mr Fox by Roald Dahl  Look inside the world of bees by Emily Bone.
Vocabulary:	describe, locate, explain, similarity, difference, journey, environment, tourism, map, atlas, globe, feature, aerial, identify, landmark, area, town, village, city, environment, countryside, country, island, scale, capital city, population, parliament, government, commute, trade, public transport, recreation, banks, bridges, sewer UK, country, land use, equator, Northern Hemisphere, Southern Hemisphere, England, Wales, Northern Ireland, Scotland, Celtic Sea, North sea, Irish sea, English Channel, Atlantic Ocean, coastline, London Underground, congestion, pollution, National Park City, navigation, flood.	Continent, Ocean, Africa, Route, Tanzania, Arusha, route, photograph, climate, landscape, satellite image, natural, 3D, globe, physical and human feature, similarities, differences, climate, city, town, job, community, safari, charity, village.	Countryside, town, human and physical features, land-use, Farm, town, village, factory, house, office and shop. Hill, river, soil, valley, vegetation, season and weather. Dairy, beef, rural area, urban area, pig sty, hen house, sketch map, primary sector, secondary sector, tertiary sector.

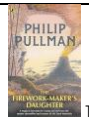
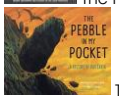
Year 3 Geography Curriculum

Year 3	Autumn 1 **How can we identify our native trees?** **Geography: Which trees can we find locally?**	Spring 1 **Why should we protect the rainforests?** **Geography: Why should we protect the rainforests?**	Summer 2 **What makes Cornwall unique?** **Geography: What is unique about our local area?**
Geographical concepts:	Place, Environment, sustainability, Time, Scale. 	Space, Place, Earth systems, Environment, sustainability, Diversity, Interconnection 	Space, Place, Environment, Time, Interpretation. 
Components:	➢ What are the benefits of trees? ➢ Can I use 4 figure grid references to identify local woodland on maps? ➢ Which trees can I find in the local area? (Fieldwork) Can I plot a route on a map? Can I annotate a map to show geographical data? ➢ Do we have enough trees in the local area? ➢ What type of woodland can I find in the wider local area? ➢ How have UK forests changed? ➢ Where are forests located globally?	➢ What are rainforests? ➢ Where is the Amazon rainforest? ➢ Use maps and globes to locate South America and Brazil (GIS mapping). ➢ Identify and explore locations on digital maps (GIS mapping). ➢ What are the key features of the Amazon rainforest? ➢ Which foods can we get from the rainforest? ➢ How does life in the Amazon rainforest compare with life in our local area? ➢ What is the deforestation debate? ➢ What other countries are in South America? ➢ How does the Amazon rainforest compare with a region in Peru, in South America (Virtual fieldwork).	➢ Can I ask questions about how my local area has changed over time? ➢ Can I use data and maps to investigate how the local area has changed over time? ➢ Can I use 8 compass points? ➢ Can I plot a route on a map (GIS mapping) ➢ Can we find out about key features and changes in the local area over time? (Fieldwork) ➢ Can we find out what local people think about changes in our local area? ➢ Can I analyse the findings of my fieldwork? ➢ Can I compare places across Cornwall to identify spatial patterns?
Assessment Checkpoints:	C1 – Pupils can explain why trees are important to our environment. C2 – Pupils can name types of trees in our local area. C3 – Pupils can give an opinion on local woodland. C4 – Pupils can annotate maps to show geographical data in fieldwork.	C1 – Pupils can label key lines of latitude and identify where rainforests are located. C2 – Pupils can identify the layers of a rainforest and their features. C3 – Pupils can name food that is exported from rainforests and talk about why fair trade is important. C4 – Pupils can compare life in a rainforest settlement to life in our local area.	C1 – Pupils can identify how aspects of our local area have changed over time. C2 – Pupils can record information about our local area on a map. C3 – Pupils can explain features that are important to Cornwall C4 – Pupils can discuss cultural aspects that are important to Cornwall.
Substantive Knowledge:	Human and Physical Geography: To explore the benefits of trees. To identify the types of trees in our local area e.g. woodland, orchard, etc. and consider if they are considered a human or physical feature. To name different types of woodland and forest areas in the UK e.g. coniferous woods, moorland, grassland, broad leaf forests. To identify types of global trees and forests. Locational knowledge: On world maps, locate countries focusing on Europe, including Russia. To identify and locate different types of forest and woodland in the UK. To map changes in forests around the world. Mapping:	The World: On a world map to locate South America, the Amazon Rainforest and the countries that it is in. The UK: Identify where other countries in South America are in relation to the UK. Latitude & Longitude: Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America (Amazon rainforest). Physical features: Features of a rainforest. Biomes, climate zones & vegetation belts.	Locational Knowledge: Locate local area, county and counties close to us. Explain where we live in relation to other places in the world. Human Geography and local place knowledge: Explore local human traditions: culture, food, festivals, place names, etc. and identify where these originated from. To describe the human geography of our local area, including settlements, land-use, economic activity, trade links and the distribution of natural resources. Consider the impact of tourism on our local area – how has it developed over time, is it good or bad? Physical geography: To explore similarities and differences in the physical geography of our local area.

	To use 4-figure grid references on OS maps to identify our nearest woods. To use maps and atlases to name and locate key places. Begin to identify points on maps – A B C. Locate places on larger scale maps. Locate features on a map. Try to make a map of short route experiences, with features in the correct order, using standard symbols. Make a simple scale drawing. Give maps a key with standard symbols.	Water cycle. Human geography - Culture: To learn about the culture of indigenous people in the Amazon rainforest and compare with our lifestyles in the UK. Fair Trade. Settlements: To compare rainforest settlements with local settlements. To understand how and why rainforest settlements are different. Maps: Locate places on larger scale maps. Locate features on a map. GIS: Introduction to digital mapping.	To compare the physical and human geography of our local area with other parts of Cornwall – Newquay. Mapping To use a range of maps to locate and explore their local area. To begin to use four figure grid references to locate key features on maps. To annotate GIS maps to show key features and landmarks in their local area. Make a map of the school grounds and local area highlighting the main geographical features, using a key.
Disciplinary Knowledge:	Fieldwork and geographical skills: To complete a local tree survey. To identify wooded places in the local area and annotate a map to show this, using a key for different types of trees. Begin to collect and record evidence. Analysis: What types of trees have we found in our local area? Do we need more trees? To consider how the wooded places in our local area have changed over time. Geographical enquiry: Investigate places and themes at more than one scale. Analyse evidence and begin to draw conclusions e.g. make comparisons between locations photos, maps, etc.	Sustainability: Begin to explain larger scale issues – deforestation. Geographical enquiry: Ask and respond to questions and offer own ideas. Begin to use primary and secondary sources of evidence in their investigations. Scale: Investigate places with more emphasis on larger scale. Using Scale: Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other. Understand scale: Identify the differences in scale through photos and maps. Geographical skill: Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Global connections between people & countries – key focus on trade links with the Amazon rainforest. How fairness may not always mean equal	Fieldwork: Identify the key geographical features of our local area (human and physical) Analysis: Discuss the impact of these features on the people that live here, industry, settlements, etc. Publish a guide to our local area. Geographical enquiry: Ask questions about what has changed in our local area and why. Sustainability: Consider how a place has changed over time and how it might change in the future. To consider how places in the same locality can have similarities and differences.
Key Texts:	 By Ash, oak and thorn by Melissa Harrison  My heart was a tree by Michael Morpurgo.	 The explorer by Katherine Rundell  A rainforest story: Animals of the Amazon by Jane Burnard	 Cornish Folk Tales by Mike O' Connor  Cornwall: The land you can count on by Alisdair Hoswell (Cornish and English language book).
Vocabulary:	Native, climate change, broadleaf tree, biodiversity, forest, plantation, conifer, boundary, timber, natural resources, agriculture, infrastructure, biome, deciduous, climate zone, evergreen, vegetation belt.	Rainforests, equator, climate, tropics of Capricorn, Tropics of Capricorn, temperate, tropical, continents, Amazon basin, biodiversity, humid, water vapour, forest floor, understory, canopy, emergent, biodiversity, eco system, habitat, biome, vegetation, rainforest products, trade, settlements, ethnic groups, colonists, Awa, stakeholder, debate, deforestation	Fact, opinion, summarise, evidence, historical map, annotation, developed, census, 4-figure grid references, enquiry questions, analyse, interview, survey, fieldwork, environmental assessment, risk assessment, route, evidence, data, graph, interpret, spatial patterns.

