



Geography at Gwinear.

'Geography is a subject which holds the key to our future' (Michael Palin)

Our Vision Statement.

We believe through study in geography, children gain an understanding of the world that they live in and become aware of the many challenges that face us. By developing an understanding of the physical systems in the world and their relationship with human development children are better equipped to act as custodians of the planet in the future. Central to all teaching in the subject, is the belief that the world is an amazing place and that we should provide the very best opportunities to develop their natural curiosity to explore it. Wherever possible these learning experiences will be based in the field and the development of essential fieldwork skills and map skills is threaded through our curriculum. We believe it is also essential that children develop an understanding of diversity in the world in relation to both the physical attributes and the different societies and cultures that inhabit it. We wish to inspire children to think about their own place in the world, their values rights and responsibilities and their ability to be proactive citizens that have a positive impact on the Earth's future.

Gwinear School Concepts and Skills Progression

Writing skills should be taught when linked to projects where possible to ensure real world application.

Skills Progression – Statutory Requirements for Y5/6

During years 5 and 6, pupils should be taught to use the following practical geographical skills:

Geographical Enquiry

Ask geographical questions that look for relationships and connections between observable phenomena around the world.

Provide potential reasons and explanations to answer geographical questions that are raised.

Collect and record evidence to support theories that explain geographical phenomena.

Collect, analyse and communicate with a range of data

Use evidence from multiple sources of complex information, including primary and secondary sources of evidence, to draw conclusions.

Identify and explain different views that people, including themselves hold about geographical issues.

Use geographical vocabulary appropriately to discuss key physical geography concepts which could include: erosion, deposition, transportation, source, mouth, estuary, waterfall, gorge, channel, confluence, upper/middle/lower course, meander, flood plain, biomes, tropical, Mediterranean, desert, temperate, polar

Use geographical vocabulary appropriately to discuss key human geography concepts which could include: GDP, inequality, sustainable development,

Fieldwork

- Select appropriate interviewing and design effective questionnaires to gather evidence for geographical enquiry.
- Select and use appropriate field sketching techniques, photographs and annotations to explain geographical processes.
- Select and use a range of measuring instruments accurately to record data linked to geographical enquiry.
- Ask geographical questions based on field observations
- Select and use appropriate ICT equipment to record and present information

Map work

- Use 8 compass points accurately and measure direction in degrees.
- Use 4 figure and 6 figure grid references to locate features on a map.
- Use OS or equivalent maps effectively and know what the most common symbols found on them represent.
- Follow a route on an OS map and understand the importance of setting the map.
- Use a scale to estimate and measure distances in a map
- To understand how contour lines are used to represent 3D forms on a 2D map
- Draw maps with increasing accuracy to represent observable features in a landscape and match maps to aerial photographs.
- Use globes atlases and thematic maps to explore the geography of other parts of the world

<p>YEAR 5/6 Curriculum Content</p>	<p>Locational and Place Knowledge Locate the world’s countries, using maps -focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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)</p>		
	<p>Contrasting Country World S American Contrasting Country Know where the North and South American continents are in relation to the rest of the world. Recognise geographical differences between different parts of the world including topographical, climatic and weather and human development. Explore relationship between physical and human geography and cultural identities in a country Understand different types of human development.</p>	<p>Energy/Climate Change/Biomes Understand how differential heating of Earth leads to cells and climatic regions. Know some countries that are in different climate zones and that UIK is in a temperate zone Know key features of different climates and typical weather patterns associated with them. Know how climate affects the ecosystems and environment. Know how climate affects human behaviour. Effects of climate change on different climatic zones</p>	<p>Rivers Water Cycle Understand key processes involved in the water cycle - link to science changes of state. Changes in river flow from source to sea. Understand processes of erosion, transportation and deposition. Identify features of river caused by fluvial processes. Impact of rivers on humans and connections between human activity and rivers. Negative human impacts on rivers. Affect of climate change and land use on flooding</p>

