



Geography Curriculum Map 2022-23

Overview

At Nansledan we intend for our Geography curriculum to inspire in pupils a genuine curiosity and fascination about the local area of Cornwall (heritage), our country and the wider world and its people that will remain with them for the rest of their lives.

Our teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We have sequenced our Geography curriculum for full coverage of the National Curriculum Programme of Study Units: **Locational Knowledge, Place Knowledge, Human and Physical and Skills and Fieldwork**

Geography	Understanding the World: The World
EYFS	<p>Pupils can name and locate features of their immediate environment.</p> <p>Pupils know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Pupils draw information from a simple map.</p> <p>Pupils can recognise some similarities and differences between life in this country and life in other countries.</p>

Geography	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork
Year 1	<p>End points: Name, locate and identify the countries and capitals of the UK Identify, name and locate the 7 continents Know what a continent is and know we live in Europe.</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland- London, Edinburgh, Cardiff and Belfast.</p> <p>Know where the equator, North Pole and South Pole are on a globe or map</p>	<p>End points: Talk about and describe the human and physical geography of Newquay. Talk about and describe the human and physical geography of a small contrasting area of the United Kingdom- TRURO</p> <p>Pupils will learn about: the familiar physical and human geographical features of the immediate vicinity of the school: The Sang Nansledan Estate Quintrell Downs railway</p>	<p>End points: Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Describe how weather can change during a day or what it is likely to be like at different times of the year (in Newquay/Cornwall and a small contrasting area of the United Kingdom)</p> <p>Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Pupils should be able to describe the locational and directional language (left, right, near and far) to describe the location of features and routes on a map.</p> <p>Pupils should use aerial photographs and plans to recognise landmarks and basic human and physical features.</p> <p>Pupils should use simple fieldwork and observational skills to study the geography of Nansledan school and its grounds and the key human and physical features of its surrounding environment.</p>

	<p>Know the name of the nearest town and city to Nansledan.</p> <p>Pupils understand how some places are linked to other places e.g. Newquay and other towns and cities in the UK are linked e.g. roads, trains. Pupils should be given the opportunity to physically explore the world and its seven continents through ICT, atlases, and globes.</p> <p>Pupils should be able to locate Cornwall on a map of the UK. Pupils should be able to label a map of Cornwall to show Newquay.</p> <p>Pupils should be able to name and place the seven continents on a map of the world.</p>	<p>Porth beach.</p> <p>Pupils should understand where they live in the United Kingdom in relation to the four nations of the country, its largest cities, and the continent of Europe.</p>	<p>key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p>	
Year 1 Key vocabulary	<p>Country, continent, United Kingdom, England, Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast, North Sea, Atlantic Ocean, Irish Sea, English Channel, Cornwall, Newquay</p>	<p>Hill, wood, valley, Sang, stream, natural environment, fields, soil, town, village, roads, streets, shops, land use, residential, railways.</p>	<p>Year, temperature, sunshine, weather, season, Autumn, Winter, Spring, Summer, hot, dry, wind, rain, cold, snow, frost, freeze, melt weather patterns, cloud cover, thermometer, rain gauge Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season , weather City, town, village, factory, farm, house, office, port, harbour and shop, viaduct,</p>	<p>Map, atlas, globe, Locate, describe, features, observe, look, watch, measure, record, draw, write, sketch, plan, graph, chart, tally Landmarks, places,</p>
Year 2	<p>End points: Name, locate and identify the seas surrounding the UK</p> <p>Name, locate and identify the 5 oceans.</p>	<p>End points: Talk about and describe the human and physical geography of a small contrasting area of the United Kingdom- London</p>	<p>End points: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>End points: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>

