

Geography

'It is he who sits above the circle of the earth, and its inhabitants are like grasshoppers; who stretches out the heavens like a curtain, and spreads them like a tent to dwell in' Isaiah 40:22

Our aim at St Meriadoc CE Infant Academy is to ensure that all children are inspired to be curious and fascinated about our world and our people. We believe that geography should be about understanding our world by: comparing locations, investigating, researching different sources, writing and talking about places and asking and answering questions. Geography lessons are planned into our engaging and exciting topics with a focus on knowledge, understanding and skills. We use the outdoor environment to teach the children the fundamental skills that they will use within their lives, for example, map reading, using compasses and using observational skills to study their local environment. In geography lessons children will make use of the resources around them and they will become confident in using maps, atlases and globes to identify different places around the world. Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond (see progression map).

The Geography Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Geography including following the school's robust system for monitoring and assessing Foundation subjects for Geography.

Our children are supported through our five chosen rights from the United Nations Convention on the Rights of the Child and our core Christian Values, all embodied through our vision of **Let Your Light Shine** and our mission statement:

'With God's love, our Christian values and our broad and aspirational curriculum we:

Shine our light on ourselves

Shine our light on others

Shine our light on our community and the wider world.'

Rights and Respect

At St Meriadoc CE Infant Academy, we are proud to teach and promote children's rights. We learn about our five chosen rights from the United Nations Convention on the Rights of the Child:

A12: Right to a voice	A15: Right to a faith	A28: Right to an education	A29: Right to be the best you can be	A31: Right to relax and play
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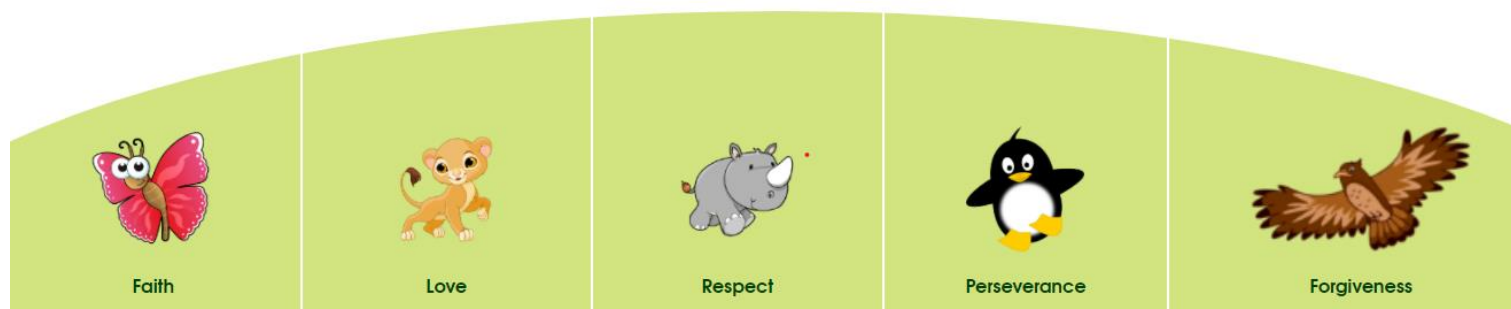
Our School Council: Rights Ambassadors support that all children receive their rights across all areas of school life.

In addition to our five school rights, we reference other rights from the convention where appropriate and purposeful links can be made to support learning. Such as in geography when teaching about the environment we emphasise Article 24 – right to live in a clean environment.

As with all areas of the curriculum, when planning, we also use our School Ethos document to weave Rights, British Values and RSHE teaching to ensure a holistic approach, rather than these areas being taught as 'add ons'.

Christian Values

Our whole school ethos is underpinned by our core Christian Values of Faith, Love, Respect, Perseverance and Forgiveness. In geography, we further explore these values such as exploring the value to respect our environment and forgive those that may not have made the right choices to look after our world.



