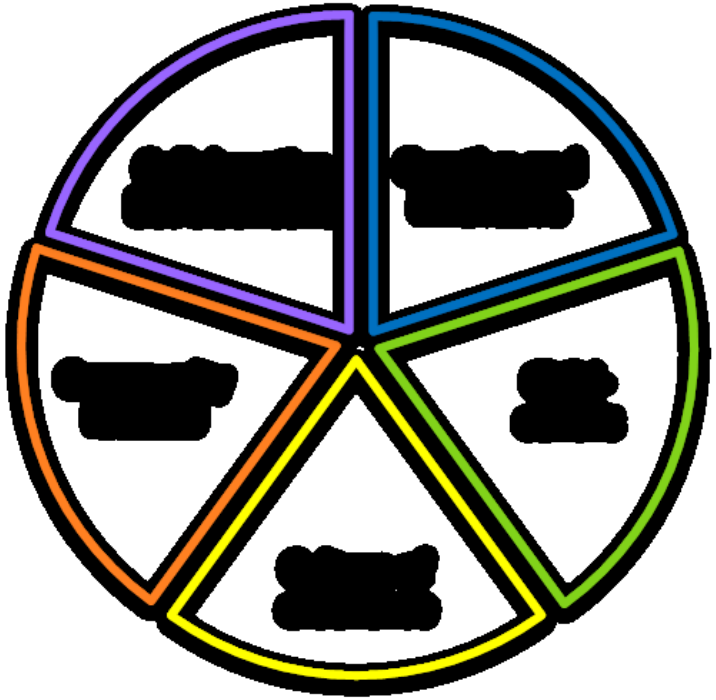
Geography

Our TRUST Curriculum Principles

A Kaleidoscope Schools curriculum has been designed to enable children to develop wide knowledge/ skills and become well rounded and confident individuals who are curious and want to learn. Schools design and develop their own curriculums but encapsulate the following which are linked to the Kaleidoscope 5C's.



Intent

At Crockerne we want to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want all pupils to receive a high-quality Geography education providing the foundations for understanding the natural and human aspects of the world. Through building up a body of knowledge and skills they will be encouraged to develop a sense of excitement and curiosity about Earth's key physical and human processes and recognise the importance of how humans have shaped the world. They will be encouraged to understand how geography can be used to answer their own questions about the world in which they live.

Implementation

Our Geography curriculum ensures all aspects of the National Curriculum is taught and we do so via themed modules, or as discrete learning. This enables pupils to study-in depth key geographical understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning.

Through teacher modelling and planning children are given the opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Where possible the curriculum is enriched with field trips and /or visitors.

Impact

We use the KMAT Milestones to help make a teacher assessment for each child at the end of the year, stating whether they are working Below, Towards, At or Above the expectations for their age. This is reported to parents in a written report.

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Geography National Curriculum Milestones (Trust Milestones)

Key Theme	EYFS	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5-Y6)
Locational Knowledge	Recognise familiar places (home, school, park). Begin to understand simple positional language (e.g., near, far).	Name and locate the 7 continents and 5 oceans. Identify the four countries of the UK and their capital cities. Locate the local area on a map.	Locate the worlds countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate UK counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns. Understand how some have changed over time.	Locate the worlds countries, using maps to focus on (recapping previous learning on Europe) 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)
Place Knowledge	Talk about places they have visited. Compare environments (e.g., beach vs. forest).	Compare a small area of the UK with a contrasting non-European country (e.g., UK village vs. Kenyan village) through human and physical Geography..	Study a region in a European country (Rome)	Study a region in North or South America (e.g., Amazon Basin). Understand how physical and human features influence life in different places.
Physical Geography	Observe weather and seasonal changes. Explore natural features like trees, hills, and rivers.	Identify basic physical features (beach, cliff, forest, mountain, river). Understand seasonal and daily weather patterns in the UK.	Study rivers, mountains, volcanoes, earthquakes Explore the water cycle and natural hazards.	Understand climate zones, biomes, and vegetation belts. Fossil fuels and renewable energy
Human Geography	Recognise buildings, roads, and transport. Talk about people's jobs and roles in the community.	Using basic Geographical vocabulary Identify human features (city, town, village, factory, farm, house, office, port, harbor, shop). And key Geographic features – (beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).	Study land use, settlements, and economic activity. Understand population and migration patterns.	Explore trade links and distribution of natural resources.