	<p>Know where in the world the North and South Poles and Equator are.</p> <p>Know the names of main seas that surround the UK - The English Channel, North Sea, Irish Sea and the Atlantic Ocean.</p> <p>Pupils should draw and label a map of the UK, including country and capital city names.</p> <p>Pupils can identify the position of the Equator and how it affects climates in both hemispheres.</p>	<p>Compare places at a local scale (e.g., where I live and another place at a similar scale in a non-European country)</p> <p>Recognise and describe simple patterns in the environment (e.g., the variations in traffic during the day, seasonal changes).</p> <p>Pupils should acknowledge that we live in Cornwall, a county in the UK and understand what this means.</p> <p>Pupils should explore 'What is it like to live in Cornwall?' whilst comparing their local environment to a non-European place.</p>	<p>Pupils should be able to locate and have knowledge of the Equator and North and South Poles.</p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> -hot and cold places in the world -reasons why some places are hot and some are cold (in simple terms, why the temperature of places decreases with distance from the Equator towards the north and south poles) <p>Pupils should continue to be introduced and use geographical vocabulary within their work:</p> <p>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Pupils should use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>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</p> <p>Pupils should continue to use simple fieldwork and observational skills within Newquay in order to study their surrounding environment.</p>
Year 2 Key Vocabulary	Cornwall Ocean, North America, South America, Europe, Oceania , Asia, Antarctica, Africa, Pacific, Atlantic, Indian, Artic, Southern Ocean, equator, North Pole, South Pole,	England, city, capital city, London, urban, country, traffic, rural, seasons, change, weather, environment, location, local, distant.	<p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season , weather . city, town, village, factory, farm, house, office, port, harbour and shop, semi detached,</p> <p>Earth, North Pole, South Pole, Equator , Antarctica, deserts, Sahara, hot, cold, dry, drought, polar regions, hibernate, ice, snow, seasons</p>	Globe, atlas, map, locate, describe, features, countries, continents, oceans, compass, north, south, east, west landmarks, features, arial view,
Year 3	End points Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains,	End points Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Cornwall	<p>End points Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes.</p> <p>Earthquakes and Volcanoes topic</p>	<p>End points Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using</p>

	<p>coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Begin to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Pupils should be able to locate some counties and the major cities in the UK</p> <p>Use maps to locate the countries of Europe concentrating on their environmental regions and begin to use this to describe regional weather patterns.</p> <p>Recall assessment: Pupils can identify the position of the Equator and how it affects climates in both hemispheres.</p>	<p>Explore key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Pupils should explore 'What is it like living in the UK?' whilst comparing and contrasting their local environment to a neighbouring European region.</p>	<p>Pupils should be able to describe how volcanoes and earthquakes are created.</p> <p>Pupils should be able to describe how volcanoes and earthquakes impact human life.</p> <p>Pupils should be able to name and locate some the world's most famous volcanoes.</p> <p>.</p>	<p>a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Pupils should continue to develop skills using globes and atlases in order to locate countries and other geographical features.</p> <p>Pupils should use symbols and keys to plot on a map</p> <p>Pupils should continue use photographs and plans to recognise landmarks, countries and other geographical features.</p> <p>Pupils should continue to use simple fieldwork and primary research within Newquay in order to study their surrounding environment.</p> <p>Pupils should be confident using 4 points of a compass to describe location.</p>
Year 3 Key Vocabulary	<p>Countries Europe, Russia, United Kingdom, France, Spain, Germany, London, Belfast, Edinburgh, Cardiff, Birmingham, Glasgow, Derry, Swansea, cities, capital cities, counties , Lake District, Maps, atlases, environmental regions, physical characteristics, human characteristics, land use, patterns, changes, discuss, investigate, critical, topography, topographical</p>	<p>Compare, contrast, similarities, differences, human features, physical features, regions, United Kingdom, cities, Lake District.</p>	<p>Climate, climate zone, arctic, temperate, tropical, Mediterranean, desert, Antarctic, map, weather, locality, humidity, rainfall, temperature, reasoned arguments, informed arguments, global warming, research, investigate, discover, implications</p>	<p>Map, atlas, locate, countries, describe, features, digital mapping, computer mapping, compass, eight points, north, south, east, west, north east, north west, south east, south west, four figure grid reference, symbols, keys</p>

