

Geography National Curriculum Requirements

<u>KS1</u>	<u>KS2</u>
<p><u>Pupils should develop knowledge about –</u></p> <ul style="list-style-type: none"> • The world • The United Kingdom • Their locality <p><u>They should –</u></p> <ul style="list-style-type: none"> • Understand basic subject-specific vocabulary relating to human and physical geography <p>Begin to use geographical skills, including first-hand observation, to enhance their local awareness</p>	<p><u>Pupils should –</u></p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America • this will include the location of a range of the world’s most significant human and physical features. <p><u>They should –</u></p> <ul style="list-style-type: none"> • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Geography National Curriculum Strands

Locational Knowledge	Place Knowledge	Understanding the world	Human and Physical Geography	Skills and Fieldwork
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Geography Sequence of Learning Year R- Year 1

	Field Work and Geographical Skills -Devise a simple map (Year 1)	Locational Knowledge -Name and locate the worlds 7 continents (Year 1) Locational Knowledge -Name and locate 4 countries and capital cities in the UK (Year 1 + 2)	Physical Geography Identify seasonal and daily weather patterns in the UK.
Reception	*Year 1 (Autumn 1) Field Work and Geographical Skills Finding places within the Local Area Using OS maps, keys and four-digit grid references.	*Year 1 (Spring 1) Locational Knowledge Places and Major cities/ Countries in Europe Locational knowledge Places and major cities within Cornwall and UK	Year 1 (Summer1) Physical Geography Identify seasonal and daily weather patterns in the UK.
	Brilliant Bugle <i>What is it like where we live?</i>	Continents and Oceans <i>Where am I in the world?</i>	Weather and Seasons <i>Why do we talk about the weather so much?</i>
	1. Where am I and what's so special about it (Bugle)? 2. What is nearby to me and how do I know (St Austell/ The Clays)? 3. What does my world look like (Maps)? 4. How do I navigate my way around my local area? (Basic Mapwork) 1. How do I use local landmarks and the to find where I am on the map?	2. Which region of the UK do I live in? What continent is this on? 3. What countries are closest to the UK and how do I get there? 4. How many other continents are there and where are they in the world? 5. What oceans separate up the continents? What modes of transport can I use to travel around the world?	1.What is the weather like today? Is it always the same? 2.When in the year does the weather change? How is it different? 3.What are the seasons and how does this affect the weather? 4.Who helps us to know what the weather is like today, tomorrow and next week? 5.What cause the weather to be different? Is the weather the same in every country around the world?
<u>Key Facts from R/KS1- What do children know when they leave R & KS1?</u> <ul style="list-style-type: none"> <i>I know the seven continents and five oceans.</i> <i>I know the four countries of the UK.</i> <i>I know the four capital cities of the UK.</i> <i>I can find the North and South Poles.</i> <i>I can identify the equator on a globe.</i> <i>I know the four points of a compass.</i> <i>I know where I live.</i> 		<u>Key Facts Learnt by the end of Year 1:</u> <ul style="list-style-type: none"> <i>Recall all key facts from the foundation stage.</i> <i>I know the seven continents and five oceans.</i> <i>I know the four countries of the UK.</i> <i>I know the four points of a compass.</i> <i>I know where I live.</i> 	

Key Vocabulary to be covered and applied:

