Geography Curriculum Overview

Intent:

At Falmouth Primary, we believe geography is a vital subject that inspires children's curiosity and fascination about the world and their place within it. Our geography curriculum is designed to develop pupils' understanding of diverse places, people, resources, and environments – both locally and globally.

Rooted in our unique coastal setting in Falmouth, we make purposeful use of the rich local geography, including the Cornish coastline, harbours, maritime heritage, and natural landscapes. This provides children with meaningful first-hand experiences and fieldwork opportunities, helping them to connect their learning to the world around them.

Our intent is to ensure that all pupils:

- **Gain a strong knowledge of the world, the United Kingdom, and their local area of Cornwall.**
- **Understand the interaction between human and physical geography, including coastal processes, environmental change, and sustainability.**
- **Develop key geographical skills such as map reading, fieldwork, data interpretation, and enquiry-based investigation.**
- **Build respect, curiosity, and responsibility for the planet and its diverse communities, preparing them to be thoughtful, active global citizens.**

Through a carefully sequenced curriculum, we aim to nurture a sense of wonder about the world, a pride in Cornwall's distinct identity, and the skills to think critically about geographical issues at local, national, and international scales.

Implementation:

Early Years

In line with the EYFS Programmes of Study, foundations for Geography at Falmouth Primary School are laid through ongoing development of the Prime Areas (developing language and vocabulary, and physical and social/emotional skills for learning). These skills are then strengthened and applied through the Specific Area of Understanding the World. This includes exploration on themes related to People and Communities, linking to Past and Present and The Natural World. We also introduce the purpose of maps and children have opportunities to explore maps and to devise simple maps of their own.

Children are guided to make sense of their physical world and community through a range of personal experiences, books and stories, and practical exploration which includes local visits. These learning experiences commonly draw together skills and knowledge from across the EYFS Areas of Learning, and our EYFS team aim to develop and extend children's knowledge from their starting point and to foster a sense of belonging in our local community. We aim to broaden their horizons and to expand the cultural capital of each cohort through carefully planned trips in our local area which supports our whole school vision that children understand that their futures are limitless.

Through careful curriculum planning, teaching of key vocabulary linked to human and physical features, and sparking an interest in the world around them, we aim to lay the foundations for children's learning in Geography throughout KS1 and KS2.

Futures Are Limitless

Falmouth Primary Academy

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Where do I live?		Where are the cold countries in our world?		What is the weather like around the world?	
Year 2	What is unique about my town, Falmouth?		What makes an island special?		What is a rainforest location like?	
Year 3	Are all countries of the world the same and why?			Why do people choose to live near an earthquake or volcanic zone?		What makes the river Fal amazing?
Year 4	Greece compared to the UK: is there really much difference?		Is the human and physical geography the same across South America? Focus on Peru – rainforest link			What makes the coastline of Cornwall unique?
Year 5	Is the weather becoming more extreme and why?			What shapes the UK geographically?		Why is California a significant state of North America?
Year 6	Why is Swanpool geographically important in Falmouth?		How important are rainforests?			Should we stop using all natural resources?

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Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.	Name and locate the world's continents. Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities. Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Antarctic. Draw and label pictures to show location. Make predictions about what the weather might be like in a place based on its location.	Name and locate the 5 oceans using maps and globes. Recall the world's continents. Name and locate the seas that surround the UK. Be able to identify cities in the contrasting countries. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied, inc. rainforests and the Galapagos Islands. Identify and describe the location of rainforests across the world.	Recall the names and locations of the continents, 5 oceans and major seas od the world. Locate countries, cities and landmarks of Europe using Google Maps and on a globe. Name and locate the Equator. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Locate rivers in UK and significant rivers in Europe. Use maps, atlases, globes and digital/computer mapping to locate some countries of Europe and describe features studied. Know and understand what Latitude and Longitude are.	Describe the location of countries studied (UK, Greece, Peru) in relation to the equator, tropics, hemispheres and the poles. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones. Use maps, atlases, globes and digital/computer mapping to locate countries across the world and describe features studied.	Name and locate the countries of North America – focus on California and the Grass Valley. Describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles. Locate physical geographical features on a map. Describe their location in relation to land use and look for patterns in the locations. Name and locate European countries on a range of maps, identifying human and physical characteristics of this country including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	Name and locate a wide range of countries on a world map (recap of all previous locational learning). Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Name and locate rainforests of the world and their identifying human and physical characteristics. Compare maps over time. Understand how time zones are shown on a map. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)

