

Geography Overview
Key Knowledge, Skills and Vocabulary

Year B

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, raising multi-cultural awareness, developing skills for life, promoting a respect for our environment, celebrating responsible citizens and providing opportunities to debate and reflect. Our thread running through our Geography Curriculum is “relationships between humans and the environment”.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 2	Marvellous Me! Celebrations Autumn 1 and 2	Where's Our Kingdom?	Where Can We Go?	Is There Anybody Out There?
National Curriculum Objectives	<p>Development Matters</p> <p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map.</p> <p>To become a Compassionate Citizen who can help look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs</p>	<p><u>Locational Knowledge</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the United Kingdom and its countries. -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p><u>Locational Knowledge</u></p> <p>Pupils should be taught to:</p> <p>Locate the European countries and their major cities, concentrate on their environmental regions, key physical and human characteristics</p>	<p><u>Locational Knowledge</u></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</p> <p>-Prime/Greenwich Meridian and time zones (including <u>day and night</u>)</p>
Thread	How humans can care for the environment	Human impact on the places they live (landmarks)	Connections between humans and why they have chosen to live in specific places in Europe	Connections between humans and why they have chosen to live in specific places worldwide
Key Knowledge	<p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, map around school, seating maps, nature</p>	<ul style="list-style-type: none"> -Know where Cornwall is in the UK -Know the name of the 4 countries within the UK and their capital cities -Know a human and physical feature about each place; for example: -Know about the Giant's Causeway and Titanic Museum Know that there are lochs in Scotland and the Forth Rail bridge -Know about Snowdon and the Millennium Stadium 	<p>Understand which countries comprise Europe and which bodies of water surround it.</p> <p>Know how to locate physical characteristics including the countries and major cities, main rivers and mountains.</p> <p>-Identify the weather from each of Europe's climate zones eg: Temperate, Mediterranean, Tundra/Polar</p>	<p>Identify the location of the lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Locate the Prime/Greenwich Meridian on a variety of maps.</p> <p>Describe the location of the major cities of UK / states of North+ South America using this knowledge,</p>

	area map and read commons signs and logos. Open up camera to take pictures of their work on an iPad.	Know about Big Ben and the Thames	-know the effects of Europe's different climates on the tourism industry	
Key Skills <i>Map Skills include: Using Maps, Map Knowledge, and Making Maps</i>	Recognise some similarities and differences between life in this country and life in other countries. Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	<u>Map Skills</u> Use basic observational skills. Ask geographical questions . Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey . <u>Sketching</u> Add labels onto a sketch map, map or photograph of features	<u>Map Skills</u> Locate places using a range of maps including OS and digital Locate France, Germany, Italy, Spain, Russia, Norway Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Recognise the key/symbols on a range of maps to locate capital cities	<u>Map Skills</u> -Use atlases to find out data about other places -Use 8 figure compass and 6 figure grid reference accurately -Draw plans of increasing complexity -Begin to use and recognise atlas symbols -Use a compass correctly. -Use photographic evidence in their investigations Evaluate the usefulness of the images
Sequence of Learning	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Prior learning- Can I identify 7 continents, 5 oceans and UK? (inc. compass points) 1.Can I locate and name the four countries of the UK and the surrounding oceans? (inc. where we live) 2.Can I locate and name the four capital cities? 3.Can I identify a physical feature of each country? 4.Can I describe a human landmark from each country?	1. Prior learning: Can I locate the UK and know its countries and capital cities, locate Europe (Y4 children) (inc compass points and 4 fig grid references) 2.Can I identify and locate some of Europe's countries and major cities? 3. Can I name and locate the European climate zones? 4. Can I begin to name human features of European countries? (inc. capital cities) 5. Can I begin to name physical features of European countries? (inc. capital cities) 6.Can I explain some of the reasons why people might migrate to a different country?	Prior learning: 1.LI: Can I accurately label a world map?_(Americas, rivers, volcanoes, European countries (Y5 children)) (inc 6 point compass and 8 fig grid ref) 2..Can I identify lines of latitude and longitude, tropics of Cancer and Capricorn? 3. Can I explore time zones? (links to Science – night and day) 4. Can I explain connections to climate and settlement patterns?
Key Vocabulary	Local, polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path,	Map, UK , England, Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, country, landmarks, features	Continent, Europe, Climate, Country Capital, environment, physical, human, feature, landmark Mediterranean, Temperate , Polar, migration	Lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and