Geography Sequence of Learning Year 2

<p><u>Building on knowledge gained in Year 1:</u> Locational Knowledge Name and locate the worlds 7 continents (Year 1)</p>	<p><u>Building on knowledge gained in Year 1:</u> Locational Knowledge -Name and locate 4 countries and capital cities in the UK (Year 1 + 2)</p>	<p><u>Building on knowledge gained in Year 1:</u> Field Work and Geographical Skills -Devise a simple map (Year 1) -Uses simple directional and locational language (Year 1)</p>	
<p><u>Year 2 (Autumn 1)</u> Physical Geography Identify the location of the hot and cold areas of the world in relation to Equator, North and South Poles</p>	<p><u>Year 2 (Spring 1)</u> Locational knowledge Places and major cities within Cornwall and UK</p>	<p><u>Year 2 (Summer 1)</u> Field Work and Geographical Skills Finding places within the Local Area Using OS maps, keys and four-digit grid references. Place knowledge Understanding geographical similarities and differences between physical geography (Uk and small Non-EU country)</p>	
<p>Hot and Cold places What kinds of climate are there?</p>	<p>Villages, towns and cities What Makes the United Kingdom unique?</p>	<p>Comparing Coasts How are the North coast of Cornwall and Sinai Peninsula similar and different?</p>	
<ol style="list-style-type: none"> 1. Where in the world are the different poles? 2. What is the equator and the countries close by? 3. What is the climate? Is it the same all over the world? 4. If it's cold at the North and South Poles, how are the similar or different? 	<ol style="list-style-type: none"> 1. Lesson 1: Introduction to the United Kingdom Objective: Introduce the concept of the United Kingdom and its four countries. 2. Lesson 2: Exploring England Objective: Develop locational knowledge of England and its major cities. 3. Lesson 3: Discovering Scotland Objective: Develop locational knowledge of Scotland and its major cities. 4. Lesson 4: Exploring Wales Objective: Develop locational knowledge of Wales and its major cities. 5. Lesson 5: Discovering Northern Ireland Objective: Develop locational knowledge of Northern Ireland and its major cities. 6. Lesson 6: Exploring Cornwall Objective: Develop locational knowledge of Cornwall and its major places. 	<ol style="list-style-type: none"> 1. Lesson 1: Introduction to Cornwall and Sinai Peninsula Objective: Introduce Year 2 pupils to the North coast of Cornwall and Sinai Peninsula and their geographical locations. 2. Lesson 2: Physical Geography of Cornwall. Objective: Help Year 2 pupils understand the physical geography of the North coast of Cornwall. 3. Lesson 3: Physical Geography of Sinai Peninsula Objective: Help Year 2 pupils understand the physical geography of the Sinai Peninsula. 4. Lesson 4: Similarities between Cornwall and Sinai Peninsula Objective: Explore the similarities between the North coast of Cornwall and the Sinai Peninsula. 5. Lesson 5: Differences between Cornwall and Sinai Peninsula Objective: Explore the differences between the North coast of Cornwall and the Sinai Peninsula. 6. Lesson 6: Field Work and Geographical Skills Objective: Apply geographical skills to explore local areas and compare them to Cornwall and Sinai Peninsula. 	<ol style="list-style-type: none"> 1. Do we really need maps? (What are maps used for?) 2. How do globes change my understanding of Cornwall's place in the world versus a map? 3. What are the eight points of a compass and why is this useful? 4. How do I use a key and what features are there on an OS map? 5. What can I tell about my local area using an OS map?

Key Facts in KS1- What do children know when they leave KS1?

- *I know the seven continents and five oceans.*
- *I know the four countries of the UK.*
- *I know the four capital cities of the UK.*
- *I can find the North and South Poles.*
- *I can identify the equator on a globe.*
- *I know the four points of a compass.*
- *I know where I live.*

Key Facts Learnt by the end of Year 2:

- *I know the four capital cities of the UK.*
- *I can find the North and South Poles.*
- *I can identify the equator on a globe.*
- *I know that climates are different around the world.*
- *I know that there are parts of the world that are similar and different to the UK.*

Key Vocabulary to be covered and applied:

Geography Sequence of Learning Year 3- Year 6

<p><u>Building on knowledge gained in the infants:</u> Physical Geography <i>Identify the location of the hot and cold areas of the world in relation to Equator, North and South Poles</i></p>	<p><u>Building on knowledge gained in the infants:</u> Locational knowledge Place knowledge <i>Places and major cities within Cornwall and UK</i> <i>-Understanding geographical similarities and differences between physical geography (UK and small Non-EU country)</i></p>	<p><u>Building on knowledge gained in the infants:</u> Field Work and Geographical Skills <i>-Uses simple compass directions (Year 2)</i> <i>-Devise a simple map (Year 1)</i> <i>-Uses simple directional and locational language (Year 2)</i></p>
<p><u>*Year 3 (Autumn 1)</u> Physical Geography Rivers and Mountains Field Work and Geographical Skills <i>Finding places within the Local Area Using OS maps, keys and four-digit grid references</i></p>	<p><u>*Year 3 (Spring 1)</u> Locational Knowledge Human Geography Places and Major cities/ Countries in Europe <i>Describe and understand key aspects of human geography including settlements</i> Field Work and Geographical Skills <i>Visiting different settlements on the A391. Identifying similarities and differences</i></p>	<p><u>Year 3 (Summer 1)</u> Physical Geography Rivers and Mountains Field Work and Geographical Skills <i>Following the journey of a river. Collecting data, measuring, recording results and drawing conclusions.</i></p>
<p>Mighty Mountains What are the nearest mountains to us and what are they like?</p>	<p>Villages, towns and cities What settlements would we encounter travelling on the A391?</p>	<p>Raging of rivers How do rivers change as the flow towards the sea?</p>
<ol style="list-style-type: none"> 1. What makes a mountain a mountain (features)? 2. How are mountains made? 3. What mountain ranges can be found within the United Kingdom? (e.g. Brecon Beacons) 4. What are the key mountain ranges in the world? (e.g. Black Mountains, Himalayas, Andes, Alps) 5. What is the climate like in mountainous regions? 6. How do people use mountains? (work, play, travel, mountain rescue) 	<ol style="list-style-type: none"> 1. What is a settlement and how is land used? Early settlements 2. What is a village? (population, size, services, dwellings, features, locating villages in the UK) 3. What is a town? (population, size, services, dwellings, features, locating towns in the UK) 4. What is a city? (population, size, services, dwellings, features, locating cities in the UK) 5. How are villages towns and cities the same and different? 6. How have towns and cities changed over time? 	<ol style="list-style-type: none"> 1. Where does water come from? 2. What rivers are in the UK and Europe? 3. What makes a river a river (features)? 4. What are the stages of a river? 5. How are rivers used? 6. How does a river change as it flows towards the sea? (fieldwork)
<p><u>Key Facts from KS1</u></p> <ul style="list-style-type: none"> • I know the seven continents and five oceans. • I know the four countries of the UK. • I know the four capital cities of the UK. • I can find the North and South Poles. • I can identify the equator on a globe. • I know the four points of a compass. • I know where I live. 	<p><u>Key Facts Learnt by the end of Year 3:</u></p> <ul style="list-style-type: none"> • Recall all key facts from the previous key stage. • Identify Cornwall on a map. • Identify the UK on a map. • Identify the eight points of a compass. • Understand the formation of mountains and those located in Europe. • Understand the features of the water cycle • Identify the stages of a river from source to mouth 	