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Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress)
<p>Our aim for the geography curriculum is to ensure that all children are inspired to be curious and fascinated about the world and its people.</p> <ul style="list-style-type: none"> • Our children will be given the knowledge they need to learn about diverse places, people, resources and the environment. • Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond. • Our children will be equipped with the vocabulary that they need to become geographers and ask questions about our world. • Our curriculum is designed to develop knowledge, understanding and skills that are progressive from EYFS to Year 2. • Our children will use the outdoor environment to develop their geographical skills and fieldwork. 	<p>To ensure that high quality geography is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2.</p> <ul style="list-style-type: none"> • Geography lessons are planned through termly topics with a focus on knowledge, understanding and skills. • Geography lessons have a strong focus on vocabulary which ensures that all children can talk about geography using the appropriate language. The use of vocabulary is progressive from EYFS to Year 2. • The subject leaders work closely alongside teachers to ensure that knowledge, understanding and skills within geography lessons are progressive through the school. • Children will use resources to support their learning, for example, atlases, non-fiction books, maps, • Our robust foundation subject monitoring system, which includes planning scrutiny, book looks, subject data analysis, subject coverage checks, lesson observations and pupil conferencing, will enable the curriculum leaders to check coverage and progression. 	<p>At the beginning of each topic children discuss and record what they would like to find out about their topic. At the end of the topic this is reviewed, and the children reflect on the progress they have made.</p> <ul style="list-style-type: none"> • Children will be able to talk about geography and use geographical language to discuss what they have learnt. • Topic books will show progress in knowledge and skills from the beginning of a topic to the end. • Children will feel inspired and curious about geography and want to find out more about their world. • Children will be aware of geography in their local area, and they will be able to understand how it has been shaped around them. • Children's progress is tracked using our foundation assessment grids, using the skills progression assessment records too. Any areas of development will have been identified.

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Geography - Skills and knowledge components: Progression document building from previous year's learning

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge		<p>Know the world has continents and oceans.</p> <p>Name, locate and identify characteristics of the 4 countries of the UK.</p>	<p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas.</p>	<p>Locate on a map- Human and physical characteristics of the UK.</p> <p>Name and locate counties and cities of the UK.</p>	<p>Locate on a map- Human and physical characteristics of Europe (including Russia).</p> <p>Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers).</p>	<p>Locate on a map- Human and physical characteristics of countries around the world and major cities, including North and South America.</p>	<p>Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer (inc. Northern and Southern hemispheres) or Arctic and Antarctic Circles or Time zones.</p>
Place Knowledge	<p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Explain some similarities and differences between life in this country and</p>	<p>Know the similarities and differences of one small area of the UK.</p>	<p>Compare features from one small area of the UK to geographical features of 1 chosen country.</p>	<p>Study geographical similarities and differences between regions in the UK.</p>	<p>Study geographical similarities and differences between countries in Europe.</p>	<p>Study geographical similarities and differences between countries around the world, including North and South America.</p>	<p>Study environments and compare similarities and differences in a range of some features stated above.</p>

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	life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.						
Human and Physical Geography	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village).	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Know hot and cold areas in relation to the equator and the North and South Poles.</p>	<p>Know different types of settlement.</p> <p>Know where food comes from (trade routes).</p>	Study rivers, mountains, volcanoes, earthquakes and natural disasters.	<p>Know where energy comes from.</p> <p>Know about the water cycle and natural resources (where they come from).</p>	<p>Know meaning of Biomes and vegetation belts.</p> <p>Know about climate change.</p> <p>Know about plate tectonics.</p>

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<p>Geographical Skills and Fieldwork</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Use directional language (left or right, near or far) to describe the features on a map.</p> <p>Use simple fieldwork and observational skills to study geography of the school grounds and the key human and physical features of it's surrounding environment.</p>	<p>Use simple compass directions to describe the features on a map.</p> <p>Use maps, atlases and globes to identify the UK and its countries and selected other countries.</p> <p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.</p> <p>Construct basic maps using symbols in a key.</p>	<p>Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK.</p> <p>Use four points of a compass.</p> <p>Use aerial photographs.</p> <p>Use fieldwork to support studies.</p>	<p>Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe.</p> <p>Use symbols and keys (including OS maps).</p> <p>Use fieldwork to support studies.</p>	<p>Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of countries, including North and South America.</p> <p>Use the eight points of a compass.</p> <p>Use fieldwork to support studies.</p>	<p>Use six figure grid references.</p> <p>Use fieldwork to support studies.</p>
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Foundation Stage – Nursery and Reception - some of the wonderful things we do in Geography (UtW) at St Meriadoc CE Infant Academy

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More detail can be found in the EYFS Intent, Implementation and Impact document.

