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
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. 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.	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. 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. 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.	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. 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.

Year 3 and Year 4	**Locational knowledge**	**Place knowledge**	**Human and Physical Geography**
	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America and Asia. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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).	▪ A region of the United Kingdom Non local. ▪ A region in a European country. ▪ A region within South America (Brazil and the Amazon Rain Forest).	▪ Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. – **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

	Skills				
	Mapping	**Fieldwork**	**Enquiry and Investigation**	**Communication**	**Use of ICT / technology**
	▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope.	▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos.	▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences.	▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.	▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites.

	▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances ▪ Relate measurement on large scale maps to measurements outside.				
Year 3 Continent focus: Europe /Scandinavia	Locate the main countries of Europe inc. Russia. **(France, Italy, Russia focus)** Identify capital cities of Europe Name and locate the counties and cities of the UK	Compare a region of the UK with a region in Europe (**Scandinavia),** eg. local hilly area with a flat one or under sea level. Recognise there are similarities and differences between places Develop an awareness of how places relate each other	Describe and understand key aspects of human geography - Understand the effect of landscape features on the development of a locality Describe how people have been affected by changes in the environment. Explain about key natural resources e.g. water in the locality	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, diagrams and digital technologies	
Year 4 Autumn-volcanoes and earthquakes Summer-Rainforests Continent focus: South America And Asia	Use maps, atlases and globes to name and locate the world's seven continents and five oceans. **[RECAP Europe, North America, South America, Asia, Africa, Australia, Antarctica]** **[Atlantic, Pacific, Indian, Artic, Southern]**	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Non local UK area), and a region within South America (Rain Forests). Eg. Link to Fairtrade of bananas Understand some of the reasons for similarities and differences.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes and the water cycle. (link to work on Rainforest) (looking at plate tectonics and the ring of fire)	Describe route and direction linking N/S/E/W linked with degrees on a compass. Link geographical words with topic/theme 2a (4) Select appropriate instruments 2b (4) Locate position in atlases including page and co-ordinates, 4 figure grid references 2c (4 Use a range secondary sources of information 2d (4) Ask what, where, why, how? Questions 1a (4) Complete a chart e.g. buildings in a street 1b (4) Analyse evidence and draw conclusions offering reasons for the way things are 1c (4) Recognise how decisions about environments affect the quality	

	Northern and Southern hemisphere, the tropics of Cancer and Capricorn			of people's lives 5a (4) Find out how people try to sustain their environments 5b (4) Use OS maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four figure grid references (OS maps). Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch more accurate maps with keys, plans and graphs, and digital technologies.

	Locational knowledge	**Place knowledge**	**Human and Physical Geography**
	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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).	▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America.	▪ Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. – **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

	Skills				
	Mapping	**Fieldwork**	**Enquiry and Investigation**	**Communication**	**Use of ICT / technology**
	▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.	▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features	▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in	▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.	▪ Use appropriate search facilities when locating places on digital/online maps and websites.

	▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans.	using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs.	the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places.	▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.	▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.
Year 5 Incredible Journeys	Name and locate counties, cities of the UK/British Isles, geographical regions and their identifying human and physical characteristics, key topographical features including	Understand geographical similarities and differences through the study of human and physical geography of a region of	Describe and understand key aspects of: Physical geography - rivers/coasts	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	

Continent focus: Oceania	coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. **[England, Scotland, Wales, Ireland, Northern Ireland, London, Cardiff, Edinburgh, Dublin, Belfast]** Linking with local History (Victorians and railways), map how land use has changed in local area over time. Artic and Antartic Circle and the Greenwich Meridian. Linking with science, time zones, night and day Locate the main countries in Australasia/Oceania. Locate and name principal cities.	the United Kingdom (South West) and a region within Oceania.		Use the eight points of a compass, four-six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Year 6 Continent focus: Local Area, UK, Europe and North America	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify the position and significance of latitude/longitude.	Compare a region in UK (Cornwall) with a region in mainland Europe (Poland) and in N. America/Canada with significant differences and similarities. Understand some of the reasons for similarities and differences – link to mining and martin Luther King.	Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). Distribution of natural resources focussing on energy (link with tin mining past History?)	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use 4 and 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. use maps, charts etc. to support decision making about the location of places e.g. new bypass