Key Vocabulary to be covered and applied:

<p><u>Building on knowledge gained in the infants:</u> Locational Knowledge -Hot and Cold areas of the world in relation to the equator and north and south poles (Year 2)</p>	<p><u>Building on knowledge gained in the infants:</u> Place and Location Knowledge -Locality study non- European (year 2)</p>	<p><u>Building on knowledge gained in the infants:</u> Locational Knowledge -Hot and Cold areas of the world in relation to the equator and north and south poles (Year 2)</p>
<p><u>*Year 4 (Autumn 1)</u> Locational Knowledge Arctic and Antarctic Climates Climate Zones and Biomes</p>	<p><u>Year 4 (Spring 2)</u> Place and Location Knowledge Location North and South America Physical Geography Key aspects of volcanos and earthquakes</p>	<p><u>Year 4 (Summer 1)</u> Locational Knowledge Arctic and Antarctic Climates Climate Zones and Biomes Physical Geography Key features of the coastline. Field Work and Geographical Skills Visiting a coastal town e.g. Newquay to record and observe coastal features and explore measure taken to protect the town.</p>
<p>Hot and Cold Climates Does it snow in Africa?</p>	<p>Volcanoes and Earthquakes How much of a threat do earthquakes and volcanoes pose to humans?</p>	<p>Coasts under threat What are the impacts of coastal erosion and what can we do to prevent it?</p>
<ol style="list-style-type: none"> 1. What is the difference between weather and climate? 2. Where is Africa? 3. Can continents have more than one type of climate? 4. Are sunny places always hot? (link it skiing) 5. Is the summit of Kilimanjaro permanently snowy? 6. What equipment would someone need to reach the summit safely? Stay there overnight? 	<ol style="list-style-type: none"> 1. What is the Earth made up of? 2. What is the Pacific ring of fire? 3. What makes a volcano a volcano? 4. What is it like to experience a volcano? (Case study – e.g. Mt Vesuvius) 5. How do Earthquakes happen and how do people live in these areas? 6. What is it like to experience an earthquake? (Case study – e.g. Christchurch NZ) 	<ol style="list-style-type: none"> 1. What is the coast? (features – physical and human) 2. What causes the coast to change? (weathering and erosion) 3. How are headlands and bays formed? 4. How are arches stacks and stumps formed? 5. How has the coast changed over time and what will happen in the future? 6. What are seaside towns doing to protect the coastline? (Fieldtrip – e.g. Newquay)
<p><u>Key Facts from KS1& Year 3</u> Children should be able to recall all previous facts.</p>		<p><u>Key facts at the end of Year 4</u></p> <ul style="list-style-type: none"> • Name and locate countries and cities outside Europe- North and South America (plus Australia). • Explain where in the world volcanos and earthquakes occur. • Explain what a tectonic plate is and how it impacts earthquakes and volcanoes. • Identify on a map: latitude, longitude, the equator, the Tropic of Cancer and the Tropic of Capricorn.
<p><u>Key Vocabulary to be covered and applied:</u></p>		