Year 4 Geography Curriculum

Year 4	Autumn 2 **What is it like to live in modern Greece?** **Geography: Who are our European neighbours?**	Spring 2 **What makes the Earth explode?** **Geography: How powerful is our Earth?**	Summer 2 **From source to sea: What journey does a river take?** **Geography: How does a river change along its journey?**
Geographical concepts:	Space, Place, Environment, Scale, Diversity, Interpretation. 	Space, Earth systems, Scale, Interpretation. 	Place, Earth systems, Environment, Sustainability, Interconnection, Time. 
Components:	➢ Can we locate the countries in Europe? ➢ Can we identify the major cities in Europe and describe their location? ➢ Can we compare Europe to other continents? ➢ Where is Greece and what are its key geographical features and climate? ➢ Why does Greece experience earthquakes and droughts? ➢ What are contour lines and layer shading? Can I create a 3D relief map of Greece? ➢ Focus on Zakynthos region: How does the climate and natural resources compare with our local area? (Virtual fieldwork). ➢ Zoom in and out to explore scales and features (GIS mapping). ➢ How does daily life and culture in Zakynthos compare to daily life and culture in our local area? ➢ Would you rather live in Zakynthos or Cornwall?	➢ What is the structure of the Earth and where are the tectonic plates located? ➢ Can I describe where significant volcano and earthquake zones are on a map, using latitude and longitude? ➢ How is a volcano formed and what are the features of a volcano? ➢ Why would people live near an active volcano? ➢ What is the impact of a volcanic eruption? ➢ What causes earthquakes and how are they measured? ➢ How do earthquakes cause tsunamis? ➢ How do people respond to natural disasters?	➢ Can I describe and explain the water cycle? ➢ Can I name and locate some key rivers around the world using 4-figure grid references? ➢ Use measurement tools to determine distances (GIS mapping). ➢ Can I name and locate key rivers in the UK? ➢ Can I explain the journey of a river and its key features? ➢ Can I describe the location of a local river? ➢ Can I explore how our local river compares with the characteristics of a river system? (Fieldwork). ➢ Can I analyse and present my data? ➢ Can I consider the positive and negative impacts of rivers and dams?
Assessment Checkpoints:	C1: Pupils can name and locate some European countries. C2: Pupils can compare Europe with other continents. C3: Pupils can describe the geographical features of Greece. C4: Pupils can identify elevation levels using contour lines on maps. C5: Pupils can compare living in Zakynthos and St. Austell. C6: Pupils can give an opinion.	C1: Pupils know the structure of the Earth. C2: Pupils can locate earthquake and volcanic zones. C3: Pupils can explain how volcanos and earthquakes happen. C4: Pupils can explain what it is like to live near a volcano. C5: Pupils can explain how people respond to a natural disaster.	C1: Pupils can explain the water cycle. C2: Pupils can label the courses and key features of a river. C3: Pupils can name some major rivers and describe their location. C4: Pupils can describe the impact of rivers on humans. C5: Pupils can compare our local river with the characteristics of a river system. C6: Pupils can use 4-figure grid references on maps.

Substantive Knowledge:	The World: On a world map to locate Europe and identify the European countries and cities, including Russia. The UK: Identify where other countries in Europe are in relation to the UK. Latitude & Longitude: Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country – Zakynthos. Human features: To identify key human features in the region of Greece studied – cities, landmarks, towns, land-use, etc. Culture: To learn about the culture in the Greek regions studied and compare to our own culture and values. To identify climate zones and vegetation belts in the mediterranean and Greece. Geographical skills and fieldwork: - To understand the use of contour lines on a map. Locate places on large scale maps and globes. Begin to identify significant places and environments. Use junior atlases.	Latitude & Longitude: Identify the position and significance of the equator, N & S hemisphere, Tropics of Cancer and Capricorn. Influence of the distance from the equator. Pupils will also identify the tectonic plates of the world. Earth Systems: Volcanoes and earthquakes – looking at cause and effects using key geographical vocabulary, plate tectonics and the ring of fire. Link to Science: rock types: Structure of volcanoes. Types of volcanoes. Structure and composition of the Earth. Causes of Earthquakes and tsunamis. Measurement of Earthquakes How humans live in and adapt to areas prone to natural disasters. Explore and identify the effects following a natural disaster. Mapping: Use GIS mapping to measure a specific location and search with grid references.	Locational Knowledge: Locate major rivers around the world – Nile, Amazon, Volga, Rhine, Po, etc. Locate the key rivers in the UK on maps – River Severn, River, Thames, River Tay, River Bann, River Tamar. To locate local rivers on a map – Par, St Austell and Caerhays. Physical Geography: To understand the water cycle. To identify the features found along the journey of a river – meander, Tributary, Delta, Oxbow Lake, floodplains, source, mouth, estuary, confluence. To understand where a river begins at the source and ends at the mouth, moving downhill. To identify where a river is narrower and wider and how the speed of a river changes on its journey. Sense of Place: Identifying local rivers and key rivers in the UK. Geographical skills: Understand how to make field sketches and use 4-figure grid references. To know how to map a route and create a key using OS symbols. Try to make a map of short route experiences, with features in the correct order, using standard symbols. Make a simple scale drawing. Give maps a key with standard symbols. Human Geography: Explore aspects of how rivers can affect people – flooding, using for trade, creating defense systems. GIS: Using measurement tools.
Disciplinary Knowledge:	Ask and respond to questions and offer own ideas. Investigate places and themes at more than one scale. Begin to use 8 compass points. Identify global connections between people and countries – key focus on tourism and trade links. Understanding contributions of different cultures to our lives. Value what contributes to own identity. <u>Value Diversity</u> Recognising the benefits of listening to a range of different perspectives & viewpoints. Ask and respond to geographical questions using supporting evidence	Understand scale: Identify the differences in scale through photos and maps. Begin to use map sites on the internet using the zoom function to locate and explore specific places. Interaction – How do natural disasters affect a people and environments? Globalisation and Interdependence: Global connections between people and countries – key focus on communication links.	Fieldwork: follow a route on a map and use grid references to locate specific aspects. field sketches of different courses or aspects of a river, measure how fast the river is travelling in different places, take samples of rocks from river to compare sizes for erosion, measure the width of the river in different places. Analysis: How does our local river compare with the characteristics of a river system? Geographical enquiry: Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between locations photos, maps, etc. Direction and Location: Use four compass points to follow and give directions confidently. Begin to learn the 8 compass points.
Key Texts:	 The mapmakers race by Eirlys Slade  Non-fiction books about Greece	 The Firework maker's daughter by Philip Pullman  The pebble in my pocket by Meredith Hooper	 The wind in the willows by Kenneth Grahame  Once upon a raindrop James Carter
Vocabulary:	Architecture, city, climate, coastal, continent, resources, export, Harbour, human features, physical features, island, landscape, peninsula, mountain range, port, river, tourist, weather, vegetation, flora, fauna, biome, village, town, city, earthquakes, floods, droughts, North, South, East, West, Europe, continent, Mediterranean, climate, physical features, human features, capital cities, sea, vegetation belts, economy, culture, environment, cities, Italy, Florence, Rome, Naples, Milan, Greece, Athens.	Shield volcanoes, Composite volcanoes, Crater, Crust, Magma, Mantle, Vent, Volcano, Crops, Fertile, Lava, Seismometer, Tectonic plate, Richer scale	The upper course, The middle course, The lower course, Erosion, Transportation, Deposition, Oxbow lakes, Meander, Confluence, Delta, Estuary, Source, Mouth, Channel, Flow, Riverbank, Riverbed, 4-figure grid references.