	street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons			Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones
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	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 2	Our Wonderful World Let's Go An Adventure Spring Term	A Land Down Under!	How Mighty are Mountains?	Who Lives in Rio?
National Curriculum Objectives	<p>Development Matters</p> <p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>-To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.</p>	<p><u>Place Knowledge</u></p> <p>Pupils should be taught to:</p> <p>-Understand geographical similarities and differences through study of human and physical geography of a small region</p> <p><u>Melbourne - Australia</u></p>	<p><u>Human + Physical Gography</u></p> <p>Pupils should be taught to understand key aspects of physical geography</p> <p><u>Mountains and the Water Cycle.</u></p>	<p><u>Place Knowledge</u></p> <p>Geographical similarities and differences through the study of human and physical geography of a region in North or South America</p> <p><u>Brazil</u></p>
Thread	How humans can care for the environment	Human impact on the places they live (landmarks)	Connections between humans and why they have chosen to live in specific places in Europe - near mountains	Connections between movement of people, where they settle and why
Key Knowledge	<p>Use technology and IT equipment to make observations or find information about different locations and places.</p> <p>-Recognise, know, and describe features of different places. Look closely at similarities and differences. (rainforest/arctic)</p> <p>-Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and</p>	<p>-locate the 7 continents and 5 oceans.</p> <p>-Locate the UK, Cornwall and Australia on a map</p> <p>Locate Melbourne where 'The Mystery' landed.</p> <p>-Make comparisons between the UK and Australia (Physical -Similarities: both islands surrounded by different seas, coastline, mountains</p>	<p>-- Locate 'mighty mountains' in Europe: Ben Nevis, Mont Blanc, Mt Olympus Mt Elbrus, Mt Etna, Snowdon, Scafell Pike- Locate mountain ranges – Alps, Pyrenees, Caucasus, Carpathian</p> <p>Describe the location of significant hills and mountains in UK – Dartmoor, Exmoor, South Downs, Mendips, Grampians, Scottish Highlands, Snowdonia.</p> <p>-Identify a valley ,summit, foot and slope</p>	<p>Locate Brazil using a range of resources (maps, atlases, globes)</p> <p>locate main countries and ocean that it borders</p> <p>Locate and know main rivers and mountain ranges</p> <p>Know the ecosystems and climates within Brazil - Tropical rainforest (Amazonia), The Cerrado, The Pantanal, The Pampas, The Caatinga, The Mata Atlantica.</p>

	<p>events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>-Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p> <p>-Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>-Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Differences: rainforests and deserts, the outback, climate and weather comparisons, size of country, Ayres Rock)</p> <p>Know some human features – landmarks Sydney Opera House, Sydney Harbour Bridge</p> <p>Know the story of The Mystery (lugger travelled from Newlyn to Melbourne in search of gold)</p>	<p>-Understand that mountains formed a very long time ago.</p> <p>-Describe how tectonic plates move together to create fold mountains.</p> <p>-Identify similarities between mountain climates</p> <p>-Describe how mountain life affects humans.</p> <p>-Describe the water cycle</p>	<p>know how to categorise urban and rural parts of Brazil using maps, aerial photos etc</p> <p>know the push/pull factors that cause people to move to the urban areas in Brazil and compare to push/pull factors in UK (.g. movement of people from rural areas to London)</p> <p>identify positive and negative aspects of living in 2 different parts of Rio de Janeiro</p> <p>Know where and how the indigenous people of Brazil live.</p>
<p>Key Skills</p> <p><i>Map Skills include: Using Maps, Map Knowledge, and Making Maps</i></p>		<p>-Use world maps to identify the UK in its position in the world.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (Coast, sea, land, ocean, town, port, city, forest, mountain, school, church)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (mountain ranges)</p> <p>Ask geographical questions</p> <p>-Use appropriate terminology</p> <p>Use a legend to find areas of higher ground on a map.</p> <p>-Use the index in an atlas to find mountains</p>	<p>Use climate data to draw their own climate graphs</p> <p>Develop discussion skills drawing on knowledge of why people move within countries.</p> <p>Use a range of maps, photos, globes, digital maps to identify physical and human features.</p> <p>Ask geographical questions.</p>
<p>Sequence of Learning</p>	<p>Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>	<ol style="list-style-type: none"> 1. Prior learning: Can I remember similarities and differences between Cornwall and Kenya? (Y2 children) 2. Can I locate the UK and Australia on a range of maps and name surrounding oceans? 3. Can I compare human and physical features of UK and Australia? 4. Can I compare human and physical features of Cornwall and Melbourne? 5. Can I retell the story of The Mystery? 	<ol style="list-style-type: none"> 1. Prior learning: Location of Europe and volcanoes and why people live near volcanoes (Y4 children) Location of Snowdon (Y1/2) 2. Can I locate the world’s highest mountains and European mountain ranges? 3. Can I describe the key characteristics of a mountain? (including climate) 4. Can I describe how mountains are formed? 5. Can I explain the water cycle? 	<ol style="list-style-type: none"> 1. Recap on prior learning – Can I remember reasons why people visit and migrate to Europe? (Y3/4) settlement patterns in relation to longitude and latitude. Map skills 2. Can I locate Brazil and surrounding countries? (inc. main cities) 3. Can I compare human features of Brazil with the UK? 4. Can I compare physical features of Brazil with the UK?