<p><u>Building on knowledge gained in the infants:</u></p> <p><i>Place and Location Knowledge</i></p> <p>-Locality study non- European (year 2)</p>	<p><u>Building on knowledge gained in the infants:</u></p> <p><i>Place and Location Knowledge</i></p> <p>-Locality study non- European (year 2)</p>	<p><u>Building on knowledge gained in the infants:</u></p> <p><i>Locational Knowledge</i></p> <p>-Hot and Cold areas of the world in relation to the equator and north and south poles (Year 2)</p>
<p><u>Year 5 (Autumn 1)</u></p> <p><i>Place and Location Knowledge</i></p> <p>Location North and South America Compare to Cornwall</p>	<p><u>Year 5 (Spring 2)</u></p> <p><i>Place and Location Knowledge</i></p> <p>Field Work and Geographical Skills</p> <p>Use maps, atlases, globes and digital/computer mapping to locate and describe features</p>	<p><u>Year 5 (Summer 1)</u></p> <p><i>Human Geography Fieldwork</i></p> <p>Land Use/ Trade Links and Distribution of Natural Resources.</p> <p>Finding places within the Local Area Using OS maps, keys and eight-digit grid references</p>
<p>Truro and Truro!</p> <p>Is their name the only thing the two Truro's have in common?</p>	<p>Russia by rail</p> <p>What surprises does Russia hold in store as we travel across it by train?</p>	<p>Green, Grey and brown. How does land use compare in Cornwall and London?</p>
<ol style="list-style-type: none"> 1. Which regions of North America are important for Cornish migration? 2. How does the physical geography compare in Truro, Nova Scotia and Truro, Cornwall? 3. How does the human geography compare in Truro, Nova Scotia and Truro, Cornwall? 4. How does proximity to the sea affect a city? 5. What have you learnt about the differences between Truro, Nova Scotia and Truro, Cornwall? 		<ol style="list-style-type: none"> 1. What do Cornwall and London look-like on satellite imagery and aerial photographs? 2. What ways has land been used in Cornwall in the past and present? (industrial, agriculture, services, leisure) 3. What natural resources can I see in Cornwall? (a30- windmills, solar energy, geothermal, tin, clay, fish) 4. What ways has land been used in London? 5. What similarities and differences can you see? 6. How are these places changing and why?
<p><u>Key Facts from KS1- Y4</u></p> <p>Children should be able to recall all previous facts.</p>		<p><u>Key facts at the end of Year 5</u></p> <ul style="list-style-type: none"> •
<p><u>Key Vocabulary to be covered and applied:</u></p>		

<u>Year 6 (Autumn 2)</u> <i>Locational Knowledge</i>	<u>*Year 6 (Spring 1)</u> <i>Human and Physical Geography Landscape, climate change and deforestation</i>	<u>*Year 6 (Summer 1)</u> <i>Human Geography Conservation areas focusing on the Galapagos islands</i>
Fast Fashion What is the real cost of our clothes?	Amazing Amazon! Why do we need to protect the amazon rainforest?	Extreme Weather How deadly can weather be?
1.Globalization - positives and negatives/ winners and losers 2.Tracking an item of clothing – process - farm to shop Human impacts – working conditions and pay (e.g. Bangladesh – women workers) 3.Environmental damage linked to production e.g. Bangladesh (river pollution) 4.Environmental damage due to disposal of unwanted clothes Chile – e.g. Atacama desert 5.Solutions e.g. repurpose, reduce, reuse, recycle, repair Fairtrade	1. What is a vegetation belt? 2. What types of forest are there? (natural vs man made) 3. Where are important forest regions in the UK and South America? 4. How are forests changing and why? (deforestation) 5. How have forests been managed sustainably in the past? (indigenous people and their cultures) 6. How can rainforests be managed sustainably now and what can I do to help?	1. What is the difference between weather and climate? 2. How can flooding be a positive and negative? Are monsoons the cause of all floods? 3. Hurricanes, cyclones and typhoons – how are they similar and different? 4. What is causing the changes in these extreme weathers? 5. How can we ensure climate change doesn't damage our futures?
<u>Key Facts from KS1- Year 6</u> Children should be able to recall all previous facts.		<u>Key Facts by the end of Year 6:</u> <ul style="list-style-type: none"> Recall all the previous years' facts Identify our climate is changing and gives reasons for this Explain how natural resources have affected human activity (invasion, settlement etc.)
<u>Key Vocabulary to be covered and applied:</u>		