

## Curriculum map charting a child's journey through the Geography Curriculum at Bishop Cornish School.

### Aims and intent

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Questions/ Skills progression:

1. **REMEMBERING – factual answers, recall and recognition**  
What are...? Who is...? How many...? When did...? Where are...?
2. **UNDERSTANDING – rephrasing and interpreting information to show understanding**  
What does it mean? What is the basic point? Can you explain...?  
Why was / did...? Why do you think...?
3. **ANALYSING – Break into parts to examine more closely and understand relationships**  
How are they similar? How does it work? Is it the same as...?  
What do you notice when...? How would you group / sort / categorise / classify...?
4. **APPLYING knowledge to a new situation or experience**  
How can we use it? Is this an example of...? Would it work with...?  
Can you show me how...? Could there be a different way to...?
5. **EVALUATING – making judgements and assessments and coming to conclusions**  
What is the best...? Why should we...? What do you prefer?  
What do you think of...? Would it work different with...?
6. **CREATING – combining information to make something new**  
How could we...? Could we link...? What would happen if...? What would you have done...?

## Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### *Geographical skills and fieldwork*

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

## Year 1

### Our world

Through our topics we aim to give the children a clear knowledge of where they are. Embedding subject-specific vocabulary and early geographical skills. As pirates and space explorers we will

- Name and locate the world's seven continents and five oceans. Learning songs which help us with our knowledge.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. This is very useful when planning our pirate journeys.
- Use a globe to locate where famous explorers went. The children are enthused about finding out about pirates and where they travelled.
- Explore aerial views using google earth and



compare Saltash with Plymouth. What do we look like from space? The children play in our space rocket role play area. Drawing maps and using the internet to explore what we will see. We visit our local area as well as having a trip into Plymouth to compare the two.

- Know what a human and physical feature of a place looks like. The children learn the different categories and explain and draw about our school to an alien called Beegu who is lost. We draw him maps to get home, using simple compass directions to help him find his mum.



## Year 2

### **The children will:**

- Name, locate and identify characteristics of the UK; countries within the UK and their capitals; surrounding seas using maps and globes.

- Identify geographical features and famous landmarks in England, Scotland, Wales and N. Ireland, and explore human cultural traditions and stories in these countries (link to Art, DT cooking, writing, reading, and role-play)
- Focus on London (as the capital of England). This topic explores map work, London's landmarks; makes simple comparisons between life in the city and life in our town Saltash; The Royal family (linking to DT/Art crown jewels designing, English role-play and writing 'If I were the king/queen'); makes links to history through the Great Fire of London and the Gunpowder plot.
- Identify features of our town and local environment using OS maps and aerial photographs. Make a map of our walk to swimming at the leisure centre, looking firstly at aerial photographs then creating a map with a key. Use compass directions (N S E W) and OS symbols
- Compare where we live to a contrasting country (South Africa). Includes focus on location, geographical features, weather, native wildlife; what life is like for varying groups of people in this country – contrasts. There is a focus on a Zulu/Sutu family, drawing on first hand resources (photographs, videos, artefacts and personal experiences of the teacher). This element of the project explores home life, school, food, clothes, toys and games, and makes comparisons to the children's own lives. The children's learning is enhanced through handling and exploring real artefacts, creating art work, learning songs and experiencing music, dance, games, food, role-play and dressing up. They take part in an experience day where the classroom is transformed into a rural South African village and the children role-play elements of life throughout the day.



## Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils will be taught to:

### *Locational knowledge*

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### *Place knowledge*

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### *Human and physical geography*

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### *Geographical skills and fieldwork*

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  
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.

## Year 3

### Our Awesome Planet

We will grab our water bottles and head off exploring our Wonderful World. In this cross curricular topic, Year 3 will explore continents and locate the world's countries. As we journey on, Year 3 will travel through a range of climate zones, different biomes and vegetation belts such as deserts, rainforests and aquatic areas. We will consider if all plants can be found in all areas. Year 3 will also consider how we can continue to look after our amazing planet.



- Locate the world's countries using maps, atlases, globes and interactive tools such as Google earth.
- Look at our wonderful country and name and locate cities within this.
- Describe and understand key aspects physical geography including climate zones, biomes and vegetation belts

### Captivating Cornwall

In this cross-curricular topic, Year 3 will take a closer look at our local area as we explore different features of our community and Cornwall. We will use maps to spot familiar places, points of interest and to give directions to these. We will also look at tourism in Cornwall. Children will learn the difference between physical and human features with an in depth focus on Cornwall. We will also follow the journey of a local river from source to sea.