	features, mountains, hills, valleys, lakes, rivers, oceans, dams, cities, roads.			
Year 4	<p>End points:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Continue to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Identify on a map: latitude, longitude, the equator, the Tropic of Cancer and the Tropic of Capricorn.</p>	<p>End point s:</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Study – European country Greece.</p>	<p>End points</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Pupils should be able to understand how rivers and mountains are formed.</p> <p>Pupils should be able to describe how rivers and mountains impact human life.</p> <p>Pupils should be able to name and locate major mountain ranges and rivers.</p> <p>Pupils should be able to recognise that most cities are built along rivers.</p> <p>Pupils should have a basic knowledge of the water cycle and describe how this can impact Newquay</p> <p>Pupils should begin to explore why Newquay is considered a tourist attraction.</p> <p>Study of River Fal and Falmouth</p>	<p>End points</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, sketch maps, plans graphs, and digital techs</p> <p>Pupils should be confident using atlases, globes and maps to locate countries and cities.</p> <p>Pupils should continue use photographs and plans to recognise landmarks, countries and other geographical features.</p> <p>Pupils should continue to use simple fieldwork and primary research within Newquay in order to study their surrounding environment.</p> <p>Pupils should be introduced to the eight points of a compass when describing position and direction.</p> <p>Pupils should be introduced to grid references.</p>

			Mountains – Dolomites Italy	
Year 4 Key Vocabulary	Northern hemisphere, Southern hemisphere, South Africa, Australia, New Zealand, Argentina, countries, continents, predict Land use patterns, changes Position, significance, Equator, Tropics of Cancer, Tropics of Capricorn	Compare, contrast, similarities, differences, human features, physical features, regions, Europe, United Kingdom Greece, Athens, islands, mountains, Balkan, peninsular, archipelago.	Climate zone, climate, arctic, temperate, tropical, Mediterranean, desert, Antarctic, temperature, humidity, rainfall, weather, land use patterns, settlements, towns, cities, mountains, hills, rivers, valleys, lakes, oceans, dams, roads, economic activity, trade links, natural resources, energy, renewable, non-renewable Earthquakes, epicentre, aftershock, tectonic plates, magnitude, Richter scale, seismic waves, volcano, magma chamber, lava, crater, ash cloud, active volcano, dormant volcano, eruption, ring of fire, extinct volcano, pyroclastic flow water, minerals, food, water cycle, precipitation, condensation, evaporation, assumptions, map, keys, symbols, Europe, mountainous areas, urban areas	Grid references, four figure, six figure, OS map, Ordnance Survey map, symbols, keys.
Year 5	End points Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	End points Understand geographical similarities and differences through the study of human and physical geography of a region a European country Pupils should understand that we live in Europe and be able to contrast this with North America. Pupils should begin to draw comparisons between Cornwall and a region of North America, with	End points Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	End points use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied o use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	<p>Prime/Greenwich Meridian and time zones (including day and night)</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in North America</p> <p>To identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them</p> <p>To identify key human and physical characteristics of the UK and how they have changed over time.</p> <p>To identify land use patterns of the UK. To locate and identify key human and physical characteristics of the UK To identify key topographical features of the UK</p>	<p>reference to human and physical geography.</p>	<p>Pupils should show an understanding of climate zones and be able to show these on a map of the world.</p> <p>Pupils should be able to describe how climate can impact human life including energy, food, minerals and water.</p> <p>Pupils should begin to recognise and name some deserts.</p> <p>Pupils should be able to identify different climate zones and describe how this can impact both human and physical features.</p> <p>Pupils should be able to explain what grows in different vegetation belts.</p> <p>Pupils should investigate how natural resources are used.</p>	<p>Pupils should be confident using atlases, globes and maps to locate countries and cities.</p> <p>Pupils should begin to use apps and digital/ computer mapping to locate areas of interest.</p> <p>Pupils should use eight points of a compass when describing position and direction.</p> <p>Pupils should begin to use four and six-figure grid references (including Ordnance Survey Maps)</p> <p>Pupils should continue to use fieldwork to observe, measure, record and present the human and physical features of Newquay using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
Year 5 Key Vocabulary	<p>North America Arctic circle, Antarctic circle, Prime Meridian, Greenwich Meridian, time zone, North America, Central America, Caribbean, United States of America, Canada, Mexico Map, globe, atlas, digital mapping, identify, position, significance, locate</p>	<p>Similarities, differences, human characteristics, physical characteristics, compare, contrast United Kingdom, South America, Europe, climate zone, biome, climate, weather, temperature, humidity, rainfall</p>	<p>Biome, vegetation belts, climate zone, climate, temperature, humidity, rainfall, maps, atlas, globe, deserts, tundra, taiga, grasslands, savannah, natural resources, energy, renewable, non-renewable, food, minerals, water Suggest, reasoned opinions, locate, explain, distribution, Atmospheric pressure, biodiversity, biome, continent, continental climate, deciduous forest, desert,</p>	<p>atlas, map, globe, digital mapping, OS maps, Ordnance Survey maps, symbols, keys, Features, reasoned opinions, countries, latitude, longitude.</p>

