Breage CE Primary School – Geography Curriculum Overview

We are committed to providing a curriculum that is underpinned by three essential drivers: **aspiration**, **curiosity**, and **diversity**. We aim to empower our learners to develop the knowledge, skills, and values they need to not only succeed in their education but also to become successful global citizens. Through our rigorously and consciously crafted curriculum, we teach clear sequences of enquiry-based learning encompassing the National Curriculum, reflecting the unique and special part of the world in which we live. We believe in helping our children flourish, realising their full potential, and fostering a caring and nurturing community where every child is valued.

Our Geography curriculum aims to inspire children's **curiosity** and a lifelong fascination with the world and its people. Through the study of **diverse** places, cultures, and environments, we seek to nurture an appreciation for global **diversity** and promote respect, understanding, and responsible citizenship within a multicultural society.

A key focus of our curriculum is helping children develop a deep connection with, and appreciation for, their local environment — particularly the unique landscape, heritage, and biodiversity of the Lizard Peninsula. We believe that by learning about the distinctive features of their immediate surroundings, children gain a strong sense of place and a foundation for understanding broader geographical concepts.

Fieldwork is an essential and valued part of our Geography curriculum. It provides children with practical, hands-on opportunities to explore, observe, and investigate their environment. Through fieldwork, children develop critical geographical skills, deepen their understanding of both physical and human processes, and learn to ask and answer meaningful questions about the world around them.

Our curriculum encourages a deep understanding of the Earth's key physical and human processes, alongside an awareness of sustainability, environmental responsibility, and global citizenship. Children explore the relationship between people and the environment and are supported to develop a sense of stewardship for the planet.

Designed to be both progressive and transferable, our curriculum builds geographical knowledge, skills, and confidence across all year groups. With a strong emphasis on Global Learning, our approach promotes inquiry, critical thinking, and independent research - empowering children to explore, reflect, and better understand the world and their place within it.

Our key geographical concepts:

National Curriculum Requirements	
Early Years Foundation Stage	**Understanding the World (UtW):** This area focuses on how children explore and make sense of their environment, including using technology to investigate, learn about the world, and develop problem-solving skills. This includes using technology to explore, learn about the world, and develop problem-solving skills. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Key Stage 1	**Locational Knowledge** • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place Knowledge** • 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 **Human and Physical Geography** • 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 • 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 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 • 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.

Key Stage 2	**Locational Knowledge** • 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) **Place Knowledge** • 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 **Human and Physical Geography** • 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 **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.

Subject: Geography
Phase: EYFS and KS1
Cycle: 1

Autumn	Spring	Summer
What is the geography of where I live? *(UtW 2, PK 1, H&P 2, GS&F 1, 3)* 1 - What is the name of the town / village I live in? 2 - Where is my home area on a map of the United Kingdom? 3 - What are the key physical and human features of my locality? 4 - How do I make a map or plan? 5 - How does my local area compare with somewhere else in the country (London)? 6 - How can I use aerial photographs and plan perspectives to recognise features?	**What makes up the UK?** *(UtW 1, LK 2, H&P 2, GS&F 1, 2)* 1 - What does the world look like and where is the UK? 2 - What is an atlas and how do I use it? 3 - Why is London important? 4 - What are the key features of England and Wales? 5 - What are the key features of Scotland and Northern Ireland? 6 - What makes up the UK?	**How does weather affect our lives?** **(hot and cold places)** *(UtW 1, 2, HP 1, GS&F 4)* 1 - What is the difference between weather and climate? 2 - How can we read a weather map? 3 - How can we collect weather data? 4 - How can collect and record weather data? 5 - How can we present weather data? 6 - How can we analyse our weather data and evaluate our field work?

Subject: Geography
Phase: EYFS and KS1
Cycle: 2

Autumn	Spring	Summer
Why is there a school in our village? *(UtW 2, HP 2, GS&F 2, 3, 4)* 1 - What is in our classroom? 2 - What is our school made up of? 3 - Where is our school? (Local walk around the village) 4 - What is in our village? 5 - Where is my village in the country? 6 - Why is there a school in our village?	**How are we connected to the sea?** *(UtW 1, 2, LK 1, 2, HP 2, GS&F 1, 2, 3, 4)* 1 - How can we get to the sea? 2 - Are all the seas surrounding the UK the same? 3 - What is the difference between the ocean and the sea? 4 - What are the different oceans and where are they? 5 - Why does the sea matter to us? 6 - How are we connected to the sea?	**How does the Kalahari Desert compare with where I live?** *(UtW 1, 3, LK 1, HP 1, 2, GS&F 1)* 1 - What are continents and oceans? 2 - What are deserts and where in the world can they be found? 3 - What is the weather and climate like in deserts? 4 - Are all deserts the same? 5 - Who uses or lives in deserts and how do they do this? 6 - How are deserts similar or different to where we live? 7 - How does the Kalahari Desert compare with where I live?

