



Bugle Primary School –Geography Curriculum

Year Group	Autumn term	Spring term	Summer term
EYFS	<u>Understanding the World</u> <u>Children will be learning to:</u> - Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. <u>Children will experience:</u> - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Familiarise children with the name of the road, and or village, town or city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. - Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. - Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. - Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. - Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. <u>Fieldwork opportunities:</u> - Exploring Bugle and our school environment. Draw simple maps. What is in our local area? 		



Continents and oceans - Where in the world?

Core knowledge

- I can name and locate the oceans of the world.
- I can name and locate the continents of the world.
- I can name and locate countries of the UK.

Lessons should cover:

- Shape of the Earth
- Name and locate the continents.
- Name and locate the oceans.
- Modes of land, air, and maritime transport.
- Trade links.
- 4 main countries and locations of the UK.

National Curriculum links:

Name and locate the world's seven continents and five oceans.

Geographical skills and fieldwork:

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, **continents and oceans** studied at this key stage.

Four points of a compass.

Comparing coasts - How are the North coast of Cornwall and Australia similar and different?



Core knowledge

- I can name key physical features of the UK and Australia.
- I can name key human features of the UK and Australia.
- I can find the UK and Australia on a map.

Lessons should cover:

- Comparative study of a small area of the UK and a small area in a non-European country
- Physical and human e.g. the coast of North Cornwall and Australia
- Location of Cornwall and a location in Australia – continents and surrounding seas.
- Comparing physical geography.
- Comparing human geography and culture.

Fieldwork - Looking at the coast of North Cornwall, map work, Tintagel - compare to Australia.

Draw simple maps – basic symbols in a key, 4 compass points – following routes

National curriculum links:

Understand geographical similarities and differences through studying the human and physical geography of a **small area of the United Kingdom, and of a small area in a contrasting non-European country.**

use basic geographical vocabulary to refer to: Key physical features, including: **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.**

Key human features, including: **city, town, village, factory, farm, house, office, port, harbour and shop**

Geographical skills and fieldwork:

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 Geography – key stages 1 and 2 3.

Use **aerial photographs and plan perspectives** to recognise landmarks and basic human and physical features; **devise a simple map**; and use and construct **basic symbols in a key.**

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.



Hot and cold places - What kinds of climate are there?

Core knowledge

- I can find the Equator, the Arctic Circle and the Antarctic Circle on a map.
- I know that the further away I go from the Equator, the colder it gets.
- I know the weather changes as the seasons change.

Lessons should cover:

- Climate – Is it the same all over the world?
- Antarctica
- A place near or on the Equator (e.g. Kenya)
- A place North of the Arctic Circle (e.g. Lapland)
- Compare Arctic and Antarctic – countries, features flora and fauna
- North and South Poles – where are they? How are they different?

National Curriculum links:

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Geographical skills and fieldwork:

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Four points of a compass.

The UK - What makes the United Kingdom unique?



Core knowledge

- I can name and locate the countries of the United Kingdom.
- I can name and locate the surrounding seas of the United Kingdom.
- I know the capital cities of the countries within the UK.

Lessons should cover:

- United Kingdom, the four countries, capitals and flags Union flag and country flags
- Surrounding seas
- Human and physical features
- Similarities and differences within and between countries.
- Which region of the UK do I live in? What continent is it on?
- Which countries are closest to the UK?
- Locating Bugle, St Austell and the local area using a range of maps including digital mapping.
- Aerial photos to recognise landmarks and basic human and physical features including clay areas.

Fieldwork - Draw simple maps – basic symbols in a key, 4 compass points – following routes – school grounds and out in the local village – houses, shops parks etc ...

National Curriculum links:

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork:

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Four points of a compass.



Mighty mountains - Where are the nearest mountains to us and what are they like?

Core knowledge

- I can name and locate key mountain ranges on a map e.g. Himalayas, Andes, Rockies, Alps.
- I know that mountains are formed by movement of tectonic plates.
- I know that Mount Everest is the tallest mountain in the world.
- I know the UK has mountain ranges including the Brecon Beacons
- I know the highest point in England is Scafell Pike. The highest point in Scotland is Ben Nevis and the highest point in Wales is Snowdonia.

Lessons should cover:

- Formation of mountains
- Brecon Beacons and Black Mountains
- Other mountain ranges in the UK (Cairngorms and Ben Nevis)
- Compare with other mountain ranges of note – Himalayas, Andes, Alps
- Work and play in the mountains – mountain rescue

National Curriculum links:

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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.

