

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils: □ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes □ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time □ are competent in the geographical skills needed to: □ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes □ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) □ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

PADSTOW SCHOOL - NATIONAL CURRICULUM PLANNING AND COVERAGE

SUBJECT: Geography CREATED BY: Becky Robson February 2014 REVIEW DATE: July 2014

YEAR GROUP: 1	
Objectives	<ul style="list-style-type: none">• identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world• Use basic geographical vocabulary to refer to local & familiar features• Use four compass directions & simple vocab

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SUBJECT: Geography CREATED BY: Becky Robson February 2014 REVIEW DATE: July 2014

YEAR GROUP: 2	
Objectives	<ul style="list-style-type: none">• Name and locate the four countries and capital cities of the United Kingdom.• Compare local area to a non- European country• Use basic vocabulary to describe a less familiar area.• Use aerial images and other models to create simple plans and maps, using symbols.• Use simple fieldwork and observational skills to study the immediate environment.

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SUBJECT: Geography CREATED BY: Becky Robson February 2014 REVIEW DATE: July 2014

YEAR GROUP: 3	
Objectives	<ul style="list-style-type: none">• Name & locate world's continents and oceans• Locate world's countries, focusing on Europe and Americas focus on key physical and human features.• Study a region of the UK (not local area)• Use 8 points of a compass, symbols and keys.• Describe and understand climate, volcanoes, earthquakes, settlements, trade links, etc.• Use fieldwork to observe, measure and record.

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SUBJECT: Geography CREATED BY: Becky Robson February 2014 REVIEW DATE: July 2014

YEAR GROUP: 4	
Objectives	<ul style="list-style-type: none">• Locate world's countries, focusing on Europe and Americas focus on key physical and human features. <i>Focus on Africa to link in with history of Ancient Egyptians??</i>• Study a region of the UK (not local area)• Use 8 points of a compass, symbols and keys.• Describe and understand climate , rivers, watercycle, mountains, trade links, etc.• Use fieldwork to observe, measure and record. <i>Link to the river Camel???</i>

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SUBJECT: Geography CREATED BY: Becky Robson February 2014 REVIEW DATE: July 2014

YEAR GROUP: 5	
Objectives	<ul style="list-style-type: none">• Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones. <i>Natural, disasters, volcanoes, earthquakes, etc????</i>• Study a region of the Americas.• Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.• Use 4- figure grid references on OS maps• Use fieldwork to record & explain areas

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SUBJECT: Geography CREATED BY: Becky Robson February 2014 REVIEW DATE: July 2014

YEAR GROUP: 6	
Objectives	<ul style="list-style-type: none">• Name & locate counties, cities, regions & features of UK• Study a region of Europe.• Use 4- and 6-figure grid references on OS maps• Use fieldwork to record & explain areas