Year 5 Geography Curriculum

Year 5	Autumn 2 **How did trade get global?** **Geography: How did trade get global?**	Spring 2 **How can we protect our local wildlife?** **Geography: What will we see on a journey through India?**	Summer 2 **How can we ensure our oceans stay amazing?** **Geography: How are our coastlines changing?**
Geographical concepts:	Space, Environment, Interconnection, Time, Scale. 	Space, Place, Earth systems, Sustainability, Diversity, Interpretation. 	Place, Earth systems, Sustainability, Time, Interconnection. 
Components:	➢ What is global trade? ➢ How are we linked to other people and places through global trade? ➢ Can I use import and export data to investigate global trade in commodities and manufactured goods? ➢ How do supermarkets get their food from global supply chains? ➢ Can I investigate the production of a mobile phone and describe some effects that the manufacturing process has on peoples' lives? ➢ Is there a global trade crisis? ➢ Can I describe how different types of goods are transported from producers to supermarkets and consider the costs and benefits of different forms of transport? ➢ Can I explain how the choices we make effect other people and justify my own views on ethical trade?	➢ Can I locate India? ➢ What is the climate like in India? ➢ What are the key human and physical features in India? Can I use topographical maps and atlases to find this out? ➢ Can I use a scale bar to measure key places in India? ➢ How are mountains formed and what mountain types are in India? ➢ Are all places in India the same? ➢ What challenges are faced by people who migrate from rural to urban areas in India? ➢ What is the problem with pollution in India? ➢ Add different layers to a digital map (GIS mapping). ➢ Analyse simple spatial patterns using GIS tools. ➢ Can I find out about a region in India through virtual, urban fieldwork? ➢ What is the culture and daily life like in India? ➢ How does a region in India compare with Cornwall?	➢ What is a coast and how are they formed? ➢ What are the different types of beaches? ➢ How are people's lives effected by the coast? ➢ How does erosion effect the coast? ➢ What is longshore drift? ➢ Can we identify and describe coastal management systems? ➢ Can we use 6-figure grid references to locate coastal features within a 10-mile radius? ➢ Can I use GID mapping to share coastal features of the UK? ➢ Can we identify features of the coast and signs of coastal erosion in our local area? (Fieldwork). ➢ Can we draw a scaled map of a local beach? ➢ Can analyse and present our data? ➢ Can we design a coastal management system for a specific coast?
Assessment Checkpoints:	C1: Pupils can explain what global trade means. C2: Pupils can name some goods that are imported and exported in the UK. C3: Pupils can name different types of transport used in global trade. C4: Pupils can explain what ethical trade means. C5: Pupils can justify their own views on ethical trade. C6: Pupils can show some UK trade routes on a map.	C1: Pupils can locate India on a map and explain the countries and ocean that it borders. C2: Pupils can take about the climate and geographical features found in India. C3: Pupils can talk about differences between Indian countryside and cities and consider why people migrate. C4: Pupils can compare daily life in an Indian region to their daily lives.	C1: Pupils know how coasts are formed. C2: Pupils can explain coastal erosion. C3: Pupils can describe and explain coastal management systems. C4: Pupils can explain the features of different types of beaches. C5: Pupils can talk about their local coast. C6: Pupils can draw a simple map to scale.
Substantive Knowledge:	Human and Physical geography and economic activity: Explore how we are linked to other people through global trade in clothing. Use import and export data to investigate global trade in commodities and manufactured goods. Understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains.	Locational Knowledge: The World: On a world map locate the main countries in Asia. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify India and narrow focus. Locational knowledge: Key lines of longitude: Time Zones and Greenwich Meridian.	Place Knowledge: Sense of own place: Exploring our local coasts. Scale: Using Scale: Describe and compare issues at a range of scales. Physical features: Physical geography, coasts. - Physical geography: What are the features and key aspects of a coast? - Mapping UK coasts and exploring their uses.

	Investigate the production of mobile phones and describe some of the effects the manufacturing process has on people's lives. Describe how different types of goods are transported from producers to supermarkets and evaluate the cost and benefits of different forms of transportation. Explain how the choices we make can affect other people, environments and places. Reflect on my own opinion about ethical trade. Locational Knowledge and mapping: Map the key countries involved in global trade and explore the types of exports and imports from the countries.	Latitude & Longitude: Identify significant latitude and longitude lines taught across the school. Identify absolute and relative host country position. Place knowledge: Comparing Place: 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 in Asia (India). Scale: Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Know and understand what life is like in a range of settlement sizes. Physical geography: Describe and understand key aspects of Physical geography including coasts, rivers; mountains; climate zones, biomes and vegetation belts in India. Explore types of mountains and how they are formed – comparing mountains in the Himalayas to UK mountains. Human Geography: To identify and locate key human features in India and compare to human features in the UK. To consider the impact of emigration to rural to urban areas in India and identify issues involving social injustice. Culture: To learn about the culture in India and compare with other cultures we have learnt about across the school. Drawing maps: Draw a variety of thematic maps based on own data, such as climatic map, topographical map. Direction and Location: Use latitude and longitude on atlas maps. GIS: Layering data	- Understanding weathering and erosion. - Exploring the effects of weathering in the local area. - Understanding what longshore drift is and how to measure it. - Identifying strategies used to protect our coasts. Mapping: Follow a route on a large scale map. Recognise some patterns on maps. Begin to understand contour lines on maps. Begin to use 6-figure grid references to locate features. Drawing Maps: Make a map of a route experience with features in the correct order. Make a map of a small area with features in the correct places. Make a simple scale drawing. Begin to use Ordinance Survey symbols. Create a key. To use 8 compass points.
Disciplinary Knowledge:	Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Consider the importance of ethical trade. Consider what would happen if we didn't have global trade in the world Interdependence: Identify how countries need to trade with each other in order to have all of the goods that we enjoy. Ask & Answer Qs: Ask and investigate geographical questions. Analysing & Communicating: Analyse, communicate and explain geographical information. Evaluating & Debating: Express their own views about people places and environments studied, justifying their reasons	Geographical Enquiry: Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and different places. Using globes, maps and atlases: Use 6-figure coordinates to locate features on a map. Locate mountains on a map with contour lines. Use atlases to find out about other features of places. Recognise a map as a flat globe. Use a variety of thematic maps for specific purposes. Globalisation and interdependence: How actions from other places in the world may affect us locally. Social justice, equality and diversity: Defining poverty. Inequality within and between societies. Concern at injustice of others.	Time: Identifying how coasts can change over time and why. Fieldwork: Applying procedural knowledge in fieldwork by collecting geographical data. To explore a local coastline and identify the effects of erosion. Begin to identify significant places and environments. Geographical skills: Make a map of a small area with features in the correct places. respond to geographical questions using supporting evidence. Analyse and communicate geographical information. Express their own views about the people, places and environments studied, giving reasons. Compare views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence. Geographical enquiry: ask and answer questions through fieldwork.
Key Texts:	 The girl of ink and stars by Kiran Millwood Hargrave  The Lost Book of Adventure by an Unknown Adventurer.	 Running the roof of the world by Jess Butterworth	 Why the whales came by Michael Morpurgo
Vocabulary:	Tourism, natural attractions, cultural attractions, Entertainment, culinary experiences, Adventure opportunities, shopping, economy, local economy, trade, import and export, globalisation – economic globalisation, cultural globalisation, political globalisation.	Absolute and relative position. Lines of latitude – equator, tropics of cancer and Capricorn, arctic and Antarctic circle. India. Climate. Physical features: Himalayan mountains, Indo-Gangetic plain, Ganges river & other key rivers, Thar desert, Central plateau, Deccan Plateau, Eastern & Western Ghats. Human Features: cities and landmarks. Mountainous regions. Major rivers. Culture. Diversity. Vegetation.	Bay, cape, cove, cliff, arch, cave, stack, stump, spit, headland, beach, dune, weathering, erosion, coast, defence, protection, sea wall, groynes.