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 within North or South America.

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.

Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-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.

Raging of rivers - How do rivers change as they flow to the sea?

Core knowledge

- I know the stages of a river are the source, the mouth, upper course, middle course and lower course.
- I know key features of a river e.g. meander, tributary.
- I know how rivers form a part of the cycle and explain the stages of the water cycle.
- I can use maps to identify a river and key rivers of the world e.g. Nile, Mississippi, Yangtze, Mekong, Amazon and Thames.
- I can use maps to identify local rivers e.g. Fal, Camel, Fowey.



Lessons should cover:

- Rivers – Fal, Camel, Fowey
- River uses by humans
- Rivers on a map
- Stages of a river, river features, source to mouth, Erosion
- Water cycle
- River uses, leisure and trade links.

Fieldwork – journey of a river

What activities can we see people doing on the river? 8 points of a compass – map symbols – OS maps – collecting data – Does a river flow faster at its wider or narrower point? How does a river change as it flows towards the sea? (Pentewan)

National Curriculum links:

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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.

Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-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 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



Volcanoes and earthquakes - How much of a threat do earthquakes and volcanoes pose to humans?

Core knowledge

- I know the Earth is made up of the inner core, outer core, the mantle and the crust
- I know that the Earth's crust is made up of tectonic plates that are always moving.
- I know the more seismically active parts of the world.
- I know that the movement of tectonic plates can lead to the creation of earthquakes, tsunamis and volcanoes.
- I know the features of a volcano e.g. crater, lava tubes, magma chamber, vents and the different types of a volcano e.g. shield, composite cone and cinder cone.

Lessons should cover:

- Structure of the Earth
- Locating tectonic plates – Pacific ring of fire
- Understanding how tectonic plates move
- Locating volcanoes and Earthquakes on a map
- Impacts of volcanoes and earthquakes
- Case study – earthquake – e.g. Christchurch
- Case study volcano – e.g. Vesuvius
- Tsunamis

National curriculum links:

locate **the world's countries**, using maps to focus on Europe (including the location of Russia) and **North and South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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).

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.

Geographical skills and fieldwork:

Use maps, **atlases, globes and digital/computer mapping** to locate countries and describe features studied.

Use the **eight points of a compass, four and six-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.



Villages, towns and cities - What settlements would we encounter travelling on A391?

Core knowledge

- I know the different types of the settlement and the features of these.
- I know that some people prefer rural locations and can suggest reasons why.
- I know that I live in Bugle, which is a village, my local city is Truro and what makes a city a city.

Lessons should cover:

- Settlements – types of settlement – links to early settlements.
- City, town, village, hamlet, isolated dwelling, comparisons between
- Population size and service frequency (hospitals, schools, leisure facilities) **map symbols**
- Benefits and challenges – human impact

Changes over time – development, new housing estate, shopping complex, new towns.

Fieldwork – travel on the 391 - comparative study – OS map - 6-figure grid references, mapping, recording data, gathering people's views.

National curriculum links:

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**.

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.

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).

Geographical skills and fieldwork:

Use **maps, atlases, globes and digital/computer mapping** to locate countries and describe features studied.

Use the **eight points of a compass, four and six-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 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**.



Russia by rail - What surprises does Russia hold in store as we travel across it by train?

Core knowledge

- I know that Russia is the largest country in the world (twice as big as the second largest, 70 times bigger than the UK).
- I know that because of its size, there are lots of different biomes within Russia.
- I know that Russia is transcontinental (over two continents Asia and Europe).
- I know that Russia is in the top three exporters for oil (2) gas (1) and coal (3) which makes it a very important nation.
- I know the tallest mountain in Europe (Elbrus) Longest river is Europe (Volga) deepest freshwater lake (Lake Baikal).
- **Lessons should cover:**
- Locating Russia on a map and identifying that it is trans-continental (Europe/Asia)
- Scale of Russia
- Time zones, eastern and western hemisphere, longitude and latitude, Arctic Circle, time zones
- Moscow, Red Square and the Kremlin
- Trans-Siberian railway: Moscow to Vladivostok - trade links
- Steppes, Taiga forests, Siberian wilderness
- Lake Baikal – deepest freshwater lake
- Volga – Europe's longest river
- Siberia
- Touch upon the current situation – war with Ukraine

National curriculum links:

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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.

Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-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.

Is South West best? - What makes the South West an interesting place to live, work and play?