- Investigate the colours of nature around our environment. Throughout the year children will learn about the four seasons and how to begin to associate seasonal colours with the time of year.
- Visit the park termly and record the changes in the environment through creating a season's snapshot photograph – the class photographed in the place and observe the changes.
- Take part in an autumn park walk - collect colours from the natural world to create their own naturally coloured hat (double-sided tape collect and harvest).
- Use Julia Donaldson stories through continuous provision to explore our natural world and that of other countries (Stickman, Monkey Puzzle, Snail and the Whale, Lost And Found, Handa's Surprise).
- Introduce creatures that live in a familiar environment – minibeasts.
- Children will go on a "marvellous mystery tour" on a train and observe natural features of the locality.
- Children will learn about being eco-friendly on the beach and will use 2SimpleCity to sort materials for recycling.
- A Beach Guardian workshop will support learning about keeping our beaches clean.
- Children will develop their own map of their journey to school, exploring their immediate locality, and complete their own directional map of the classroom.
- Children will take part in an orienteering activity, matching mystery photo locations within the school grounds.
- Children will learn about special features of Cornwall such as beaches, mines.
- Following the development of knowledge of our local environment, children will become more aware of the wider world and have a taster of different geographical locations and environments, such as the jungle, polar region, outer space, under the sea, other countries.

Reception - Yearly Overview –Skills and knowledge components: Progression document coverage

	<u>Autumn – Colours of Me</u>	<u>Spring – Once Upon a Time</u>	<u>Summer – Marvellous Mystery Tour</u>
Understanding the World	<p>Geography Focus: Seasonal changes and features and colours in the local environment.</p> <p>Skills Components:</p> <ul style="list-style-type: none"> Identifies features on a simple map (trees, house, river, mountain). Can explain features of other homes. Knows that different countries have different homes. Can identify similarities and differences between homes in our country. Can identify similarities and differences between homes in other countries. Can articulate what daily life is like in our country. Explains how life may be different for other children. Makes comparisons between life for children in different countries. Talk about local environments (their road, the park, library). Use pictures to compare and contrast environments around the world. 	<p>Geography Focus: Compare and contrast environments of other countries through stories.</p> <p>Skills Components:</p> <ul style="list-style-type: none"> Identifies features on a simple map (trees, house, river, mountain). Can use maps to locate objects in 'real life'. Use pictures to compare and contrast environments around the world. 	<p>Geography focus: Making and using maps and describing the features of contrasting localities.</p> <p>Skills Components:</p> <ul style="list-style-type: none"> Can briefly explain the difference between human and physical features. Knows that we live in Camborne, which is in Cornwall. Cornwall is in England. Knows that there are different countries in the world. Begin to be aware that 4 countries make up the UK and can name at least 1 other country. Begin to name the countries of the UK and at least 2 other countries. Recognise some environments that are different to the one in which they live. Talk about local environments (their road, the park, library).

Year 1 – some of the wonderful things we do in Geography at St Meriadoc CE Infant Academy

- Discover about the role of explorers such as Scott of the Antarctic.
- Explore our world – Ann Bancroft (polar explorer).
- Use atlases, globes, online maps and satellite imagery.
- Learn about the continents of the world and be exposed to the names of oceans.
- Explore our local woodland and compare seasonal changes.
- Investigate animals living in the woodland
- Learn how the natural world supports life through scavenging, planting and growing
- Investigate what others are already doing to look after our planet and how we can help – David Attenborough.
- Learn how to look after our beaches and oceans – Eco- Beach warriors and plastic in the oceans with a visit to the beach.
- Learn about how a coastal town differs from towns, cities and villages.