Year 6 Geography Curriculum

Year 6	Autumn 1 **How do the Innuit of the arctic live with nature?** **Geography: How do polar regions compare with our local area?**	Spring 1 **How will we rise to the challenge of climate change?** **Geography: Are we doing enough to support climate change?**	Summer 2 **What will make me a great leader?** **Geography: What's in a region?**
Geographical concepts:	Space, Place, Environment, Diversity, Scale, Interpretation. 	Place, Earth systems, Sustainability, Time, Scale, Interconnection, Interpretation. 	Space, Environment, Earth systems, Diversity, Scale. 
Components:	➢ Recap: What are the key lines of longitude and latitude? Where are the continents and oceans? ➢ What are the eight countries in the arctic circle? Where can we find Alaska? ➢ What are the key features of polar regions? What are the differences between Antarctica and the Arctic tundra? ➢ What are the key geographical features and climate in Alaska? (Virtual fieldwork) ➢ How do the Innuit tribe survive in Alaska? ➢ Can we locate North America, its countries and states? ➢ Can we identify the key geographical features and climate in North America? ➢ How does Alaska compare with New York? ➢ How does Alaska and New York compare with our local area?	➢ How do we produce energy? ➢ What are the different types of renewable and non-renewable energy sources? ➢ What are the reasons for and effects of climate change? ➢ Can I use 6-figure grid references to locate features on a map? ➢ Can we identify energy sources in our local area? (Fieldwork). Can I show geographical data using GIS mapping? ➢ Can we identify positive and negative human impact in our local area? (Fieldwork). ➢ Can we analyse and present our findings? ➢ Design thematic map on climate topic (GIS mapping). ➢ What strategies has Curitiba, in Brazil, used to become more sustainable? ➢ What strategies can we recommend to make our local area more sustainable? ➢ Can I draw a map, to scale, to support my suggestions of where new resources could be placed?	➢ What places make up the UK or Great Britain? ➢ Can I use historical maps to investigate how the UK has changed over time? ➢ What are the regions and counties in the UK? ➢ Can I use a scale bar to measure distances on a map? ➢ How are mountains formed? Which mountain ranges are in the UK? How do they compare with other mountain ranges? Can I use contour lines to identify elevation on a UK map? ➢ What is the topography of the UK? ➢ How has the UK's population changed over time and where has the population changed? ➢ Design a GIS thematic map based on populate and landscape. ➢ What is the impact of Immigration to the UK? ➢ Why do people move around within the UK? Can I plot this on a map?
Assessment Checkpoints:	C1: Pupils can locate countries in North America. C2: Pupils can compare climates across North America. C3: Pupils can describe some key geographical features of Alaska and New York. C4: Pupils can compare Alaska, New York and Cornwall. C5: Pupils can give personal opinions on placed in North America?	C1: Pupils can explain the carbon cycle. C2: Pupils can name renewable and non-renewable energy sources. C3: Pupils can explain how our local area could be more sustainable and justify their choices. C4: Pupils can draw a map to scale. C5: Pupils can use 6-figure grid references.	C1: Using maps from different time periods, pupils can evaluate how the UK has changed over time. C2: Pupils can explain the physical features in the UK and label mountain ranges. C3: Pupils know how mountain ranges are formed. C4: Pupils can give reasons for population growth in the UK. C5: Pupils know the reasons for immigration to the UK and countries where immigrants have travelled from.

Substantive Knowledge:	Locational Knowledge: To explore where the polar regions are – Antarctica and the Arctic – to locate and name the eight countries in the arctic. To recap and locate all key lines of latitude and longitude learnt across the school including equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. To locate Alaska on a map and understand that it is in North America and part of the USA. Physical Geography – To identify physical features in polar regions - small icebergs broken from ice shelf, glacier, pancake ice, ice floes, mountains & hills, rivers & oceans, coastlines. To understand the differences between the climate of Antarctica and the Arctic Tundra. To identify the natural resources found in the arctic and learn how they are mined and exported. To explore the physical features, climate and vegetation in Alaska. Human geography: To learn about Innuit tribes in the arctic and use case studies to explore how Innuit tribes live in Alaska. To explore key features of Innuit life and their culture – how they travel, food, houses, folktales etc. To identify key human features in Alaska. Sustainability: To explore the impact of environmental change on arctic eco-systems. To understand the impact of climate change on the polar ice caps and sea levels. Comparing Place: Understand geographical similarities and differences through studying the human and physical geography of a region in the UK and a region in North America – Alaska and another region in North America – New York.	Place knowledge: Sense of own place: Explore what we are doing locally to support climate change and how this affects the local environment. Locate Curitiba in Brazil and explore it as a case study for a green city. Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Physical geography: To identify the carbon cycle and the reasons for climate change. Human geography: The distribution of natural resources of energy. Sustainability: Explore an issue on a local scale and progress to a global scale – climate change and renewable energy. Direction and location: Use 6-figure grid references to locate features on a map. Mapping: Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Annotate GIS maps with routes, images and labels. Begin to draw thematic maps based on their own data. Begin to use Ordinance Survey symbols. GIS: Creating thematic maps.	Locational Knowledge: The UK: Locate and name the main counties and cities in the UK. Locate and name the main counties and cities in the UK. Place knowledge: Scale: Using Scale: Describe places at all levels (local, national) comparing locations with their own location and with each other. Physical geography: Topic: Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains, rivers and land use patterns and understand how these features have changed over time. Human geography: Human Geography: To identify and locate key human features in the UK. Mapping: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Understand how to use a scale bar and contour lines. Draw a variety of thematic maps based on own data, such as a climatic map. GIS: Creating thematic maps.
Disciplinary Knowledge:	To compare and contrast regions of North America with St Austell, using their knowledge from their previous fieldwork. Understand the diversity of cultures & societies within & beyond our own experiences. Global connections between people and countries. Scale: Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area. Sustainability: To explore how they work with nature's cycles. Geographical Enquiry: Use secondary sources of information. Make comparisons between features of different places. Diversity: Willingness to challenge stereotypes. To explore the diversity of people and environment in Alaska Innuit tribes. Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions. Drawing maps: Draw a variety of thematic maps based on own data, such as a climatic map.	Geographical enquiry: Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Collect and record evidence unaided. Analyse evidence, make comparisons on various scales, recognise patterns and draw conclusions. Fieldwork: Observe, measure and record using a range of methods. To choose from a range of methods when communicating geographical information. Identifying sources of renewable and non-renewable energy in the school grounds and local area. Using grid references in the field. Global connections between people & countries – key focus on trade links for energy. Social justice, equality & diversity: How fairness may not always mean equal treatment. Develop a sense of justice. Thinking like a geographer: Ask & Answer Qs: Ask and investigate geographical questions, suggesting enquiries to test them. Analysing & Communicating: Analyse, communicate and explain geographical information. Evaluating & Debating: Express their own views about people places and environments studied, justifying their reasons.	Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Using maps, atlases and globes: Follow a route on an OS map and describe features shown on the map. Use a scale bar to measure a route on a map. Identify areas of elevation on a map.
Key Texts:			
Vocabulary:	Arctic circle, Antarctic circle, Prime Meridian, Greenwich Meridian, time zone, North America, Central America, Caribbean, United States of America, Canada, Alaska, Inuit, New York, globe, atlas, digital mapping, identify, position, significance, locate	Renewable energy, non-renewable energy, solar panels, wind turbines, biomass, generate, fossil fuels, source, depleted, replenished, coal, oil, gas, nuclear fuels, uranium, geothermal, wave, tide, hydroelectric, climate change, global warming, climate, carbon cycle.	British Isles, United Kingdom, Great Britain, London, Edinburgh, Belfast, Cardiff, islands, Shetland, Orkney, Scillys, Isle of Mann. Regions, counties, Hills, mountains, elevation, The Pennines, The Peak District, the Highlands, The North and South Downs, Mourne Mountains, Snowdon, Scafell Pike, Ben Nevis, Snowdon, Slieve Donard. Coastline, seas, ocean. Rivers, tributaries, meanders, source, mouth, delta, flood plains.

