



## Lostwithiel Primary School Geography Curriculum

| Year 1     | Autumn<br>Local Study - Lostwithiel   | Spring<br>Town and Country   | Summer<br>Weather  |
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| Knowledge  | <p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Identify human and physical features of their local area.</p> <p>Use basic geographical vocabulary to refer to human and physical features.</p> <p>Know about some present changes that are happening in the local environment eg. at school or within the town.</p>  | <p>Understand how some places are linked to other places e.g. roads and trains</p> <p>Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Understand geographical similarities and differences through studying the human and physical geography difference between a town and a country environment.</p> | <p>Identify and describe the different seasons</p> <p>Understand how weather is different at different times of the year</p>   |
| Skills     | <p>Use simple maps of the local area e.g. large- scale print, pictorial and images to talk about everyday life.</p> <p>Use what we see in our school environment to create a simple map of the school grounds that show these features</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Use locational language (near, far, left and right) to describe the location of features and routes</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p> | <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Make simple maps and plans e.g. a pictorial place in a story</p> <p>Use simple compass directions (north, south, east and west)</p> <p>Recognise landmarks on a map.</p>   | <p>Use observational skills to record weather patterns in their immediate environment</p> <p>Use a globe or world map to identify the location of the United Kingdom</p> <p>Use maps to identify the United Kingdom and its countries.</p> <p>Use a map of the UK to locate Cornwall</p> |
| Vocabulary | <p>Lostwithiel, town, hill, north, south, east, west, school, location, direction, map, up, down, near, far, left, right</p>  | <p>Country, city, landmark, village, factory, house, port, harbour, farm, shop, similar, different, town, rural, pollution, environment, natural, man-made</p>   | <p>Hot, cold, wind, rain, snow, ice, fog, cloud, flood, weather, temperature, record, spring, summer, autumn, winter, season, Earth, observe.</p>  |

| Year 2                                   | Autumn  |  | Spring        | Summer  |
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|  | <b>Us in the UK<br/>Where do I live in the UK?</b>  | <b>UK / Africa<br/>Comparison<br/>How is the UK different from Africa?</b> | History Focus | <b>Local Study - Lostwithiel (Restormel Castle)</b>   |
| Knowledge                                | <p>Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas</p> <p>Describe the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting country (Africa)</p> <p>Name and locate the world's seven continents and five oceans</p> |  |               | <p>Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>  |
| <b>Geographical skills and fieldwork</b> | <p>Use world maps, atlases and globes to identify the United Kingdom, its four countries and the county of Cornwall</p> <p>Use compass directions to describe the location of these countries within the UK</p> <p>Use (North, South, East, West) and locational and directional language (ie, near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use an atlas to locate Africa and some of its countries</p>   |  |               | <p>Use aerial photographs and maps to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map</p> <p>Use and construct basic symbols in a key.</p> <p>Use compass directions (North, South, East, West) and locational and directional language (ie, near and far; left and right) to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the key features of the local environment</p> |
| Vocabulary                               | <p>United Kingdom, country, county, capital city, route, Equator, continent, weather, climate, North Pole, South Pole, habitat, river, rainforest,</p>  |  |               | <p>key, symbol, map, aerial, landmark, valley, route, location, destination, human features, physical features.</p>   |

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|  | savannah, desert Europe, Asia, North America, South America, Australia, Antarctica, Africa, Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Arctic Ocean, atlas, globe, map, continent |  |  |
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| Year 3                         | Autumn   | Spring   | Summer   |
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| Topics                         | <b>Human Migration, Ice age and climate change</b>   | <b>Extreme Earth- Volcanoes, Earthquakes - South America</b>   | <b>Land use - Egypt</b>  |
| Knowledge                      | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere Describe and show an understanding of some climate zones within the areas studied Describe key aspects of human geography, including types of settlement Recognise that the lives of people vary and the impact of living in different locations and environments | Describe and understand key aspects of physical geography including volcanoes, tectonic plates and earthquakes Understand the structure of the Earth Understand and give examples of extreme weather, the processes involved in the causes and effects of extreme weather and begin to understand the impact of humans on Earth Explore similarities and differences, comparing the human and physical geography of a region of the United Kingdom and a region of South America | Identify physical and human features of the locality Understand why there are similarities and differences between places Develop an awareness of how places relate to each other Understand aspects of human geography, focusing on land use and land-use patterns; understand how some of these aspects have changed over time   |
| Geography Skills and Fieldwork | Use maps, atlases, globes and digital/computer mapping Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (importance of the river and valley in the settlement of Lostwithiel) Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if . . . continues?   | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features of human and physical geography  | Use maps, atlases, globes and digital/computer mapping to locate continents and countries Identify and describe the physical features of Egypt and the River Nile on a range of maps Use symbols and keys to build their knowledge of the wider world Understand and use a widening range of geographical terms (specific vocabulary) e.g. meander, floodplain, location |