Year 1 - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

Autumn – Heroes and Explorers	Spring – Into the Woods	Summer – Castles and Coasts
<p>Geography focus: Hot and cold areas & map making.</p> <p>NC objectives: Enquiry and Investigation he/she can collect information about his/her local environment e.g. Using tally charts. Map Making he/she can draw around objects to make a plan. Human and Physical Geography he/she can identify hot and cold areas of the</p>	<p>Geography focus: Study features of a different locality, the wood.</p> <p>NC objectives: Human and Physical Geography he/she can identify seasonal and daily weather patterns in the UK. Enquiry and Investigation he/she can ask questions about places studied at KS1.</p>	<p>Geography Focus: Identify natural and human features of a coastal locality and compare to our town and use the related vocabulary. Use maps to study the UK.</p> <p>NC objectives: Enquiry and Investigation he/she can ask questions about places studied at KS1. Human and Physical Geography he/she can use basic geographical vocabulary identify and describe key human features e.g. city, town,</p>

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<p>world in relation to the Equator and North and South Poles. Enquiry and Investigation he/she can ask questions about places studied at KS1. Following directions and maps he/she can follow directions: up, down, left, right, forwards and backwards.</p>		<p>village, factory, farm, house, office, port, harbour and shop. Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.</p>
<p>Skills Components: Know the world has continents and oceans. Use directional language (left or right, near or far).</p>	<p>Skills Components: Use simple fieldwork and observational skills to study geography of the school grounds and/or a locality.</p>	<p>Skills Components: Name, locate and identify characteristics of the 4 countries of the UK. Know the similarities and differences from one small area of the UK. Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village). Use simple fieldwork and observational skills to study geography of the school grounds and/or a locality.</p>

Year 2 – some of the wonderful things we do in Geography at St Meriadoc CE Infant Academy

- We will be looking at and exploring the Amazon Rainforest.
- Children will create an Amazon themed classroom to launch their topic.
- They will label their environment to demonstrate their understanding of the layers of the rainforest.
- Children will revisit the continents of the world (introduced in Y1) and learn about the Oceans of the world.
- Children will identify where the rainforests are on a map and be able to state which continent they are in, understand rationale of the equator and name the surrounding oceans.

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- We will compare climate and plants and animals found in the jungle with our local environment. We shall be looking at how we can make a positive contribution to our local environment and how we can help save the rainforests.
- The children will continue to develop their gardening skills and harvest their own plants and vegetables and compare with traditional food grown in South America and investigate the growing of crops sensitivity to climate. The children will learn about the impact that humans have had on the local environment and how we can be prepared to deal with living outdoors.
- **Visit a local coastal town**

Year 2 - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

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Autumn – Cornwall My home	Spring – London's Burning	Summer – Down in the Jungle
<p>Geography Focus: Map skills. Study geographical features of a local beach area. Hot and cold areas of the world.</p> <p>NC objectives:</p> <p>Can use information books to compare the similarities and differences between places studied at KS1.</p> <p>Can follow directions on a map: North, South, East, West.</p> <ul style="list-style-type: none"> - Use a simple plan to follow a route. -Can draw a route showing features. -Can draw maps of real life and imaginary places using a key. -Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and south poles <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>Geography Focus: Use maps to learn about the UK.</p> <p>NC objectives:</p> <p>Can use information books to compare the similarities and differences between places studied at KS1.</p> <ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas 	<p>Geography Focus: Compare features of a different country to the UK.</p> <p>NC objectives:</p> <p>Can use information books to compare the similarities and differences between places studied at KS1.</p> <ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans using globes, maps and atlases. -Can explain geographical similarities and differences between an area of the UK and a non-European country.

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<p>-Key human features including: city, town, village, factory, farm, house, office, port, harbour, shop</p>		
<p>Components: Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas. Identify seasonal and daily weather patterns in the UK. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Construct basic maps using symbols in a key.</p>	<p>Components: Use maps, atlases and globes to identify the UK and selected other countries. Construct basic maps using symbols in a key. I can name the capital cities of the UK</p>	<p>Components: Know the 5 oceans and know the seven continents. Compare features from one small area of the UK to geographical features of 1 chosen country.</p>

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