				Describe some of the characteristics of these geographical areas.			
Place Knowledge	I can ask questions about what it is like in another country. I can show my knowledge of other countries through role play and art work.	Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Retell what it is like in another country. Express own views about a place, people and environment.	Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Piha, New Zealand and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle? Make comparisons between the UK and life in another country. Draw pictures to show how places are different and write comparatively to show the difference. Explain own views about locations, giving reasons. Give detailed reasons to support own likes, dislikes and preferences.	Identify features of a place using aerial photographs and Google Earth. Describe geographical similarities and differences between countries. Express own views about a place, people and environment.	Describe and understand geographical similarities and differences between countries, including the UK, Europe (Greece) and a region of South America (Peru). Compare and give reasons for the different lifestyles within a country or area of a country.	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Understand some of the reasons for geographical similarities and differences between countries. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps.	Discuss how people are influenced by both physical and human geography on a local, national and global scale. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Describe, and explain, geographical diversity across the world. Describe how locations around the world are changing and explain the reasons for change. Understand the reasons for geographical similarities and differences between countries. Describe and explain how countries and geographical regions are interconnected and interdependent.
Physical and Human Geography	I can use everyday vocabulary to name common	Name some types of weather and describe the weather associated with the four seasons.	Use basic geographical vocab to refer to and name the key human features of a location in order to say whether	Ask and answer geographical questions about the physical and human characteristics of a location.	Ask and answer geographical questions about the physical and human	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere,	Describe and understand key aspects of: physical geography, including: climate zones, vegetation belts,

	physical features. I can show respect of different cultures	Use basic geographical vocab to refer to key physical features including: season: weather. Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the 1/2 term or keep a record of how many times it rains in a week Express opinions about the seasons and relate the changes to changes in clothing and activities Understand that different countries have different climates.	it is a city, town, village, coastal or rural area. Understand that different countries have a different range of plants that grow. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and that of a non-European country. Recognise that humans have a choice in their lifestyle.	Describe key aspects of physical geography, including: mountains, volcanoes and earthquakes, valleys, city, town, hills, rivers. Explain the water cycle using scientific terminology and explain the changes of state. Use a range of resources to identify the key physical and human features of a location. Understand geographical similarities and differences through the study of human and physical differences between two rivers. Describe the journey of a river from source to sea. Explain the importance of rivers to a location.	characteristics of a location, beginning to make links with other countries studied. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, coasts, seas, - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. Compare different types of settlements and land use. Identify the main physical and human characteristics of countries being studied. Recognise that our choices impact the lives of other people.	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Identify and describe how the physical features affect the human activity within a location. Describe and understand key aspects of: physical geography, including: climate zones, biomes and mountains. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies Describe how physical geographical features are formed. Describe how humans are impacted both positively and negatively by physical features. Recognise that humans can have some control over physical features. Be able to say what weather and vegetation is related to these and	mountains, volcanoes and earthquakes rivers, climate zones, biomes and coasts Human geography, including: settlements, land use, economic activity including trade links, distribution of natural resources, settlements, the distribution of natural resources including energy, food, minerals, and water supplies. Identify and describe how the physical features affect the human activity within a location. Describe how geographical features change over time. Analyse the positive and negative impact of a human change on both a local and global scale. Explain how humans use physical geographical features for a variety of purposes. Describe the different climate zones and Vegetation belts on a global scale. Describe and understand the water cycle.

					Describe and explain how the locality of the Cornwall has changed over time – coastal focus.	begin to give reasons why	Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (America and trade links around the world)
Geographical Skills and Fieldwork	Observe closely what is around me and make comments on what I see.	Use locational language (e.g. near and far, left and right) to describe the location of features and routes on a map. Use aerial images to locate a familiar place. Children to take photos of interesting things in the local area and explain what the photos show. Look at a simple map of the local area and identify the things they know and have seen. Devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	Use locational and directional language to describe the location of features and routes on a map. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Collect data using observations and record it in a table.	Start to use the 8 points of a compass. Make detailed maps using a key. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Use 4 figure grid references. Use the eight points of a compass. Include a key on a map using common OS symbols. Understand how colours are used on a map to show different physical zones. Use four grid references, symbols and key (including the use of Ordinance Survey maps) to build knowledge of the UK 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,	Use 6 figure grid references. Use the eight points of a compass. Develop a good understanding of the symbols used on an ordnance survey map. Explain what data which has either been collected or researched shows and the impact of it. Record data in a line graph. 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.	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Compare aerial photos and maps taken over time. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). (Map of Europe from 1939/1945/2022) Collect and analyse statistics and other information in order to draw clear conclusions about locations.

			Identify land use in our town.		including sketch maps, plans and graphs and digital mapping technologies.		Use different types of fieldwork sampling (random) to observe measure and record the human and physical features in the local area. Record results in a range of ways.

Impact:

At Falmouth Primary, the impact of our geography curriculum is seen in children who develop a secure knowledge of the world, the United Kingdom, and their local area of Cornwall. Pupils can talk confidently about diverse places, people, and environments, drawing meaningful connections between their learning in school and their lived experiences within our unique coastal setting.

Children demonstrate strong geographical skills, including map reading, enquiry, data collection, and fieldwork, which they apply independently and purposefully across a range of contexts. Our emphasis on first-hand learning and the use of the local area ensures pupils understand key geographical concepts such as coastal processes, sustainability, and environmental change, and can explain how these shape both Cornwall and the wider world.

Over time, pupils show curiosity and fascination for the world, taking pride in Cornwall's distinct identity while also developing a global perspective. They become increasingly analytical in their thinking, able to discuss geographical issues such as climate, resource use, and human impact with accuracy and empathy.

By the end of their primary journey, children leave Falmouth Primary as responsible, respectful, and reflective learners who are prepared to engage with the challenges of the future. They are inspired to value their environment, appreciate diversity, and act as active global citizens with a sense of responsibility for their local community and the wider planet.