		Identify seasonal and daily weather patterns in the UK. Locate hot and cold areas of the world in relation to the Equator, North and South Poles. Understand how people live in different environments.		
Geographical Skills and Fieldwork	Explore the environment using senses. Use simple maps and drawings to represent places.	Use maps, globes, and atlases. Conduct simple fieldwork (e.g., weather charting, local walks). Use directional language (e.g., left, right, near, far) and simple compass directions (North, South, East and West) to describe locations, features and routes on a map. Use aerial photographs – plan perspectives, recognize landmarks and basic human and physical features – create a simple map with basic symbols and a key. Use simple fieldwork and observational skills to study our school, its grounds and the key human and physical features surrounding its environment.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use 8-point compass directions and 4-figure grid references. Interpret symbols and keys on maps. Conduct fieldwork using observation, measurement, and recording of human and physical features in the local area – present using sketch maps, plans, graphs and digital technologies.

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Crockerne Geography 2 Year Overview

	Autumn	Spring	Summer
EYFS Cycle 1 & 2	**Marvelous Me / Fabulous Festivals** The Natural World: Observations of where I live – local walks Changing Seasons	**Caring Communities / Terrific Tales** The Natural World: Changing Seasons Observations of where I live – local walks	**Wonderful World / Joyful Journeys** The Natural World: Changing Seasons Observations of where I live – local walks
Year 1 / 2 Cycle 1	Weather and Seasons Seasons: how does the weather change through the year? Name and locate the 7 continents, 5 oceans and hemispheres. Continents and oceans: what can we find out about the world? Identify hot and cold areas in the world in relation to the north and south poles Cold places: what is it like at the North and South Poles?	Weather and Seasons Seasons: how does the weather change through the year? Compass Directions and locational language and features – routes on a map Name and locate the countries of the UK, capital cities and surrounding seas The UK: what kind of place is it?	Weather and Seasons Seasons: how does the weather change through the year? Compass directions to investigate UK geography Use geographical vocabulary to refer to physical features
Year 1/2 Cycle 2	**What Makes Your Light Shine?** Weather and Seasons Seasons: how does the weather change through the year? Use geographical vocabulary to refer to physical features Identify different human settlements – eg, London Compass Directions and locational language and features – routes on a map Local area: how do we read maps and plan routes?	**Are We Ship Shape and Bristol Fashion?** Weather and Seasons Seasons: how does the weather change through the year? Use geographical vocabulary to refer to physical features Compass Directions and locational language and features – routes on a map	**Where in the World Are….?** Weather and Seasons Seasons: how does the weather change through the year? Use geographical vocabulary to refer to physical features Understand similarities and differences in physical and human geographical features of an area in the UK (Pill) and an area in a non-European country (Kenya) Local area: why is (our place) special? Local area: where do we go to school? Local area: where do we live? Identify hot and cold areas in the world in relation to the north and south poles Hot places: where are they and what are they like?

Year 3 / 4 Cycle 1	**What Makes the World Angry?** Volcanoes and earthquakes Mountains and volcanoes: what, where and why? Earthquakes: how do they change the world? Similarities and differences between a place in the UK (Pill) and a region in a European country (Rome) Europe: what is it like to live in northern Italy? Europe: how diverse are its landscapes and places?	**How Do We See Things?** World mapping	**Egypt and Rivers** Rivers and field measurements Rivers: what's special about them? https://www.thenational.academy/teachers/curriculum/geography-primary/units/the-water-cycle-why-is-it-important?years=3
Year 3 / 4 Cycle 2	**Stone Age to Iron Age** Local mapping	**What's Eating You?** Human and physical effects of climate change Local area: what needs changing? (Possible accessibility to the South West? Train station / ferry?	**Land Invaders** Places, counties and cities in the UK Geographical regions of the UK The UK: who are we? Settlements: where do people live and why? Land use: how diverse are local and UK landscapes? Mapping of the locality Local area: how is it changing?
Year 5 / 6 Cycle 1	**Power to the People** World mapping – the enormity of the world wars Time zones: can we time travel on planet Earth?	**Is it Science or Magic?**	**Where Are You? Now?** Comparative study – Bristol to a place in Central America - Merida North and South America: how diverse are their places and landscapes?
Year 5 / 6 Cycle 2	**What Were You Thinking?** Climate zones and Biomes of the world Sustainable world: does it matter how we live? Fossil fuels and renewable energy Energy: how do we power the world?	**Who Am I?** World mapping Trade and natural resources Global trade: how do we get our stuff? Natural resources: what are they, where are they found, why are they important? Farms and factories: where does our food come from?	**Were The Greeks Dramatic?** European comparative study – life in modern day Greece