	<p>Compare countries in geographical terms Understand how countries can have a stereotypical representation that is limited in its understanding</p>	<p>Know how human activity can change climate patterns. Know how greenhouse gasses can be reduced</p>	
<p>Skills Progression – Statutory Requirements Y3/4 During years 3 and 4, pupils should be taught to use the following practical geographical skills:</p> <p>Geographical Enquiry Ask geographical questions that look for relationships and connections between observable phenomena around the world. Provide potential reasons and explanations to answer geographical questions that are raised. Collect and record evidence to support theories that explain geographical phenomena. Collect, analyse and communicate with a range of data Use evidence from multiple sources of complex information, including primary and secondary sources of evidence, to draw conclusions. Identify and explain different views that people, including themselves hold about geographical issues. Use geographical vocabulary appropriately to discuss key physical geography concepts which could include: erosion, Pangea, plate boundaries, sedimentary, igneous, metamorphic, mountain, valley, ridge, corrie, outcrop, foot, face, summit, glaciation, Use geographical vocabulary appropriately to discuss key human geography concepts including: trade, cultural identity, tourism, economic activity, fair trade, food miles</p> <p>Fieldwork Select appropriate interviewing and design effective questionnaires to gather evidence for geographical enquiry. Select and use appropriate field sketching techniques, photographs and annotations to explain geographical processes. Select and use a range of measuring instruments accurately to record data linked to geographical enquiry. Ask geographical questions based on field observations Select and use appropriate ICT equipment to record and present information</p> <p>Map work Use 8 compass points accurately and measure direction in degrees. Use 4 figure and 6 figure grid references to locate features on a map. Use OS or equivalent maps effectively and know what the most common symbols found on them represent. Follow a route on an OS map and understand the importance of setting the map. Use a scale to estimate and measure distances in a map To understand how contour lines are used to represent 3D forms on a 2D map Draw maps with increasing accuracy to represent observable features in a landscape and match maps to aerial photographs. Use globes atlases and thematic maps to explore the geography of other parts of the world</p>			
<p>YEAR 3/4 Curriculum Content</p>	<p>Locational and Place Knowledge Locate the world’s countries, using maps -focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>		

	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		
	<p>Countries and Trade Know some of the main countries in Europe and on the other continents. Compare different types of land use, settlement and economic activity. Understand how and why different countries trade with each other. Understand distribution of natural resources affects a nations economic activity and wealth Understand concepts of free and fair trade Compare countries in terms of cultural similarities and differences</p>	<p>Mountains and Natural Disasters Know some of the main ranges in the world Mountain formation – linked to plate tectonics Weather associated with mountain environments Erosion processes involved with mountains – glacial action Mountain features and methods of formation How mountains impact on human development and land use Know how plate boundaries can trigger natural disasters</p>	<p>Geology Know that the Earth has a crust That crust is made of different plates Understand the basic rock cycle Understand how different rocks are formed Differences between sedimentary and igneous and metamorphic rocks Begin to understand the timescales involved with geology. Understand how fossils are formed Know that different rocks have different characteristics and features</p>

Skills Progression – Statutory Requirements Y1/2

During years 1 and 2, pupils should be taught to use the following practical geographical skills:

Geographical Enquiry

Ask geographical questions about the world around them.

Provide potential reasons and explanations to answer geographical questions that are raised.

Suggest explanations for phenomena they observe in natural and human landforms.

Use evidence from sources of information, including primary and secondary sources of evidence, to draw conclusions.

Identify and explain different views that people, including themselves hold about geographical issues

Use geographical vocabulary appropriately to discuss key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Use geographical vocabulary appropriately to discuss key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.

Fieldwork

Select appropriate interviewing and design effective questionnaires to gather evidence for geographical enquiry.

Select and use appropriate field sketching techniques, photographs and annotations to explain geographical processes.

Use a range of simple measuring instruments accurately to record data linked to geographical enquiry.

Ask geographical questions based on field observations

Use appropriate ICT equipment to record and present information

Map work

Use simple compass point E N S W and locational language.

Identify features by interpreting symbols on a map

Use simple symbols to represent features on a map

Understand that maps show a bird's eye perspective

Draw simple maps to represent observable features.

Use globes atlases and thematic maps to explore the geography of other parts of the world

Identify countries by matching a silhouette outline

<p>YEAR 1/2 Curriculum Content</p>	<p>Contrasting Country – Brazil Know 7 continents of the world Understand how countries can have different climates. Know that climate affects the landscape of a country Know that the way people live is affected by the culture they are part of. Know some celebrations/festivities associated with a culture Identify similarities and differences between cultures Link between natural resources and how countries develop Know that countries have differing levels of wealth and that individuals in a country can have contrasting wealth</p>	<p>Coasts Know the five oceans of the world Understand in basic terms how sea can change coastline Identify key features associated with coasts and begin to understand processes that form them Know how lives are affected living by the coast How tourism can change places Negative human impacts on coasts and the oceans.</p>	<p>Weather Local and World Climate Know four countries and capital cities of United Kingdom and compare annual weather. Know weather patterns change with the seasons Know why UK experiences the weather it does Know through enquiry how different areas of the UK experience different weather Understand how seasonal changes impact on nature and human activity Know that climate is different to weather Know main hot and cold climate areas in the world. Know how climate can affect the animals that live there and how humans live.</p>
<p>FOUNDATION STAGE From understanding of the world ELG</p>	<p>Children to know about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another. They will make observations of animals and plants and explain why some things occur, and talk about changes.</p>		