Sky Primary – Geography Substantive knowledge progression EYFS/KS1/KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Locational Knowledge						
Vocabulary: Tier 1: England, Scotland, Wales, Northern Ireland, Earth, map, country, country names, ocean, desert, mountain, city, hills, rivers, coasts, London, Belfast, Edinburgh, Cardiff, British Isles, area, direction, distance, location, place. Tier 2: question, example, climate, compare, contrast, region, globe, hemisphere, position, continent names, time zones. Tier 3: rural, urban, equator, Tropics of cancer and Capricorn, Arctic and Antarctic circle, Greenwich/Prime meridian, latitude and longitude, compass rose, continent, cardinal direction, relative position, absolute position.	Nursery: Exploring local area and school environment through play. Learning about other places in the world through stories. Reception: The UK: Explore and learn about Sky Primary School, Eden Project and Carclaze Garden Village. The World: Exploring where places are in the world on large maps and globes. Learning about places through stories. Knowing similarities and differences between the natural work and contrasting environments: Antarctica and African Savannah.	The UK: Explore where we live using maps and globes. Name and locate the four countries of the UK and their boundaries – England, Scotland, Wales, Northern Ireland. Consider the characteristic of each country. The World: To locate Africa and South Africa on a map and explain its relative position in the world, comparing weather and climate. Introduce the 7 continents. Latitude & Longitude: Identify the equator and relative position of Cornwall and South Africa. Introduce 4 compass points.	The UK: Name, locate and identify the four countries and capital cities of the UK and its surrounding seas. Focus on London's characteristic and compare with local area. The World: Identify and locate Tanzania and other countries in Africa. Identify and locate the world's 7 continents and 5 oceans. Latitude & Longitude: Recap: Identify the position and significance of the equator. Identify the Northern and Southern hemisphere. Identify relative position of UK and Tanzania. 4 compass points.	The UK: On UK maps, locate and identify the position of key woodlands and forests. Locate local woodlands and forests. Identify and locate the Southwest region and the counties in the Southwest. The World: Locate the world's countries using maps. Focus on Europe, including Russia. Locate South America and the Amazon rainforest. Identify their absolute and relative position. Latitude & Longitude: Identify the position and significance of the equator, N & S hemisphere, Tropics of Cancer and Capricorn. Influence of the distance from the equator. 8 compass points.	The UK: Locate the UK in relation to the world and Europe. Locate UK rivers and local rivers. The World: On a world map to locate the countries in Europe, including Russia. Narrow focus to Greece. Latitude & Longitude: Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. Identify absolute and relative position of Greece and compare with UK. 8 compass points.	The UK: Locate UK coastline and explore different types of coasts found in the UK. The World: On a world map locate Asia. Narrow in on India. Identify their main environmental regions, key physical and human characteristics, and major cities. Latitude & Longitude: Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones (including day and night). Identify absolute and relative country position. 8 compass points.	Locate the UK its identify the key regions. Locate mountainous regions in the UK. The World: Locate the world's countries using maps. Locate North America and identify the countries here. Explore the countries in the Arctic circle. Narrow focus to Alaska. Latitude & Longitude: Recap significant latitude and longitude lines taught across the school. Identify absolute and relative country position.

Vocabulary:
Tier 1: Similar, different, country names.

Tier 2: land use, environment, climate, ocean names, sea level, tropical, temperate, mountains, fresh water lakes, tepee, totem pole, wigwam, human, physical, industrial, compare and contrasting environments.

Tier 3: Hemisphere, Inhabitants, terrain, vegetation, pre and post classic period.

Place Knowledge

Nursery: Developing their sense of own place through exploration of school environment and local area. Exploring other places through stories and books. Reception: Comparing Place: Explore and manipulate the environment to understand the world around them. Discuss their favourite places and why they liked them. Compare with contrasting environments in Antarctica and the African Savannah.	Comparing Place: 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 – South Africa and Cornish Countryside. Sense of own place: Explain what makes our area special	Comparing Place: 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 – Tanzania, Africa. Sense of own place: Local area study – Countryside Vs Town. Compare London with local Cornish area.	Comparing Place: 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 South America (Amazon Rainforest). Sense of own place: Native Trees in our local area and how green spaces have changed over time. Investigate the uniqueness of our local area – food, culture, industry, traditions, etc.	Comparing Place: 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 Greece. Sense of own place: Exploring the types of buildings within our locality. Investigating our local rivers and how they affect us.	Comparing Place: 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 India. Sense of own place: Explore our local coastlines and consider how we can help to protect them.	Comparing Place: 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 in North America (Alaska). Sense of own place: Explore what we are doing locally to support climate change and how this affects the local environment. Exploring UK regions and topography and comparing other UK places with our local area.

Physical Geography

Vocabulary:
Tier 1: weather, seasons, trees, hills, wild area, green spaces, physical features volcanoes, earthquakes.

Tier 2: rainforest, climate, mining, water cycle, tornado.

Tier 3: canopy, logging, deforestation, plantation, biome, vegetation belt, tsunami, tectonic plate, drought.