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| Vocabulary | Migration, climate change, Ice Age, human, physical, glaciers, continents, oceans, sea levels, equator, Northern, Southern, hemisphere, globe, atlas, grid reference, temperature | Mountains, volcanoes, earthquakes, core, mantle, crust, magma, pressure, fault line, tectonic plates, dome, plateau, fold, fault block, eruption, evacuation, seismic waves, Richter scale, magnitude, boundary, disaster | Rivers, floodplains, silt, seasonal, agriculture, settlements, produce, trade, famine, surplus, annual rainfall, monsoon, flora, fauna, distribution, habitation, transport, border, delta, tributary, source |
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| Maple Class-<br>Year 4/5 | Autumn  | Spring  | Summer   |
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| Cycle A                  | <b>Exploring Europe</b>   | <b>Mountains</b>  | <b>Energy And the Water Cycle</b>  |
| Cycle B                  | <b>Marvellous Maps</b>  | <b>River Raiders</b>  | <b>Rainforests</b>   |
| Knowledge                | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Understand how countries are situated in various climate zones (Polar, Temperate and Arid).</p> <p>Identify similarities and differences between a place in eastern Europe and where I live</p> <p>Identify similarities and differences between the climate of a place in eastern Europe and where I live</p> <p>Identify similarities and differences between the human geography of a place in eastern Europe and where I live Explain why the Chernobyl nuclear disaster happened Explain some of the after-effects of the Chernobyl nuclear disaster.</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</p> <p>Identify key features of mountain ranges, including a summit, snowline, tree line, ridge, outcrop, valley, slope, foot, plateau and face.</p> <p>Understand how mountains are formed by different movement of tectonic plates, cracks in the Earth's surface, pressure beneath the earth's crust and erosion.</p> <p>Understand how the climate of mountains depends on which climate zone it is situated in.</p> | <p>Locate the world's countries, using maps to focus on North and South America</p> <p>Describe and understand key aspects of physical geography, including the water cycle</p> <p>Understand that water is a natural resource along with fuels, minerals and food and how to reduce water wastage</p> <p>Name some methods of power generation, including renewable methods (solar, wind etc) used within the UK</p> <p>Identify coal, oil and gas as fuels that can be burned to release energy but are non-renewable..</p> <p>Understand that nuclear power is non-renewable but also not natural</p> <p>Identify ways to reduce energy usage</p> |
|                          | <p>Find a location on a page by using simple co-ordinates. •</p> <p>Identify physical features on a map.</p> <p>Use a key to find out what symbols mean</p> <p>Find similarities between maps of the</p> <p>Explain what makes a good map symbol.</p> <p>Find a location from six-figure co-ordinates</p>   | <p>Use a legend to find areas of higher ground on a map.</p> <p>Identify physical features of mountains, including valley, summit, foot and slope of a mountain.</p> <p>Draw a mountain range including the key features they have identified.</p> <p>Describe how tectonic plates move together to create fold mountains.</p>  | <p>Identify the position of the tropics of Cancer and Capricorn on a map and understand that rainforests are located between them</p> <p>Locate countries where rainforests are found</p> <p>Explain the difference between weather and climate and describe the weather within a tropical climate</p> <p>Name the four layers within a rainforest and the key differences between them</p>  |