	Tropic of Cancer, Tropic of Capricorn, Equator, Map, globe, atlas, environmental region, physical characteristics, human characteristics, major cities, significance, position, latitude, longitude		distribution, ecosystem, environment, equator, equatorial climate, flora, forest, global, humidity, latitude, location, longitude, maritime climate, ocean, pattern,	
Year 6	<p>End points Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Pupils should be able to name and locate countries and cities within South America.</p> <p>Pupils should be able to describe environmental regions and key physical characteristics of South America.</p>	<p>End points understand geographical similarities and differences through the study of human and physical geography of a region of South America</p> <p>Study of Amazon Rainforest Brazil or Peru</p> <p>Pupils should understand that we live in Europe and be able to contrast this with a region within South America</p> <p>Pupils should begin to draw comparisons between Cornwall and a region of South America, with reference to human and physical geography.</p>	<p>End points describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Extended study of rainforests</p> <p>Pupils should be able to locate rainforests and vegetation belts of the world and explain how climate can impact this.</p> <p>Pupils should study a rainforest whilst thinking about issues surrounding human and physical geography. This could include: settlement, land use, trade links.</p> <p>Pupils should draw comparisons between human and physical features of the rainforest and their experiences in Cornwall.</p>	<p>End points use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Pupils should be confident using atlases, globes and maps to locate countries and cities.</p> <p>Pupils should be able to use apps and digital/ computer mapping to locate areas of interest.</p>

	<p>Pupils should be able to describe how Cornwall and Newquay has changed over time including: land use and typographical features.</p> <p>Pupils should be able to understand the Prime/Greenwich Meridian and time zones (including day and night)</p>		Investigate renewable and non-renewable energy sources	<p>Pupils should use eight points of a compass when describing position and direction.</p> <p>Pupils should be able to use four and six- figure grid references (including Ordnance Survey Maps)</p>
Year 6 Key Vocabulary	<p>South America, Brazil, Colombia, Argentina, Peru, Venezuela, Chile, Ecuador, Bolivia, Brasilia, Bogota, Buenos Aires, Lima, Caracas, Santiago, Quito, Sucre, Tropic of Capricorn, Equator, Map, globe, atlas, digital mapping, identify, position, significance, locate Greenwich, Prime Meridian</p>	<p>Human features, physical features, United Kingdom, South America, Peru, landmarks, physical characteristics, human characteristics Compare, contrast, similarities, differences, locate, identify</p>	<p>Rainforest, climate, renewable, non renewable, indigenous, climate zones, Brazil, deforestation canopy, Rainforest floor , Emergent layer Understory Layer , Tundra rainfall ,humidity, growth camouflage , adapt Trade, economy, export, import, sell, goods.</p>	<p>Survey, collate, data, record, observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions, ordnance,</p>