Core Knowledge

- I know the South West is an agricultural region with several large urban areas.
- I know that the vast majority of the population live near the coast which has led to a rapid urbanization of coastal areas, a change in population and an increase in tourism.
- I know that the South West has historically been reliant on traditional industries such as mining and fishing but is increasingly reliant on tourism.
- I know where Cornwall, Devon and Somerset are on a map and can locate the cities of Truro, Plymouth, Exeter, Bristol.
- I know that Cornwall has a unique history, language and identity which is separate to much of England.

Lessons should cover:

- Regions of the UK – counties. *Our region and other regions of the UK*
- Similarities and differences – compare with another region e.g. the Midlands
- Main human and physical features (Land use inc. agricultural, services, leisure and industrial).
- Trade links
- Natural resources (A30 - 0- windmills, solar energy, geothermal, tin, clay, fish)
- Cities
- Land use patterns – change over time and why.

Fieldwork – land use of the local area and changes over time e.g Eden or ports.

Maps – OS maps and key – 8 figure grid references. 8 points of a compass (South West).

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Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-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 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..

Comparing Coasts - Comparing Cornwall with North or South America**Core knowledge**

- I know the countries of North America and South America and the key regions of these continents.
- I know the difference between climate and weather.
- I know that latitude can affect climate.
- I know the location of the Prime Meridian.

Lessons should cover:

- Location - North America/ South America - Location of Truro Cornwall and Truro Nova Scotia
- Prime Meridian (East and Western Hemispheres)
- Climate: Latitude of both Truros and impact of Gulf stream on Truro Cornwall.
- Location, country, landscape and physical features, coastal erosion.
- Language, population, currency, culture, food, industry and exports, customs and traditions, tourism.
- Compare all elements above.

Fieldwork opportunity – coastal erosion in cornwall.

National Curriculum links:

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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.

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).

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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.

Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-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.

Modern Greece

Home or away? Would you rather live in the UK or modern-day Greece?

**Core knowledge**

- I know that there are lots of similarities and some differences between the UK and countries in Europe.
- I know that Greece is in South-East Europe, know Greece is part of the EU, and can locate it on a map.
- I know that both Cornwall and Greece are reliant of tourism.
- I know that the Capital city of Greece is Athens which has been a city for thousands of years.

Lessons should cover:

- Location, flag, capital city, mountains, islands, climate
- language, population, currency, culture, food, exports, customs and traditions, tourism
- Compare all elements above to the UK
- Comparing the UK to a region of Greece – Athens

National curriculum links:

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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.

Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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Amazing Amazon! - Why do we need to protect the Amazon Rainforest?

Core knowledge

- I know that rainforests are located near the equator, between the tropics and can identify the Tropics of Capricorn, Tropics of Cancer and the Equator.
- I can locate key rainforests of the world including the Amazon, The Congo, Madagascar.
- I know the features of a rainforest, layers, animals, natural resources.
- I know how the rainforest is at risk and things that the world can do to help protect the rainforest.

Lessons should cover:

- Locate the Tropics and rainforests across the globe – Equator, Tropics of Cancer and Capricorn, Northern and Southern Hemisphere
- Case study – Amazon rainforest – South America
- Water cycle – biomes – vegetation
- Rainforest structure e.g. canopy
- Biodiversity – endangered species
- Indigenous people
- Deforestation and extinction – sustainable solutions
- Touch upon fair trade

Fieldwork - Visit the Eden Project and sketch plants in the Rainforest biome. Visit the viewing platform and observe the layers of the rainforest from above. Collect data e.g. findings, temperature and humidity.

- Visit a temperate rainforest – Lushan valley. Sketch plants and collect data about evidence of wildlife, temperature and humidity.
- Write a comparison between tropical and temperate rainforests.

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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.

Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-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 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.

Extreme weather - How deadly can weather be?

Core knowledge

- I know the effects of extreme weather on a place and the people who live there.
- I know the features of extreme weather.
- I know what causes extreme weather.
- I understand the link between climate change and extreme weather.

Lessons should cover:

- Link to current UK and world events e.g.
- Flooding and drought
- e.g. Britain and Bangladesh
- Hurricanes and Tornadoes
- Thunderstorms and hail
- Monsoon seasons
- Antarctica – how Emperor penguins survive the Antarctic winter
- Human impact and adapting to these conditions
- Mapping the weather
- Climate change

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Geographical skills and fieldwork:

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