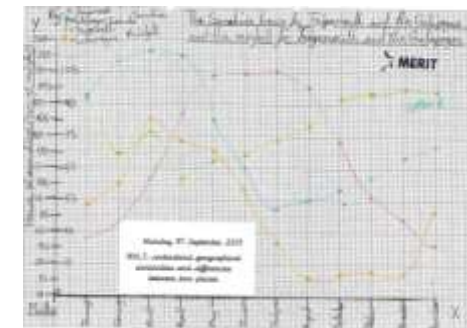
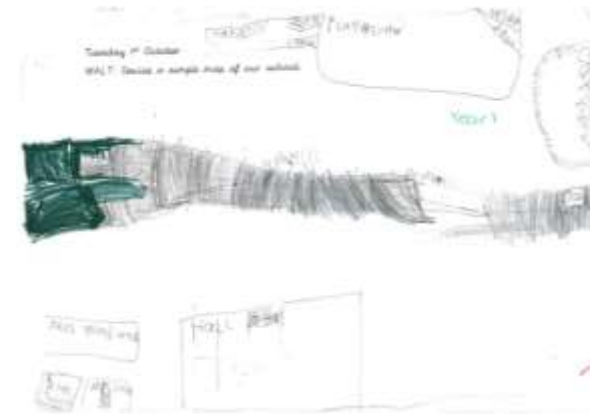
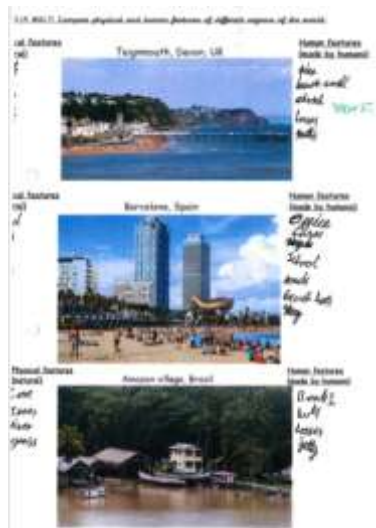


Intent

At Teignmouth, we will ignite pupils' fascination and curiosity about the world around them with an enquiry-based geography curriculum that will provide our pupils with sense of place, space and scale on our diverse planet Earth. We will broaden their experiences by taking them on a journey to explore the human and physical features of their local environment: woodland, beach, town and river mouth. We will then make links and comparisons with the wider world to broaden their horizons. Children will consider how humans have an impact on the physical environment and how the physical environment affects humans. They will learn the importance of trying to live in greater harmony with our physical environment. Pupils will develop in-depth knowledge and essential skills that will enable them to explore the wonders of the world around them and they will understand the part that they and others play in ensuring the planet's sustainable future.



Implementation

Each year group studies history every term following a 2-year rolling programme. The National Curriculum statements and topics used to underpin our teaching.

EYFS

Pupils will explore their immediate locality - home and school environments – in order to develop a sense of place. They will experience different environments within the school grounds: buildings, field, playground, wildlife area and compare their different features and understand how they vary. They will understand their role in looking after their immediate environment.

KS1

Pupils will develop an increasing sense of place by building upon their existing knowledge of their locality. They will begin to use geographical skills to enhance their locational awareness as they move from their local area to the United Kingdom and beyond. Pupils will understand geographical similarities and differences through studying the physical and human geography of a small area of the United Kingdom and a small area in a contrasting non-European country. Pupils will understand the role that they and others play in looking after the world for today and for future generations.

KS2

Pupils will extend their knowledge and understanding of the United Kingdom and they will move onto exploring Europe and North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. Pupils will demonstrate a growing understanding of how humans can impact the physical environment on a global level, and how, sometimes, the physical environment can affect humans. This acquired knowledge will empower pupils to address preconceived misconceptions and stereotypes that they or others may hold.