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|                                | Compare photographs of the same place, to identify similarities and differences<br>Suggest what the differences they have seen might tell them about why a place may change   | Understand how lava flow creates volcanic mountains.<br>Describe the weather on a mountain.  | Understand reasons why different animals and plants can be found in different layers of a rainforest   |
| Geography Skills and Fieldwork | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>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 a range of maps and other sources of geographical information and select the most appropriate for a task<br>Use most of the eight points of a compass, four figure grid references and six figures more accurately, symbols and keys | Observe, measure and record human and physical features in the local area, using a range of methods (sketch maps, plans, graphs and digital technologies Google Earth)<br>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. |
| Vocabulary                     | Continent, Europe, latitude, Equator, climate zones, nuclear power, Chernobyl   | Contour, climate zone, mountain range, summit, peak, altitude, legend, tectonic plates   | Precipitation, evaporation, condensation, groundwater, runoff, closed cycle, generation, efficient   |
|                                | Location, symbol, key, co-ordinates   | Legend, valley, summit, foot, slope, tectonic plates, volcanic   | Biomes, vegetation belt, canopy, forest floor, understory, emergent  |

| Conkers Class      | Autumn        | Spring   | Summer  |
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| Cycle A (Year 6)   | History Focus | <b>Trade and economics</b>   | <b>North America</b>  |
| Cycle B (Year 5/6) | History Focus | <b>Amazing Americas</b>  | <b>Coasts</b>   |
| Knowledge          |               | Locate the world's countries, using maps to focus on Europe (including the location of Russia) North and south America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>Understand how the natural resources available, land mass and climate determine imports and exports<br>Identify trade routes and why they were used in the past and which continue to be used<br>Understand the significance of Fairtrade<br>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) | 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 South America<br>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<br>Understand geographical similarities and differences between the UK and the USA<br>Describe the distribution of environments in the USA and understand how climatic conditions differ across the country |

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|                                |  | <p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts</p> <p>Explain how a country's vegetation belt affects what can grow and be exported</p>  | <p>Describe the different types of human settlement in the USA and how different landscapes support human activity</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 in North America</p> <p>Identify key physical regions including: mountains and highlands; river basins; coastal plains.</p> <p>Describe the climate of South America with reference to its location and knowledge of key features</p> <p>Understand how an increase in urbanisation in South America will continue to define the human geography of the country.</p>   | <p>Understand that coastlines are not fixed but constantly change and identify reasons for this</p> <p>Understand how cliffs are eroded</p> <p>Identify, name and describe key physical features of coasts and the relationships between them</p> <p>Use specific vocabulary confidently, to describe and explain features and processes</p>  |
| Geography Skills and Fieldwork |  | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use 6-figure grid reference to build knowledge of the wider world. Identify and understand the meaning of features of the Earth</p> <p>Calculate time differences using lines of longitude</p> <p>Use maps, atlases, globes and digital / computer mapping to locate the continent South America and the country Brazil.</p> <p>Locate the major cities and environmental regions of Brazil.</p> <p>Understand geographical similarities and differences through the study of urban and rural areas in Brazil. Identify key physical and human characteristics of Rio de Janeiro and as they relate to urbanisation.</p> <p>Compare urbanisation in Brazil with that of the UK.</p> | <p>Use different types of maps, including OS maps of different scales, locate states, cities and key locations studied</p> <p>Use OS maps of different scales</p> <p>Identify coastal areas and their features of some UK coasts</p> <p>Compare and contrast areas of coastline, suggesting reasons for features and how they were formed and how / why they have changed</p> <p>Use fieldwork to observe, record and present the physical features of a local coast, using labelled drawings, maps, plans and digital technology</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> |
| Vocabulary                     |  | <p>Latitude, longitude, equator, import, export, trade.</p> <p>Climate, vegetation belts, biomes, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn</p>   | <p>Canyon, climate, delta, floodplain, gorge, plateau, population density, population distribution</p>  |

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|  |  | Indigenous, economic, inequality, favela, urbanisation | Bay, headland, arch, coastal erosion, cave, hydraulic action, stack, stump |
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