



Geography Overview

Learning: For a better future

"Geography is a subject which holds the key to our future."

Michael Palin

English Comedian, Actor, Writer and Television Presenter.

Rationale

Geography helps us to **explore and understand space and place** - recognising the great differences in cultures, political systems, economies, landscapes, and environments across the world, and exploring the links between them.

Intent- Why is the world the way it is?

Pupils will begin to understand how the earth has shaped History. The reasons behind the main features of the world, the physical landscape of continents, oceans, mountains, and deserts. How the terrains and activities of our planet have affected the emergence and development of our species and the history of our societies.

Pupils will consider humanity's impact on the natural environment, how our population explosion means we are consuming ever more material resources and energy sources.

The Earth has provided us with the raw materials we've extracted, refined, and assembled into our tools and technologies, from the roughly fashioned axes in the early Stone Age to today's computers and smartphones.

Cornwall and Camborne particularly have historically utilised its natural resources. Since the decline of the mining industry Cornwall now utilises its stunning coastlines for tourism and invests in renewable energies such as: solar, wind and wave power, for a more sustainable future.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Looking after our planet	What could I be?	Who are my friends and family?	What is planet Earth?	Why do we need to look after our oceans?	What could survive in the Sahara?	Why is the rainforest important to the planet?	How is climate change impacting polar biomes?	Are we destroying our oceans?
	<p>Show interest in different occupations: school/community.</p> <p>Show interest in different occupations/ transport (challenge stereotypes): police, firefighters, paramedics, fisherman.</p>	<p>Human geography: Talk about members of the community (e.g., nurses, doctors, police, hairdressers, secretaries, school cook).</p> <p>School/classroom; positional language.</p> <p>My Town- Camborne- visit to our nearest woods (Tehidy).</p> <p>Draw information from simple maps.</p>	<p>Introduction to the concepts of the various representations of the world: as Sphere (globe), maps and atlases</p> <p>Pupils learn the features of Earth: land (Pangea, 7 continents, countries) and sea.</p> <p>Pupils learn hot and cold regions in relation to the equator.</p>	<p>Having established local, regional, and national locational knowledge in year 1. This topic, using maps, globes and atlases develops a knowledge of the Oceans and 7 continents (and the movements of plates tectonic).</p> <p>Pupils learn the location and names of the ocean seas and recap continents.</p> <p>Pupils learn how the oceans benefit people and the problems facing the oceans.</p>	<p>Building on year KS1 knowledge of hot and cold countries in relation to the equator. Pupils now begin to learn about world biomes; the difference between biomes and climate (desert biome focus and arid climate zones);</p> <p>Pupils identify locations and features of deserts around the world with a focus on a hot desert.</p> <p>Pupils learn the impact of/on humans, plants, and animals in the Sahara, in the country of Egypt, on the continent of Africa.</p>	<p>Pupils build on their understanding of desert and forest biomes and their climate zones and learn about rainforests biomes and tropical climate zones resources with focus on the Amazon on the continent of South America</p> <p>They will identify physical features of the Amazon rainforest ; how the rainforest feeds us and the impact of human activity and link latitude to climate.</p>	<p>A broader knowledge is provided by a study of tundras and polar climates with a focus on and comparison of Arctic and Antarctic. Pupils locate and identify features of arctic tundras around the world.</p> <p>Pupils understand the process of plates tectonic and mountain formation and identify famous mountains in the UK and the world.</p> <p>Pupils consider the physical landscape and climate affects human settlement.</p> <p>Pupils explore the impact of climate change on polar biomes and the global significance.</p>	<p>A study of the Aquatic biome provides depth of knowledge. Pupils identify features of aquatic biomes and locate them around the world. How the ocean is being used as a sustainable and unsustainable resource and application of theories such as: wave hubs, fishing, marine conservation, plastic pollution and renewable energy for the future. Pupils consider the impact of climate change and rising sea levels.</p>