Geography at Teignmouth Primary School

2 Year rolling programme – cycle A and cycle B

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Where do I live? Talk about where they live and go to school Look at what we have in our school environment Learn about different types of families	What is the weather like? Talk about the different types of weather we have in the UK. Discuss what we can/cannot do in the different weathers and what we need to wear for it.	Who can help us? Discuss the roles of people within our community		Where is our country? Use a globe and Google Earth to locate the UK. Discuss how the world is made up of lots of different countries and how they are all different. Look at our immediate environment and draw a map	Why do people visit Teignmouth? Locate Teignmouth on a map. Talk about what there is to do in Teignmouth and discuss why people would want to visit. Talk about how lots of people who live in the UK do not have a beach Compare a town without a beach to Teignmouth.
	Where do I live?	Superheroes	Moon Zoom	Towers, Tunnels, Turrets	Coastlines	Sporting Legends
Year 1/2	Where do I live and go to school? Find where children live on a map. Find the school. What town, county, country and continent do I live in? Locate and name the 4 countries and capital cities of the UK and the surrounding seas.		What does Earth Look Like from Space? Look at an aerial view of the school, Teignmouth and the world. How does it compare to maps of these areas?		Why do tourists choose to visit Teignmouth? Explore physical geography – sea, ocean, beach, river, cliffs, fields. Realise that Teignmouth's physical geography is what attracts tourists. Fieldwork – visit the sea front. Name oceans/continents.	
	Gods and Mortals	Playlist	Saxon settlers	Predator	Traders and Raiders	Mountain to Mouth
Year 3/4		How does Greece's climate and landscape compare to the UK? Locate Greece using map and research and compare its physical geography (climate and landscape) to that of the UK. Consider why tourism and shipping have become key elements of Greek economy.		How does the climate affect the diversity and number of animals living in a biome? Compare a polar biome (with cold temperatures and little vegetation and poor biodiversity) with the African savannah (warmer climate with more vegetation and greater biodiversity)		How is the mouth of the river Teign used by humans? Locate all the major rivers in the UK. Look at the physical features of rivers and their significance to settlements. Fieldwork: visit Teignmouth's back beach to photograph the mouth of the river Teign and discover how people use the River Teign for business and leisure.
	Mysterious Maya	Frozen Lands	Off with her Head	Awesome Amazon	Teignmouth at War	Stargazers
Year 5/6		How are humans affecting the world's polar regions? Use maps and atlases to locate the Arctic and Antarctic circles and the		Why do Amazonian trees grow much bigger than our local trees? Locate the Amazon River and rainforest - explore		How do satellite images help us to make more accurate maps of our surroundings? The development of space exploration has given us the

		<p>Poles and learn about cold deserts.</p> <p>Understand how the Earth's tilt on its axis effects these regions.</p> <p>How is human activity changing these regions?</p>		<p>biomes and vegetation belts. Compare its physical/human geography to a local wood.</p> <p>Fieldwork: measure heights/girths of trees.</p> <p>Consider how the rainforest is used for economic gain and how this impacts on the environment.</p>		<p>ability to see Earth from space. How does this compare to/enhance traditional mapping and how easy is it to make a map without a satellite image?</p>
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Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	<p>Where do I live?</p> <p>Talk about where they live and go to school</p> <p>Look at what we have in our school environment</p> <p>Learn about different types of families</p>	<p>What is the weather like?</p> <p>Talk about the different types of weather we have in the UK.</p> <p>Discuss what we can/cannot do in the different weathers and what we need to wear for it.</p>	<p>Who can help us?</p> <p>Discuss the roles of people within our community</p>		<p>Where is our country?</p> <p>Use a globe and Google Earth to locate the UK.</p> <p>Discuss how the world is made up of lots of different countries and how they are all different.</p> <p>Look at our immediate environment and draw a map</p>	<p>Why do people visit Teignmouth?</p> <p>Locate Teignmouth on a map. Talk about what there is to do in Teignmouth and discuss why people would want to visit.</p> <p>Talk about how lots of people who live in the UK do not have a beach</p> <p>Compare a town without a beach to Teignmouth.</p>
	Toys through Time	Splendid Skies	Paws,Claws, Tails	Enchanted Woodland	London's Burning	Explorers and Adventurers
Year 1/2		<p>How does weather affect our lives?</p> <p>Record daily weather. How does daily weather affect our lives? How does our weather change through the year? Compare to other hot/cold places – locate equator and poles.</p>		<p>How have humans changed our school woodland area?</p> <p>Use aerial maps (Google satellite view) to locate local woodlands. Draw simple map of school grounds. Look at human/ physical geography of school environment: buildings, playground, field, wildlife area. What simple things can we do to look after our school environment?</p>		<p>Where would your voyage around the world take you?</p> <p>Use maps and atlases to name and locate the world's oceans and continents. Plan your voyage and the places you would visit. Use compass directions on your journey. Choose a non-European country to visit (eg Kenya) - explore and compare human/ physical geography to UK.</p>
	Through the Ages	Scumdiddlyumptious	Warrior	Rocks and Rumbles	Urban Innovators	Oceans Deep
Year 3/4		<p>Where do bananas come from and why do they not grow in the UK?</p> <p>Research different countries which produce bananas – locate them on a map. Look at what these places have in common compare to UK climate and reason why</p>		<p>Why are there no devastating earthquakes or volcanoes in the UK?</p> <p>Locate volcanoes and earthquakes around the world. Look at the structure of the Earth and how this relates to the formation of volcanoes and earthquakes</p>		<p>How do humans affect oceans?</p> <p>Locate the world's oceans and the ocean adjacent to Teignmouth. Learn about the water cycle. How is pollution affecting oceans? Fieldwork: visit seafront to discover human geography (using 6 figure grid references) and</p>