Subject: Geography
Phase: KS2
Cycle: 1

Autumn	Spring	Summer
What is a river and what does it do? *(HP 1)* 1 - What are the features of a river? 2 - What land does a river create? 3 - Where does a river go? 4 - Why does a river flood? 5 - What impact does a flood do? 6 - Where are the major rivers in the UK and World?	**What would it be like to live in Greece compared to Cornwall?** *(LK 1, PK 1, HP 1, GS&F 1)* 1 - What foods are grown locally in Greece and why compared to Cornwall? 2 - What kind of animals are common in Greece compared to Cornwall? 3 - What is the climate like in Greece compared to Cornwall? 4 - What human and physical features would you find in Greece? 5 - What human and physical features would you find in Greece? 6 - What does Greece have to offer? Would you live there or in Cornwall?	**What is life like in a desert?** *(LK 1, 2, PK 1, HP 1, GS&F 1)* 1 - What is a desert and where are they located? 2 - What is the climate like in a hot desert? – Mojave Desert Case Study 3 - How do animals and plants adapt to a hot desert? 4 - What is the climate like in a cold desert? – Patagonia desert case study 5 - what challenges face the worlds deserts? 6 - How does life in a hot desert compare to a cold desert?

Subject: Geography
Phase: KS2
Cycle: 2

Autumn	Spring	Summer
How can tectonics affect us? *(LK 3, HP 1, GS&F 1, 2)* 1 - What is under our feet? 2 - How is a mountain formed? 3 - How are volcanoes formed? 4 - Would you live near a volcano? 5 - Why do earthquakes happen? 6 - Would you live on a fault line? 7 - How does a tsunami happen?	**Why should we protect the Amazon rainforest?** *(LK 1, 3, PK 1, HP 1, GS&F 1, 2)* 1 - What is a rainforest? 2 - Where is the Amazon rainforest? 3 - What are the key features of the Amazon rainforest? 4 - How do people live in the Amazon rainforest? 5 - Does the Amazon rainforest produce food? 6 - What does the future look like for the Amazon rainforest?	**Why do people visit St Ives?** *(LK 2, PK 1, HP 1, GS&F 1, 2, 3)* 1 - What type of settlement is it? 2 - Why does a settlement change? 3 - How has St Ives Changed? 4 - How can I find out why people visit St Ives? 5 - Why do people visit St Ives?

Subject: Geography
Phase: KS2
Cycle: 3

Autumn	Spring	Summer
Why are mountains important to Earth and the people who live near them? *(LK 2, HP 1, GS&F 1, 2, 3)* 1 - What makes a mountain different from a hill? 2 - How are mountains made? 3 - What mountains can we find in the UK? 4 - Why is life on a mountain so unique? 5 - How do people live and work in mountain areas? 6 - Why is it important to protect mountains and the life they support?	**How is climate change affecting the world?** *(HP 1)* 1 - Climate or weather? 2 - What is climate change? 3 - How has climate change impacted the world so far? 4 - Can climate change be stopped? 5 - How is climate change affecting the world?	**How is our coast changing?** *(LK 2, HP 1, GS&F 1, 2, 3)* 1 - What is the coast of the UK? 2 - What is coastal erosion? 3 - How is erosion affecting us? 4 - How does erosion affect habitats and wildlife? 5 - Can erosion be stopped? 6 - How is our coast changing?

Subject: Geography
Phase: KS2
Cycle: 4

Autumn	Spring	Summer
Why is Fairtrade fair? *(HP 1)* 1 - What is trade? 2 - How did trade get global? 3 - What is Fairtrade? 4 - How does Fairtrade help the people involved? 5 - What is fair trade for? 6 - Why is Fairtrade Fair?	**Who are Britain's National Parks for?** *(LK 2, HP 1, GS&F 1, 2, 3)* 1 - What is a National Park and why do they exist? 2 - Where are our National Parks? 3 - What and where is Dartmoor? 4 - What and where is the Lake District? 5 - What and where is Eyri (Snowdonia)? 6 - Who are Britain's National Parks for?	**How are settlements different? (Rural v Urban)** *(LK 2, PK 1, HP 1, GS&F 1, 2, 3)* 1 - What are the key characteristics of Cornwall and Bristol? 2 - How does the physical geography of Cornwall and Bristol shape life in each location? 3 - How does population density and settlement pattern differ between Cornwall and Bristol? 4 - How do the economies of Cornwall and Bristol differ? 5 - How does culture and lifestyle differ between Cornwall and the city? 6 - How are Cornwall and Bristol planning for a sustainable future?

KS1 Key Concept Coverage	Cycle 1 - Autumn	Cycle 1 - Spring	Cycle 1 - Summer	Cycle 2 - Autumn	Cycle 2 - Spring	Cycle 2 - Summer
EARTH SYSTEMS						
ENVIRONMENT						
SPACE						
PLACE						
FIELDWORK & SKILLS						

KS2 Key Concept Coverage	Cycle 1 Autumn	Cycle 1 Spring	Cycle 1 Summer	Cycle 2 Autumn	Cycle 2 Spring	Cycle 2 Summer	Cycle 3 Autumn	Cycle 3 Spring	Cycle 3 Summer	Cycle 4 Autumn	Cycle 4 Spring	Cycle 4 Summer
EARTH SYSTEMS												
ENVIRONMENT												
SPACE												
PLACE												
FIELDWORK & SKILLS