

Newlyn School Geography Curriculum		
INTENT What we intend to achieve through our curriculum	IMPLEMENTATION How we will deliver our curriculum	IMPACT How we will measure the effectiveness of our curriculum
<p>At Newlyn School, we believe that Geography should inspire in children a curiosity and fascination about the world, promoting the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We encourage the children to develop responsible attitudes and values and to think about how they themselves can influence change and become environmentally-aware, active citizens.</p> <p>We use the national curriculum scheme of work for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school.</p>	<p>We engage the children through geography topics, e.g. Natural Disasters, Rain Forests, Oceans and Seas. Through these, we want the children to understand the earth's key human and physical processes and know how the earth's features are shaped, interconnected and changed over time, progressively building their skills in map work, fieldwork and enquiry-based learning. The children will become increasingly aware of the geography of the local environment and of significant human and physical features in the wider world as well as current geographical issues and dilemmas.</p> <p>Provision for geography activities is part of the overall topic planning completed for each class on a termly basis, with one termly topic having geography as the main focus. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.</p> <p>It may be taught through topic work, discretely or as part of an English lesson, where a literacy skill is being taught using geographical content. Skills and knowledge covered will be recorded in teachers' geography planning.</p>	<p>The impact is to ensure that children at Newlyn School are equipped with geographical skills and knowledge to help them understand their place in the world. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. They also develop responsible attitudes and values, shown by responses to the news and, in particular, issues affecting the environment.</p> <p>The assessment of children's work is on-going during lessons to ensure that the understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the school's Marking Policy will guide marking work. At two points throughout the academic year (after the main geography topic and at the end of the academic year), all teachers assess the level at which the children in their class are working, using the Newlyn Assessment Grid and a quiz. This information is then passed on to the children's subsequent teachers to ensure effective progression and a copy of this information is also given to the subject leaders for their records.</p>

Foundation	Understanding the world: The World		
Topic	Water cycle seasons		
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
30-50 months	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> •Can talk about some of the things they have observed such as plants, animals, natural and found objects 	<ul style="list-style-type: none"> •Use parents' knowledge to extend children's experiences of the world. •Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. •Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. 	<p>Use the local area for exploring both the built and the natural environment.</p> <ul style="list-style-type: none"> •Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.

	<ul style="list-style-type: none"> • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> • Introduce vocabulary to enable children to talk about their observations and to ask questions. 	<ul style="list-style-type: none"> • Provide play maps and small world equipment for children to create their own environments. • Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.
40-60 months	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. • Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?". 	<ul style="list-style-type: none"> • Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing. • Provide stories that help children to make sense of different environments. • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors
Early Learning goal	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		
Foundation	<p>Understanding the world: People and communities</p>		
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
30-50 months	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> • Encourage children to talk about their own home and community life, and to find out about other children's experiences. • Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. • Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting 	<ul style="list-style-type: none"> • Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. • Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.
40-60 months	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> • Encourage children to share their feelings and talk about why they respond to experiences in particular ways. • Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. • Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. 	<ul style="list-style-type: none"> • Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. • Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented,

		<ul style="list-style-type: none"> •Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. 	<ul style="list-style-type: none"> •Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. •Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. •Provide role-play areas with a variety of resources reflecting diversity. •Make a display with the children, showing all the people who make up the community of the setting. •Share stories that reflect the diversity of children's experiences. • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.
Early Learning goal	<p style="text-align: center;">Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		

	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Field work
<p>Year 1 (Our Local Area)</p> <p>No continent focus</p>	<p>Use maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. [England, Scotland, Wales, Northern Ireland] [The English Channel, The North Sea, The Irish Sea, The Atlantic Ocean]</p> <p>Understand how some places are linked to other places e.g. roads, trains (Penzance and Newlyn).</p>	<p>Name, describe and compare familiar places (Penzance and Newlyn). Link their homes with other places in their local community eg features they would see when they walk to school such as shops, harbour, church. Know about some present changes that are happening in the local environment e.g. at school, Penzance Suggest ideas for improving the school environment – draw pictures. Recognise why things happen- why the road is busy in the morning using Barnaby Bear/class bear).</p>	<p>Identify and make observations about seasonal and daily weather patterns in the United Kingdom. Describe seasonal weather changes. (connects to Year 1 Science)</p> <p>Recognise and use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> key physical features, including: forest, hill, mountain, soil, valley, vegetation,. <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office. 	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</p> <p>Ask and respond to simple geographical questions, using straightforward terms e.g. What is it like to live in this place?.</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc. Use simple directional vocabulary Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. Make simple maps and plans e.g. pictorial place in a story</p>
<p>Year 2</p> <p>Explorers Hot and cold countries Continent Focus – Africa and Antartica</p>	<p>Use maps, atlases and globes to name and locate the world's seven continents and five oceans. Locate capital city of England.</p> <p>[Europe, North America, South America, Asia, Africa, Australia, Antarctica] [Atlantic, Pacific, Indian, Artic, Southern]</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Penwith- Penzance, Newlyn and St Ives) and of a small area in a contrasting non-European country (KENYA)</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Greenland, Antarctica, Kenya)</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, climate <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Use aerial photographs to recognise and label places and features on a plan</p> <p>recognise landmarks and basic human and physical features;</p> <p>Make observations and record as a simple route map devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p> <p>Ask and respond to geographical questions on the basis of their own observations Express views about other environments and people Communicate in different ways : labelled diagrams, pictures, writing, speech</p>