Physical Geography

Nursery: Talking about local physical features through exploration and play, such as the meadow, wildflower fields, hills, etc. Reception: Physical features: Begin naming features in the local environment e.g. meadow,	Physical features: Use simple geographical vocabulary to refer to physical features of our school and local environment e.g. trees, hills, wild areas, beaches, woods, etc. Begin to express views on features in the local environment.	Physical features: Identify and record key physical features of our local area and Tanzania including forest, hill, mountain, river, valley, season and weather Identify physical features of local area including: Beach, cliff, coast, hill,	Physical features: Identify physical features of UK and local forests and woodland. Consider how features have changed over time in our local area. Physical geography including Rivers and the water cycle, climate zones and	Physical features: Physical geography, including: climate zones, biomes, vegetation belts, rivers and mountains in Greece. Narrow focus to Athens and Zakynthos Understand rivers, key features of rivers, the	Physical features: Describe and understand key aspects of : Physical geography including rivers; climate zones, biomes, mountains and vegetation belts in the UK and India. To identify the changing coastlines	Describe and understand key aspects of : Physical geography including coasts, rivers; mountains; climate zones, biomes and vegetation belts in Alaska and the UK. UK topography. To identify the carbon

	wild areas, fields, coast. Talk about why some things change in the local environment and how some environments are different. To explore the natural environment around them.	Explore physical features in South Africa. Identify seasonal and daily weather patterns in the United Kingdom.	sea, ocean and rivers. Identify key physical features in local area and London. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Topic: Cocoa beans – where do they grow? what features are around them?	vegetation belts of the UK and South America. Understand the climate of the rainforests and the reason for these in relation to where they are. Topic: rainforests. Identify rainforest features, such as layers of rainforest, fauna and flora, etc.	journey of a river and the water cycle. Topic: Volcanoes and earthquakes – looking at cause and effects using key geographical vocabulary, plate tectonics and the ring of fire.	and how this is affected by weather and climate. Topic: Changing coastlines and their different features.	cycle and the reasons for climate change. Topic: Climate Change Topic: Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains, rivers and land use patterns and understand how these features have changed over time. To identify areas of elevation in the USA and local area.
 Vocabulary: Tier 1: town, city, village, office, factory, port, shop, park, pond, human features, trade, import, export. Tier 2: community, traditions, wind turbine, solar panels, culture, diversity, resources, distribution, settlement, food miles, origin, generation, global supply. Tier 3: renewable energy, fair trade, culturally diverse, population, globalisation.	Human Geography						
	Nursery: Exploring activities humans can do in our local area and exploring human features through trips and visits, such as the local library, Eden Project, etc. Reception: Begin to talk about and explore human features in school grounds and local area e.g. school, playground shop, house, road, park, sky tip.	Human features: Use simple geographical vocabulary to identify key human features in the school and local area e.g. village, farm, house, office, port, harbour and shop, clay trails, quarries, Eden, Sky tip. Culture: To learn about the local culture that links to the China Clay industry and to celebrate local traditions.	Human features: Identify key human features in the local area, including town, village, factory, office, harbour and shop Identify key human features in London including city, port, parks, roads, and the London underground. Identify key human features in an area of Tanzania including city,	Human features: To consider how the change in green spaces has been influenced by humans and the effect it has on humans. To explore how local human features have changed over time. Settlements: To understand why humans began to settle in certain places (early settlers – agriculture, religion, culture, etc.)	Human features: To identify key human features in Greece and narrow focus to Athens and Zakynthos – cities, landmarks, towns, etc. and compare these with local area. Settlements: To understand the impact of ancient civilisations on modern settlements (Greeks and Romans) in Europe. To explore why people, settle in	Human features: to identify, locate and compare key human features in India (city vs countryside). To explore the migration to urban areas in India. To compare human features in India to local area. Settlements: To compare different types of settlements in India and Cornwall. Trade: Global Trade:	Human Geography: To identify and locate key human features in North America and narrow focus to Alaska and compare to human features in the UK. Settlements: and land use. To describe and understand key aspects including economic activity and trade links and the distribution of natural resources including energy, food,

	To explore a local farm. Culture: Children talk about similarities and differences between themselves and others, and among families, communities and traditions. To learn about the things that are important to us, in Cornwall. Settlements: To identify the types of settlement in our locality e.g. town, countryside, village, farm.	Settlements: To explain a village settlement. To compare local area with settlement in South Africa and explore the human features there. Begin to express views on features in the local environment.	buildings, shops, etc. Culture: To learn about the culture in Tanzania and celebrate local traditions. Discuss what is different about contrasting settlements in the local area e.g. town vs countryside. Topic: Cocoa beans – Introduce fairtrade.	Settlements: To compare rainforest settlements with local settlements. To understand how and why rainforest settlements are different. Trade: Understand the fair/unfair distribution of natural resources: food (food miles & fairtrade). Culture: To learn about how people live in the rainforest tribes.	places where natural disasters strike. Culture: To learn about the culture in Greece and compare to our own culture and values. Understand that people are culturally diverse.	economic activity including trade links and the distribution of natural resources including energy, food, minerals and water globally. Fair/unfair distribution of resources (Recap Fairtrade). Culture: To learn about the culture in the India and compare to our own culture.	minerals and water. (Innuit Tribe in Alaska) Culture: To learn about the culture in Alaska Innuit tribes and compare with other cultures we have learnt about across the school.
	Geographical Skills: Procedural Knowledge						
Vocabulary: Maps, sketch map, reference map, thematic map, Ordinance Survey Map, plan, symbols, annotate, scale, scale bar, contour lines, elevation, patterns, 4-figure grid references, 6-figure grid references, route, atlases, globes, locate, features.	Maps: Explore a variety of maps including large world maps, globes and maps of the local area. Use maps to identify where specific animals may live. Use large scale maps outside. Following simple directions within the school environment.	Using Maps: To explore where they can find maps. To recognise that a map is about a place. To locate key places on maps. To begin to know the 4 compass points. Explore different maps in a range of stories. Identify the UK and Cornwall on a map. GIS: Begin to use map sites on the internet, using the zoom function to explore specific places.	Using Maps: Follow a simple route on a map. Recognise features on aerial images and maps. Use infant atlases and globes to locate places. Identify and locate places on a map. To explore key features and places on a geographical map. To use a map to navigate around a place. To know and use the four compass points. GIS: Begin to use map sites on the internet, using the zoom	Using Maps: Plan and follow a route on a map. To use 4-figure grid references on OS maps to identify our nearest woods. To use maps to name and locate key places. Begin to identify points on maps – A B C. Locate places on larger scale maps. Begin to learn the OS symbols. Locate features on a map. To learn the eight compass points. GIS: Introduction to GIS.	Using Maps: Follow a route on a large-scale map. Recognise some patterns on maps. Locate places on large scale maps and globes. Begin to identify significant places and environments. To use 4-figure grid references on OS maps. To use the 8 compass points. Use junior atlases. GIS: Using measurement tools. Use GIS Use measurement tools to determine distances. Zoom in and out to	Using Maps: Select maps for a specific purpose. Identify areas of elevation on a map using contour lines. Follow a route on a map confidently – orienteering. Compare maps with aerial photographs. Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Use thematic maps for	Using Maps: Follow a route on an OS map and describe features shown on the map. Use a scale bar to measure a route on a map. Understand contour lines. Use atlases to find out about other features of places. Confidently use atlases. Recognise a map as a flat globe. Use maps at different scales. Use a variety of thematic maps for specific purposes.