		Draw a simple map of the school (identify human and physical features) My Town- Camborne- visit to Camborne Church (Christmas tree festival)			Pupils learn about water as a resource.			
Global Citizenship KU: Sustainable development Values and attitudes: Concern for the environment and commitment to sustainable development			Positive and negative impacts of people's actions including own personal choices on others and the environment. How people can damage or improve the environment. Concern about the local environment and willingness to care for it. Taking care of resources and not wasting them.		Sense of responsibility for the environment and the use of resources. Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally. People's dependencies on the environment. Environmentally – responsible living		Sense of responsibility for the environment and the use of resources. Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally. People's dependencies on the environment. Basics of climate change (causes and effects) Environmentally – responsible living and global inequalities in ecological footprints.	
Spring 1- Counties Countries and continents	Go Wild Are all countries the same?	Up, Up and Away! How is England different to other countries?	What is it like to live in Camborne?	Are all islands the same?	Why is London our capital?	Where would you rather live, Athens or London?	Across our Continent. Why do people move across our continent?	How have economic activities impacted North America?
	Know that there are different countries in the world and talk about differences that have experienced and seen in photos: animals associated with certain countries. Show interest in different occupations/ transport (challenge stereotypes): zookeepers, vets, farmers/ tractors, combine harvesters. Maps and directions Know that there are different countries in the world and talk about differences that we have experienced and seen in photos: flags, food, weather	Know that there are different countries in the world (UK, Greece, China, Egypt), special places/landmarks to visit in the world (linked to structures). My Town- Camborne- visit to Library. Changes in weather - exploring the natural world: Know that there are different countries in the world (UK and Australia) - recognising similarities and differences between life in this country and life in others (avoid stereotyping). My Town- Camborne- visit to 'Spin' launderette.	Having looked at the world from an international perspective, pupils now explore in depth: local, regional, and national perspectives. Scaling up from home, villages, towns, city, county, UK, and countries. Using maps, aerial photos and fieldwork skills pupils develop an understanding of the difference between human and physical features through a study of the features of their local area. Pupils begin to classify different types of settlements and land use. Pupils develop map reading and drawing skills and concepts of using a key.	Pupils deepen their understanding of the UK and its four countries and their capitals cities, and locate them on a map, globe, atlas, and aerial photo. Pupils learn what an island is; how islands are made through natural processes, how people travel to islands and the problems with this; that the UK is an island and that it has lots of islands surrounding it. Pupils will describe the human and physical geography of Trinidad and Tobago, including Caribbean culture (BAME) and contrast it with the UK.	Pupils continue to embed and broaden their knowledge and understanding of UK villages, towns and cities and counties. Pupils will understand the city as a settlement and its human and physical features. Pupils will learn what attracts people to London. Pupils will consider the factors affecting the location of London and other capital cities. Pupils will understand the term population and why London has a diverse population and compare it with other European capitals. Pupils will know the difference between weather and climate and compare the weather with other European capitals. They will consider the impact of weather on tourism.	Pupils complete a European study (Greece- Mediterranean climate zone) which is contrasting to the UK. This study will focus particularly on changes in landscape. Pupils using maps, globes, atlas, aerial photos, digital mapping identify physical (mountains, rivers and human features (landmarks etc.) of Greece. Pupils compare similarities and differences between UK/Greece e.g. location, population, climate, natural resources, trade, economic activity. How physical and human features impact settlement.	Having studied a European country, year 4 (Greece) in depth, pupils will compare the human and physical geography of two European countries developing sophistication in their comparison to include: Causes and impact of poverty. Causes and impact of migration chosen and forced. Pupils learn that Europe takes many forms e.g. political, geographical and economic- that there are groups of countries within it e.g. Scandinavia Pupils locate European countries and their capitals on maps, atlases and globes, and describe their location using geographical language such as borders, surrounding seas, north of ..., bordering with... and some major rivers, mountains, etc. Pupils will look at the different forms of migration- forced and chosen and the push and pull factors; the challenges and impact of migration.	Pupils now explore a study of a continent applying knowledge, of settlements, infrastructure, transport, trade, economic activity, land use, natural resources. Pupils identify key physical features and human features such as the Rocky Mountains, Mississippi River, canyons, valleys, biomes, climates zone, names of states, landmarks of North America and how humans have adapted to living in hazardous conditions. Pupils apply knowledge learnt in year 3 linking longitude with time zones. Pupils learn about globalisation and migration and the populations of NA e.g. California: Latino/Mexican Pupils consider the environmental issues in North America e.g. Oil leak-Deep Water Horizon (in the bay of the Caribbean) and water pollution.