			6. Can I describe how mountain life affects people?	5. Can I describe the 'push/pull factors that cause people to move to urban areas of Brazil? (<i>inc. indigenous people</i>) 6. Can I compare the internal migration of people in Brazil to the UK?
Key Vocabulary	Local, polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons	World, map, continents, size, compare, contrast, similarities, same, different, land types, land use, landmarks.	snowstorm, water cycle, infiltration, runoff, condensation, precipitation, transpiration, Mount Blanc, Mount Snowdon, Scafell Pike, Ben Nevis vegetation zones, timber line, snow line	urbanisation, indigenous, ancestral home, push/pull factors, Amazonia, The Cerrado, The Pantanal, The Pampas, The Caatinga, The Mata Atlantica.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 2	The Great Outdoors Fun at the Seaside Summer Term	My Ocean, Your Ocean, Our Ocean?	Can We Live Anywhere?	Who are the Guardians of the Rainforest?
National Curriculum Objectives	<p>Development Matters To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>-To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.</p>	<p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the UK and its countries as well the oceans. -Locate and name the 7 continents and 5 oceans. -Use geographical vocabulary to talk about physical and human features of the local area. <p>FIELDWORK ELEMENT: Par Beach to identify features of local area</p>	<p>Place Knowledge Pupils should be taught to:</p> <p>Geographical similarities and differences through study of human and physical geography of a region of the UK and a region in Europe</p> <p>FIELDWORK ELEMENT: Eden Project – sustainable agriculture, renewable energy</p>	<p>Human and Physical Pupils should be taught to:</p> <p>Describe and understand key aspects of: Physical geography, including climate zones, biomes, vegetation belts</p> <p>FIELDWORK ELEMENT: Eden Project – Rainforest Ecosystems</p>
Thread	How humans can care for the environment	Human impact on the local environment (oceans)	How humans have adapted to the landscapes they live in	Human environment interaction: dependence, how we alter the environment, how the environment changes us
Key Knowledge	<ul style="list-style-type: none"> -Draw information from a simple map and identify landmarks of our local area walk. -Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. -Use photos and pictures to locate places and place on a simple map. 	<ul style="list-style-type: none"> -Know where the UK is the world. -Know where we live in the UK. Locate Cornwall. -Know the name of the five oceans <p>-Local area study:</p> <ul style="list-style-type: none"> -Name features on our local beach (for example: cliff, dunes, coastline, high tide, low tide, factory, port) 	<ul style="list-style-type: none"> Know where Andalucía and UK are on a range of maps, describe their locations using compass points, hemisphere and bodies of water that are nearby. Know the physical geography of Andalucía (alpine mountains, pine forests, arid deserts, irrigated plains) and how this differs to UK. 	<ul style="list-style-type: none"> Know what an ecosystem is Know the six main biomes: aquatic, desert, Forest, Rainforest and tundra. Name and locate the main rainforests across world and countries where they are found. -name the four layers of a rainforest and describe the climate in each layer