- Name and locate counties and cities of the UK, geographical regions and their identifying topographical features.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Cornwall).
- Describe and understand key aspects of rivers.
- Compare two regions of the UK (Cornwall and a contrasting area in Northern England).
- Use maps, atlases, globes and computer mapping to locate areas studied.
- Use and identify symbols and keys including the use of OS maps.

## Year 4

Locate the world's countries, using maps to focus on **Europe**, in particular Spain - concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Comparative study of England and Spain. Understand geographical similarities and differences through the study of human and physical geography of Cornwall and The Costa del Sol



Use a map of the UK to identify counties across England, Ireland, Scotland & Wales.

Research and find on a map famous landmarks from the UK.

Talk from a visitor who has had first-hand experience of a different climate zone sharing photos and artefacts. (Antartica)

Develop skills of map reading using OS symbols and 4 figure grid references and 8 points of the compass.

Field trip to Dartmoor lead by Dartmoor Rangers focusing on map reading skills and compass work.

Understand geographical similarities and differences through the study of human and physical geography of Cornwall and The Costa del Sol

Understanding of the Water Cycle through practical experiments within the States of Matter science unit.- 'Creating a cloud '.

## Year 5

### Trekking North America

Within this cross curricular topic, Year Five re-visit the seven continents and locate the world's countries. We will explore North America in more detail visiting areas from the Arctic Circle to the tip of Central America.

Throughout this topic, Year 5 will also investigate our Extreme Earth, looking at tectonic plates, earthquakes and volcanoes with particular focus on where these are located in North America.

This North American topic will be completed through a cross-curricular project which includes travel writing and planning a trip to a location of their choice in North America (including climate and landmarks to visit such as volcanoes). They



will be using a variety of geographical skills including developing map reading skills from previous years, by plotting their route accurately on a North American map.

They will need to present their persuasive projects to the class.



- Locate the world's countries using maps to focus on North America.
- Name and locate the counties of the UK and make comparisons to the different States in the USA.
- Identify the position of latitude, longitude, Equator, Hemispheres and the Tropics of Cancer and Capricorn.
- Compare a region of the UK to an area in North America.
- Describe and key aspects of physical geography – volcanoes and earthquakes.

### **Saxons vs Viking**

As a further cross curricular link with our Anglo-Saxon /Viking topic, Year Five will look at the location of Anglo-Saxon settlements in the UK and how these were named, the routes invaders and settlers took to Britain and the places where they invaded/settled.

In further cross curricular links (Science and maths) we will use the eight points of a compass.

- Describe and understand key aspects of human geography including types of settlement (through historical settlement).

## **Year 6**

In geography we focus predominantly on comparisons between South America and the UK, in particular Peru; however, other aspects of the geography



curriculum are taught and referred to through cross-curricular learning. The program of study covers the following objectives:

- locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions e.g. coastal, desert, mountainous (including rivers and canyons), cloud forest and rainforest; key physical and human characteristics, countries of South America and major cities: Lima, Buenos Aires, Brasilia, etc.; European cities during World War II including the splitting of Germany into West and East Germany.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).



### **Place knowledge**

Developing on previous learning:

understand geographical similarities and differences through the study of human and physical geography of Saltash and major cities and towns in Peru e.g. Lima, Arequipa, Puerto Maldonado, Aguas Calientes, Machu Picchu etc.

### **Human and physical geography**

Developing on previous learning:

- describe and understand key aspects of: physical geography, including: climate zones (Peru: coastal, desert, mountainous (including rivers and canyons), cloud forest and rainforest); developing from Yr.3 on from rivers; mountains; developing on from Yr. 5 on volcanoes and earthquakes – Pacific Ring of Fire adjacent to Peru and other S. American countries.
- human geography of Peru, including: types of settlement and land use e.g. 'rubber boom' and trading etc.; economic activity including trade e.g. chocolate, gold and alpaca fleece; and the distribution of natural resources including food, minerals and textiles.

### **Geographical skills and fieldwork**

Developing on previous learning:

- use maps, atlases, globes and digital/computer mapping to locate countries in South America and Europe and features using maps.
- use fieldwork to observe, measure, record and present the human and physical features in the local area of Saltash e.g. Churchtown Farm, using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use 6 figure grid references to be able to read OS maps proficiently and confidently and 8 points of the compass.