<p>Global Citizenship KU: Identity and diversity Values and attitudes: Value diversity</p>			<p>Similarities and differences between people in local settings and wider contexts. What contributes to self – identity and belonging. Valuing others as equal and different. Willingness to listen respectfully to the ideas and views of others even when one disagrees. Willingness to learn from the experiences of others.</p>	<p>Diversity of cultures and societies within and beyond own experience. Contributions of different cultures to our lives. Valuing difference Recognising the benefits of listening to a range of different perspectives and viewpoints.</p>	<p>Diversity of cultures and societies within and beyond own experience. Contributions of different cultures to our lives. Nature of prejudice, racism, and sexism ways to combat these. Valuing difference Recognising the benefits of listening to a range of different perspectives and viewpoints.</p>			
<p>Summer 1 Active planet</p>	<p>Once upon a time What do you see?</p>	<p>Plants and Flowers How can we look after where we live?</p>	<p>Why does weather change?</p>	<p>Does it snow in Africa?</p>	<p>Are forests all the same?</p>	<p>What are the vital roles of rivers?</p>	<p>Why do people live near volcanoes?</p>	<p>Why is the aquatic biome important to Cornwall?</p>
<p>Encourage pupils to talk about what they see: the woods. Maps and directions Encourage pupils to talk about what they see: beach</p>		<p>Knowing about and caring for the environment – recognising some environments are different from the ones in which they live. My Town- Camborne- visit to library and Richard Trevithick statue. Draw information from simple maps. Draw a simple map of a coastal area and an urban area (London) Identify human and physical features, similarities, and differences. My Town- Camborne - visit to our nearest beach (Portreath)</p>	<p>This topic builds on knowledge of the equator and looks at weather around the world - this prepares pupils for more depth of knowledge when studying climate zones in KS2. (Continent level) Pupils learn about the seasons and the impact on humans and animals. Pupils describe and compare the seasons using geographical language.</p>	<p>Having explored a comparison of two contrasting cities and two contrasting countries, pupils now compare a non-European country: Egypt. Using maps, globes, aerial photos and Dollar Street, pupils compare the physical and human features such as trade, natural resources, settlement, land use, tourism, weather and climate and culture. Pupils will look at what the weather is like throughout the year and what the effects of this.</p>	<p>Using maps, globe, atlas and digital mapping, pupils will identify features and of a forest biome and where they are located around the world with a focus on N/S America: Amazon, Tongass, Sequoia, Redwood. Pupils will learn how forests are used as a resource (recreation) and human impact. Pupils will compare a forest biome with a local forest and describe how the land has changed.</p>	<p>Building on previous topics pupils learn about the water cycle and deepen their knowledge of their local rivers, UK rivers, European rivers, N and S America rivers (Amazon) Pupils learn the features of a river; the journey of a river; flooding rivers; importance of water as a resource for life and the impact of rivers on settlements.</p>	<p>Pupils build on their understanding of the formation of mountains and polar climates and learn how volcanoes and earthquakes occur with a focus on Iceland, Northern Europe (Nordic Countries) Pupils learn about the impact of natural disasters and how people have adapted to live near volcanoes. Research how different companies, organisations and charities respond to disasters.</p>	<p>Pupils explore the main types of settlement ranges of businesses/industries in their county: Cornwall and consider reasons for this. Pupils consider how trade in Cornwall has changed over time and the reasons for this. Pupils explore Cornwall's natural resources and land use; the stability tourism within Cornwall and the impact of weather and climate change. Pupils consider other sustainable, developing industries within the county and what that means for them: socially, economically, and environmentally.</p>
<p>Global Citizenship KU: Social justice and equity Human rights Values and attitudes: Commitment to social justice and equity</p>		<p>What fairness means Examples of what it can mean to be rich or poor in local and other contexts. Rights in class and school. The need to respect the rights of others. basic human rights and how some people have them denied. Willingness to stand up and speak for others. Fairness in dealing with others.</p>		<p>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels. UN convention on the rights of the child. Reasons why some people have their rights denied. Offence at unfair treatment of others locally and globally. Sense of justice. Growing interest in world events and global issues.</p>		<p>How fairness may not always mean equal treatment. Some causes and effects of poverty and inequality (including gender inequalities) at local, national, and global levels. UN convention on the rights of the child. Reasons why some people have their rights denied. Those responsible for rights being met (e.g., teachers, local and national government). Offence at unfair treatment of others locally and globally. Sense of justice. Growing interest in world events and global issues</p>		
<p>Implementation Curriculum Design: Our units of learning are structured using halftermly whole school themes, with a geography or history focus. Geography units develop the concepts of place, space and scale. Where possible they provide the geographical context for the following history topic. In history, the periods studied enable pupils to make connections in local and world history by developing the key concepts of: chronology, evidence, significance, change and interpretation. Our Medium-Term Plans (MTP) are supported by 'small steps in progression' documents- ensuring a progression in both concepts, content and skills. Lesson Design Using the the Rosenshine Principles of Instructions pupils will be encouraged to 'think like a geographer or historian.' With the support of Geographical and Historical Association documents, teachers plan for: enquiry-based learning using explicit instruction, modelled examples; use of metacognitive talk using subject specific vocabulary and provide guided and independent practice opportunities. Pupils will be challenged to consider the danger of a 'single story' by identifying facts and opinions, identifying bias, evaluating evidence, developing empathy, challenging a charity mentality and starting with stories about us and mutual respect and values.</p>								

IMPACT

As the Geography curriculum is defined and sequenced with attention to the types of knowledge - our assessment design is precise. Our assessment identifies the specific knowledge students have learnt and can apply, it pinpoints misconceptions and is incremental. We identify how far each aspect of the curriculum has been mastered. The evidence of impact is subject specific and ranges from written outcomes, pupils' articulation of learning, visual presentations, drama, music or dance.

Assessment for learning- (daily; in class)

- *Using consistent feedback and marking strategies- against success criteria (See Marking and Feedback Policy)*
- *Targeted questioning*
- *Pupil self-assessment and peer-assessment- against success criteria*
- *Low stakes testing – 'Rapid Recall'*

Formative Assessment

- *Teachers assess prior sequential learning at the beginning of every unit and then again at the end.*
- *Knowledge, skills, and concepts of foundation subjects are assessed through the answering of Fertile questions.*
- *Learning in Geography is evidenced in are learning conversations (adult/child, child/child, etc)*
- *Learning in Geography is evidenced in targeted questioning and response.*
- *Rapid Recall (low stakes testing) shows evidence of what substantive knowledge has been retained.*
- *Moderation and assessment of exemplar work of a range of stages shows evidence of end points being met.*