		bananas can't grow in the UK.				impact – do a litter pick and record data.
	Beating Heart	Revolution	Darwin's Discoveries	Pestilent Plagues	Maravilloso Mexico!	Pyramids and Pharaohs
Year 5/6	When is a country not a county, city or a continent? Learn locations of key UK cities and counties. Know key cities and countries around the world. Know the difference between counties, cities, countries and continents.		What oceans, continents and countries did Darwin visit? Use maps and atlases to plot Darwin's expeditions: continents, countries and oceans visited. Relate to longitude, latitude, equator, tropics, poles. Describe journey using 8 compass points.		How does Mexico's human and physical geography compare to the UK? Look at the human/ physical geography of Mexico (North America) using maps, satellite images, books and travel brochures and compare it to the UK. Locate and find out about the Chihuahuan Desert and climate zones.	

Geography progression map

	EYFS	Yr1/2	Yr3/4	Yr5/6
Location	<ul style="list-style-type: none"> Locate school grounds on a map Locate Teignmouth Locate UK and other countries 	<ul style="list-style-type: none"> Name, locate, characteristics of 4 countries and capital cities of UK and surrounding seas Name and locate 7 continents and 5 oceans Locate the Equator, North and South Poles Locate hot and cold places of the world 	Use maps, atlases, globes - <ul style="list-style-type: none"> Locate UK rivers and mountains Locate Greece and surrounding countries Locate banana growing countries Locate poles and African savanna Locate polar circles, Equator and tropics Locate places/countries susceptible to volcanoes/ earthquakes 	Use maps, atlases, globes - <ul style="list-style-type: none"> Locate cities, counties of UK Locate cities, countries and continents of the world Locate Arctic and Antarctic circles, Prime meridian, Tropics Locate world's rainforests and countries of South America Locate Mexico and surrounding countries Locate countries/ continents visited on Darwin's circumnavigation
Place/ comparison	<ul style="list-style-type: none"> Compare Teignmouth to a town without a beach 	<ul style="list-style-type: none"> Compare human/ physical geography of small area of UK (Teignmouth) with small area of Kenya (village) 	<ul style="list-style-type: none"> Compare climate, human/physical geography of Greece to UK Compare climate, human and physical geography of banana growing countries to UK 	<ul style="list-style-type: none"> Compare rainforest biome (South America) with temperate biome of UK Compare diverse biomes of Mexico (North America) with temperate biome of UK