		Drawing Maps: Make a plan of a small area from above. Create large messy maps of school grounds. Add simple information to local maps, such as labels and markers. Follow simple directions – up/down, left/right, forwards/ Backwards and begin to explore the four compass points and use these to navigate a space in the school environment.	function to explore specific places. Drawing Maps: Draw sketch maps with symbols and a key to show what the symbols represent. (use aerial photographs to help add detail to the sketch maps). Add own and class agreed symbols to a map with a key. Annotate maps with simple information to maps, such as labels and markers. Follow simple directions as Y1 and learn the four compass points. To use directional location to describe features and routes on a map.	Use maps and globes to locate the UK, South America, Brazil and continents. Identify and explore locations on digital platforms. Plot a route on a digital map. Drawing Maps: Try to make a map of short route experiences, with features in the correct order, using standard symbols. Give maps a key with standard symbols. Use four compass points to follow and give directions confidently. Begin to learn the 8 compass points.	explore scales and features. Drawing Maps: Make a map of a route experience with features in the correct order. Make a map of a small area with features in the correct places. Make a simple scale drawing. Begin to use Ordinance Survey symbols. Create a key. Use the 4 compass points confidently to follow and give directions. Begin to use 8 compass points.	specific purposes. GIS: Layering data. Add different layers to a digital map. Analyse simple spatial patterns using GIS tools. Drawing Maps: Create a scaled map of an area. Create a 3D relief map using layer shading. Begin to draw thematic maps based on their own data. Begin to use Ordinance Survey symbols. Create a key. Use 8 compass points to follow and give directions.	GIS: Creating thematic maps. Measure a route or area on GIS maps. Annotate GIS maps with areas, routes, images and labels. Use linear and area measuring tools accurately on GIS mapping. Drawing Maps: Create an accurate, scaled map with a scale bar on a bigger scale. Draw thematic maps based on own data, such as an open spaces map. Begin to draw plans with increasing complexity. Recognise and use OS symbols confidently. Use 8 compass points confidently to follow and give directions. Use 6-figure grid references. Use latitude and longitude on atlas maps.
Vocab: Tier 1: renewable and non-renewable energy, coal, nuclear, wind power, solar power, plastic pollution, water cycle. Tier 2: generation, carbon footprint, gigawatt, global warming, climate change. Tier 3: Biomass, conservation	Sustainability						
	Nursery/ Reception: To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.	To begin to understand how the weather affects our lives. To learn about how we can help the environment	To explore the geographical issue of bees and their cycle with supporting the eco system in the environment.	Establish an understanding of the interaction between human and physical processes. To explore the native trees and green	Establish an understanding of the interaction between human and physical processes – Rivers. Earthquakes	Understand that people and places are culturally diverse and begin to understand the ways that they interact with each are affected by	Understand that people and places are culturally diverse and begin to understand the ways that they interact with each are affected by

	To enjoy learning and exploring outdoor wild areas in school environment and local area. Children know that seeds grow into plants. Children plant seeds in containers. They use locally sourced food to create simple recipes. Children begin to understand that their actions have consequences, to care for nature and to develop 'environmental manners.'	through our eco activities – litter picking, gardening, etc. Children learn about seasonal changes. Children learn about local 'nature heroes'; and how we can look after nature and wildlife in the school grounds and local area. Children use their knowledge and ideas to design a ship for a mystery voyage.	To compare London vs Cornwall and identify factors that affect our health and well-being. Begin to explain local and small-scale issues. Introduce Fair Trade. To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.	spaces in our local area and consider why they are important. To explore human relationships and impact on our local green spaces. Begin to explain larger scale issues: deforestation To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.	and Volcanoes. Explore and identify the effects following a natural disaster. To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.	their perceptions of the human and physical environment. Establish an understandin g of the interaction between human and physical processes – Changing coasts. Explore an issue on a local scale and progress to a global scale – rural to urban migration. To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.	their perceptions of the human and physical environment. Explore are issue on a local scale and progress to a global scale – Climate change and renewable energy. To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.

Sky Primary - Geography Disciplinary knowledge progression EYFS/KS1/KS2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concept 1 Geographical Enquiry						
Ask and respond to simple questions through play and exploration. Describe their immediate environment using knowledge from observation, discussion, stories, NF texts and maps. Draw on their own experiences and knowledge of places in the world. Understand some similarities and differences of their own environment and contrasting environments.	Ask and respond to simple geographical questions. Use information books and maps as sources of information Make observations of things in their school and local environment. Make simple comparisons between features of different places.	Children encouraged to ask simple geographical questions such as where is it? What is it like? How does it compare to..? Use NF books, stories, maps, pictures, photos and the internet as a source of information. Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions. Use NF books, stories, maps, pictures, photos and the internet as a source of information. Extend to aerial photos. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between locations photos, maps, etc.	Ask / initiate and respond to questions and offer own ideas. Start to justify ideas with evidence. Use NF books, stories, maps, pictures, photos, aerial photos and the internet as a source of information. Extend to satellite photos. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence, make comparisons and draw conclusions.	Begin to suggest questions for investigating. Select appropriate methods to investigate and respond. Justify own ideas. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Collect and record evidence unaided. Analyse evidence, make comparisons on various scales, recognise patterns and draw conclusions.	Suggest questions for investigating. Select appropriate methods to investigate and respond. Justify own ideas and show willingness to change ideas with further evidence. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale, contrasting environments and different places. Collect and record evidence unaided. Analyse evidence, make comparisons, recognise patterns and explain the reasons behind them and draw conclusions.
Concept 2: Time						
Observing how the weather changes the environment. Exploring how the natural world changes over time with the seasons. Investigating how plants change over time.	Exploring how our local industry has changed over time and why – China clay. Consider how it might further change in the future.	Exploring how our local landscape has changed over time and why – the countryside. Consider how it might further change in the future. Consider positive future changes for	Exploring how our local landscape has changed over time and why – local trees and green spaces. Change of local features study. Consider how it might further change in the future. Explore how humans have changed	Exploring how our local river considering how rivers change along their journey from source to mouth and how they can change depending on the weather, climate change, etc.	Investigating how global trade has change over time and why. Changing coasts – investigate what is happening to cause our coasts to change and what can be done to help them.	Investigating how climate change has caused our planet to warm up over time and what the implications are. Identify positive actions to help to prevent this.