	<ul style="list-style-type: none"> -Find out about their local area by talking to people, examining photographs, and visiting local places. -Create own maps using grid paper and symbols (x marks the spot treasure maps) -Recognise, know, and describe features of different places. -Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. -Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. -Describe what they see, hear, and feel outside -Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. -Understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> -Know how to safely gather information about pollution on the beach -Know about the impact of humans on our seas (for example: pollution) 	<p>Know how humans have changed and developed both regions?</p> <ul style="list-style-type: none"> -know similarities and differences in the regions tourism, renewable energies (solar/windfarms), in agriculture (olive oil v rape seed oil) Know how humans have adapted to their landscapes (irrigation, shelter and polytunnels) 	<ul style="list-style-type: none"> - understand the interdependence between the indigenous people and the forest Understand the causes of deforestation and the impact it is having locally and globally -Know how we can help contribute to a global effort to protect our rainforests
<p>Key Skills</p> <p><i>Map Skills include: Using Maps, Map Knowledge, and Making Maps</i></p>		<ul style="list-style-type: none"> -Use basic observational skills -Draw simple features Ask and respond to basic geographical questions -Ask a familiar person prepared questions -Use a pro-forma to collect data e.g. tally survey -Follow a route on a map -Use aerial photographs to locate and name local landmarks, 	<p>Ask geographical questions</p> <ul style="list-style-type: none"> -Locate places on a range of maps (variety of scales) -Identify features on an aerial photograph, digital or computer map <p><u>Gather information</u></p> <p>Ask geographical questions</p> <p>Use appropriate terminology</p>	<p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p>Identify biomes and vegetation belts on a range of maps.</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p>
<p>Sequence of Learning</p>	<p>Led by children's interests and AFL.</p> <p>Sequenced to build upon prior knowledge with a clear end point.</p>	<ol style="list-style-type: none"> 1. Prior learning: human and physical features of Tywardreath (Y2 children) Map skills recap – 7 continents and 5 oceans, location of Cornwall 2. FIELDWORK <ul style="list-style-type: none"> -Can I follow a route on a map? - -Can I describe the physical features of our local beach? -Can I describe the human features of Par? (<i>including the port</i>) 	<ol style="list-style-type: none"> 1. Prior knowledge: Can I remember the key similarities and difference between UK and Iceland? (Y4 children) Map skills recap 2. Can I locate Spain and Andalucía on a range of maps? 3. Can I describe physical features of Andalucía? 4. Can I describe the human geography of Andalucía? 5. Can I recognise physical and human similarities and differences between UK 	<ol style="list-style-type: none"> 1. Prior learning: Impact of humans locally (Par Beach, globally- Iceland, river system and settlements) map skills recap 2. Can I name the 6 main biomes of the world and their key features? (<i>inc. ecosystems</i>) 3. Can I name and locate some of the largest rainforests in the world? 4. Can I describe the physical composition of a rainforest?

		<p>3. Can I describe how humans pollute our oceans?</p> <p>4. Can I explain how we can protect our oceans?</p>	<p>and Andalucía? (<i>inc. tourism and renewable energies</i>)</p> <p>6. Can I describe how humans have adapted to their landscape?</p>	<p>5. Can I describe how the indigenous people live in harmony with the rainforest?</p> <p>6. Can I explain the human impact on the world's rainforests? (<i>inc. what we are doing to protect the rainforests</i>)</p>
Key Vocabulary	<p>Local, polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons</p>	<p>UK, Country, Cornwall, map, ocean , English channel, beach, Par , dune, Killyvarder Rock, cliff, dunes, coastline, high tide, low tide, harbour, port, factory, Haul road, river, Time and Tide bell, Booley, Polkerris</p>	<p>Andalusia, alpine mountain, pine forests, arid deserts, irrigated plains, renewable energy, irrigation, polytunnels, adaptation, shelter</p>	<p>Biomes, Artic biome, tundra biome, desert biome, forest biome, grassland, rainforest, , vegetation belt Forest floor, emergent layer, understory, tropical, Equator, endangered, deforestation, sustainable, rainfall, humidity, Topic of Cancer, Tropic of Capricorn, climate zones</p>