			<ul style="list-style-type: none"> Compare polar regions with African savanna 	<ul style="list-style-type: none"> Compare Arctic to Antarctica (polar regions)
Human and physical geography	<ul style="list-style-type: none"> Name the human/physical geography of the school grounds Discuss daily weather Discuss the physical/human features that attract tourists to Teignmouth Discuss that some places are hot/cold 	<ul style="list-style-type: none"> Identify seasonal and daily weather of UK Identify the weather of hot and cold places of the world Identify the human' physical geography of the school grounds Identify the human/physical geography of Teignmouth Identify the human/physical geography of a village in Kenya 	<ul style="list-style-type: none"> Identify the human/ physical geography of the River Teign Understand how the physical geography of Grimspound influenced settlement there Compare climate, human and physical geography of Greece to UK Study how Greece's physical geography affects its economy – tourism, shipping Compare the climate zones/ biomes of the poles to African savanna Compare how climate zones/ biomes affects the growth of bananas Study how volcanoes and earthquakes occur Understand the water cycle 	<ul style="list-style-type: none"> Compare the climate zones and biomes of the polar regions Understand how global warming affects the polar regions and the humans living there Study and compare climate zones and biomes of Amazon rainforest to UK Identify how humans exploit and affect rainforests for economic reasons Compare diverse biomes of Mexico (North America) with temperate biome of UK Understand how the biome type has influenced the settlement pattern of people in Mexico Understand why 95% of Egyptian population live within 2km of the River Nile
Map skills	<ul style="list-style-type: none"> Look at aerial photos of the school grounds Make simple maps of the journey to outdoor learning/ school grounds Look at maps of the UK Use globe/Google Earth to identify some other countries 	<ul style="list-style-type: none"> Look at aerial photo of school grounds Compare aerial photo with map of the school grounds Look at aerial photo of key places in Teignmouth Compare aerial photo with map of key places in Teignmouth Draw a simple map of the school grounds Devise symbols/key for a map Use NSEW compass points Use maps, atlases, globes to locate Teignmouth, countries of UK, Kenya, continents and oceans 	<p>Use maps, atlases, globes to locate places:</p> <ul style="list-style-type: none"> Grimspound/ Dartmoor UK mountains/ rivers Greece and surrounding countries and seas Banana growing countries Climate zones and biomes (colour key maps) Lines of latitude/longitude – Equator, tropics, polar circles Tectonic plates and locations of volcanoes/ earthquakes Use ordnance survey maps to locate Grimspound Use OS map symbols and keys 	<p>Use maps, atlases, globes to locate places:</p> <ul style="list-style-type: none"> Polar regions and countries with the Arctic Circle Rainforests of the world Countries covered by the Amazon Rainforest Mexico and its surrounding countries and seas Egypt and the River Nile – aerial photos showing vegetation belts Use OS maps and 6 figure grid reference to locate WWII bomb sites

			<ul style="list-style-type: none"> Use 6 figure grid references 	<ul style="list-style-type: none"> Use 6 figure grid reference to plot Darwin's journey through the Galapagos Islands Use 8 points of compass to plot Darwin's circumnavigation
Fieldwork	<ul style="list-style-type: none"> Make weather observations Walk around school grounds naming human/physical geography Visit Teignmouth seafront and identify human/physical geography 	<ul style="list-style-type: none"> Make weather observations Use maps/aerial photos to navigate around the school grounds Recognise the human/physical geography of the school grounds Use maps/aerial photos to navigate around Teignmouth Recognise the human/physical geography of Teignmouth 	<ul style="list-style-type: none"> Visit Grimspound and observe the physical and human geography Make sketch maps of Grimspound to record physical/human geography Visit Teignmouth seafront – observe/record the physical/human geography Survey and map locations of litter bins on the seafront. Do a litter pick and record data. 	<ul style="list-style-type: none"> Survey and record species of tree on school site Measure heights and girths of trees on school site and compare to rainforest trees Use maps skills to locate WWII bomb sites on a walking tour of Teignmouth

Geographical Vocabulary

EYFS	Year 1 /Year 2	Year 3	Year 4	Year 5 /Year 6
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England Southwark Basford Nottingham Home Live	place home school Teignmouth local environment woodland fields farm plan map symbols aerial photo satellite view human nature natural physical weather climate atlas Earth World globe equator compass north south north pole south pole polar desert rainforest	city town countryside seaside coast country United Kingdom England Wales Scotland Northern Ireland capital city London Cardiff Edinburgh Belfast continents North America South America Europe Africa Asia Oceania Antarctica oceans Atlantic Pacific Indian Arctic Southern compass north east south west	location settlement land use landscape features natural resources human needs river stream human physical OS map co-ordinates 6 figure grid reference symbols key fieldwork hamlet village tectonic plates ring of fire volcanoes earthquakes magma oceans Atlantic Pacific Indian Arctic Southern pollution plastic pollution water cycle evaporation condensation precipitation	River Teign Teignmouth The Salty The Ness Back Beach Shaldon Shaldon bridge mouth estuary source meander erosion deposition human /physical land use recreation Teignmouth Docks trade rivers of UK Trent Severn Thames etc mountain ranges Pennines Dartmoor Snowdonia Brecon Beacons Grampians etc Greece Athens Europe islands tourism climate trade shipping	Darwin exploration voyage Galapagos Islands continents North America South America Europe Africa Asia Oceania Antarctica oceans Atlantic Pacific Indian Arctic Southern latitude longitude equator tropics Tropic of Cancer Tropic of Capricorn northern hemisphere southern hemisphere Prime Meridan Greenwich time zones Artic Circle Antarctic Circle 8 compass points	Mexico Mexico City North America landscape climate biomes climate zones vegetation belts desert Chihuahuan Desert deciduous forest tropical rainforest mountains rivers human/physical
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