		cocoa bean farmers.	rainforests and make an opinion about what needs to happen in the future.			
Concept 3: Scale						
Using Scale: To use a local scale exploring what is in our local village.	Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area.	Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area. Begin to explore other places using different scale maps and zoom in. Understand scale: Begin to understand what we mean by scale.	Using Scale: Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other. Understand scale: Identify the differences in scale through photos and maps.	Using Scale: Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other. Understand scale: Identify, discuss and question the differences in scale through photos and maps.	Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Understand scale: When exploring a problem consider how this is affected on different scales. Define Scale. Begin to understand scale on a map.	Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location. Understand scale: When exploring a problem consider how this is affected on different scales. Know and understand what life is like in a range of settlement sizes. Understand scale on a map and use a scale bar to investigate distance on a map.
Concept 4: Applying Geographical fieldwork						
The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations. School grounds and local area walk. Visit and explore a local farm. Explore the weather and changes to physical processes in the world around them. Use first hand experience, magnifiers and photos to explore their immediate environment (indoor and out). Explore the natural world around them, making observations, drawings and pictures of animals and plants. Make very simple maps or plans of their natural environment.	Short Fieldwork Task: Observe and describe daily weather patterns to compare with weather patterns in South Africa. Fieldwork Opportunity: Use simple fieldwork and observational skills to identify special human and physical features in our school grounds and local area. Focusing on the china clay physical features – Eden, Sky Tip, Wheal Martyn. Techniques: adding feeling faces with a key to a map, creating a sound map, recording in a senses chart. Take photos of key local features. Make messy maps of findings, including key features. Analysis: Pupils can gather all of	Fieldwork Opportunity: Use simple fieldwork and observational skills to study key features in local area. Complete a local traffic survey. Use virtual fieldwork to complete a traffic survey and identify features in London. Techniques: traffic survey, annotating local map. Analysis: Comparing London and St. Austell – where would I rather live? Fieldwork Opportunity: Use simple fieldwork and observational skills to study key features in different aspects of the local area: countryside vs town including human and physical features, industry, landscape.	Fieldwork Opportunity: To explore the types of trees and green spaces. Techniques: To complete a local tree survey. To identify wooded places in the area and annotate a map to show this, considering which types of trees we can find there. Analysis: Create a simple scaled map of the woodland area. Use old and new photos to compare how our local wooded spaces have changed over time and consider if action needs to be taken – write a letter to local MP. Fieldwork Opportunity: To explore how our local area has changed over time. Techniques: To follow a route on a map recording key features of local area considering if these have a positive or negative effect on people. To identify key features that have changed and consider the impact of the change.	Fieldwork opportunity: Explore a local river to compare its characteristics and features to river systems studied. Techniques: Follow a route on a map and use grid 4-figure grid references to locate specific aspects of the river. Complete field sketches of different courses or aspects of a river, measure how fast the river is travelling in different areas, take samples of rocks from river to compare sizes for erosion, measure the width of the river in different areas. Analysis: use graphs and charts for quantitative data, use findings to draw a map with a simple scale, showing the different parts of the river and labelling with key information from the data. Compare the local river with rivers studied.	Fieldwork Opportunity: Identify features of coastlines and signs of erosion at a local beach. Techniques: Use 6-figure grid references to identify features in area of fieldwork. Sketch coastal features and look for signs of erosions, observe longshore drift, identify any defences or landforms. Pupils can start to have some choice in how they collect this data, after discussions with the teacher. Add information to GIS map. Analysis: teacher and pupils consider methods of analysis in a discussion and select which methods would suit their data collection e.g. graphs and charts for quantitative data, comparing and analysing sketches or photos or using to make a detailed model. Comparing local river to our learning about river systems.	Fieldwork Opportunity: To explore the wider local area to identify elements of sustainability (renewable energy sources, green spaces, etc). Teach and use 6-figure grid references and OS symbols to identify places that you could visit on an OS map of St Austell. Why might this be a good place to visit? What do we expect to see there? Techniques: Give pupils options to choose from to begin to develop their own choice of data collection methods from: Draw a map to show sustainable and non-sustainable areas in the local environment, as well as renewable and non-renewable energy sources. Using a chart, such as a tally chart to collect data of positive and negative human influences in different areas, create a survey to ask for local people's opinions on how sustainable our local area is and how they think it could be improved. Add information to GIS map. Analysis: Analyse the geographical data using data collected from the different sources: Line graphs for tally charts, exploring the sustainable approaches taken in the local area to compare with a 'green town'. Add details onto a GIS map to show sustainable and non-sustainable energy

	their information from their fieldwork and explore their findings as a class: which place made us most happy? Which place did we dislike the most? How does this relate to our senses grid at that place? Which features do we think were most special and why? How have these features changed?	Techniques: Creating a sketch map to show the types of buildings and landscapes that we have found in each area. Use questionnaires to identify the activities/jobs that people are doing there. Analysis: To consider which area is best for nature and well-being. To create simple graphs or charts for findings. To make a poster about our local area.	Questionnaire: what do local people think about changes in the area. Analysis: Use graphs to show positive and negative features and changes in local area. Explore how this makes them feel and how our local area might further change in the future. Create a local area guide book.			sources and spaces in the local area and use the measurement tool to measure the and compare the green and non-green spaces. Identify next steps to improve the local area. Create a scaled map of local area and add features to show how it could be improved.
Concept 5: Interconnection and Globalisation						
Exploring immediate environment. Simple links with other places (e.g. food & stories).	Exploring immediate & local environment. Identify similarities & differences between own place & other areas in the world that we learn about. Investigate why people have historically gone on mystery voyages. Explore Richard Trevithick and how he helped places to connect (Transport).	Similarities & differences between own place places nationally and globally. Links between local community & wider world. Begin to understand fair trade.	Global connections between people and countries – key focus on food and fair trade from the rainforest. Understand food miles and consider how we can be more sustainable.	Global connections between people and countries – key focus on communication links. Investigate trade links with the UK and Greece and consider how natural resources can depend on a country's climate.	Global connections between people & countries – key focus on trade links and how trade became global. Why is global trade important?	How local actions affect the wider world. How actions from other places in the world may affect us locally.
Concept 6: Social Justice, equality and diversity.						
Importance of caring and sharing. Sense of fair play Willingness to take turns and share. To look at similarities and differences between ourselves and others. Awareness of self and own uniqueness. Value Diversity	What fairness means. What if fair and unfair. Fairness in dealing with others. Uniqueness & value of every person. Sense of own uniqueness, self-worth and worth of others. Sense of self in wider world.	Some causes and effects of poverty. Willingness to stand up and speak for others. What contributes to self - identity & belonging? Similarities & differences between people in	Examples of what it can mean to be rich or poor in different contexts. Offence at unfair treatment of others locally & globally. Understand the diversity of cultures & societies within & beyond our	Causes & effects of poverty and inequality at local, national level & global level. Growing interest in world events and global issues. Understanding contributions of different cultures to our lives.	How fairness may not always mean equal treatment. Develop a sense of justice. Understand the nature of prejudice and ways to combat these. Valuing own and others' individuality. Value Diversity Respect for the rights of all to have a point of view.	Defining poverty. Inequality within and between societies. Concern at injustice of others. Benefits & challenges of diversity. Openness to new ideas and perspective which challenge own. Value Diversity Willingness to challenge prejudice

Positive attitudes towards difference & diversity.	Value Diversity Willingness to listen to the ideas of others.	local setting and wider context. Awareness of and pride in own individuality. Sense of belonging & valuing relationships with others and communities that they belong to. Develop a sense of self as part of the wider world. Valuing others as equal & different. Willingness to learn from the experiences of others.	own experiences. Show positivity about ways one is both similar to others and uniquely different. Valuing Diversity Developing a sense of awe at the variety of people & environments around the world.	Value what contributes to own identity. Value Diversity Recognising the benefits of listening to a range of different perspectives & viewpoints.		& discriminatory views
‘Knowing how we know’						
Ask & Answer Qs: Ask questions about aspects of their familiar world. Analysing & Communicating: Communicate simple geographical information with support, orally, using simple pictures, maps and through writing. Evaluating & Debating: Describe their immediate environment and express their views about it, with support.	Ask & Answer Qs: Ask and respond to geographical questions. Analysing & Communicating: Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. Evaluating & Debating: Express their own views about the people, places and environments studied.	Ask & Answer Qs: Ask and respond to geographical questions using supporting evidence. Analysing & Communicating: Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. Evaluating & Debating: Express their own views about the people, places and environments studied, giving reasons. Compare views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	Ask & Answer Qs: Ask and investigate geographical questions, suggesting enquiries to test them. Analysing & Communicating: Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. Choose appropriate methods to communicate the information and give reasons for this. Evaluating & Debating: Express their own views about people places and environments studied, justifying their reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.		