



Geography Overview at Illogan

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines. Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project School Days after studying types of settlements in the geography project Bright Lights, Big City. All geography projects are taught in the autumn and spring terms, with opportunities for schools to revisit less secure concepts in the summer term.

EYFS

In EYFS geography skills begin by exploring our immediate environment. Locating the equipment we need and developing a sense of different types of spaces (classroom, outdoor learning, hall). Positional language is developed to give children an awareness of the location of objects in relation to other objects, and they are encouraged to use this vocabulary across contexts. Children go on to develop their observational skills to compare a variety of indoor and outdoor environments and the different ways in which these spaces can be used.

Beyond this, mapwork, field skills, location knowledge and an awareness of the wider world is built on children's individual interests. For example, while learning about Diwali, children explored where in the world India was and compared it to England. During their learning about zoos, the children were particularly drawn to the bear so the different climates and countries that bears live in was explored alongside exploring native animals of the UK.

Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Our Wonderful World in Year 1 and Let's Explore the World in Year 2). Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term. In the spring term of Year 1, children study the project Bright Lights, Big City. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom. In contrast, in the spring term of Year 2, children carry out a detailed study of coastal geography in the project Coastline. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

Lower Key Stage 2

In Lower Key Stage 2, children begin with essential skills and knowledge projects (One Planet, Our World in Year 3 and Interconnected World in Year 4). Teaching these projects in Years 3 and 4 enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 3, children study the project Rocks, Relics and Rumbles, which explores physical features and geographical phenomena, including earthquakes and volcanoes. In contrast, in the spring term of Year 4, children carry out a detailed study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork.

Upper Key Stage 2

In Upper Key Stage 2, children again begin with essential skills and knowledge projects (Investigating Our World in Year 5 and Our Changing World in Year 6). Teaching these projects in Years 5 and 6 enables children to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 5, children study the seasonal project Sow, Grow and Farm, which explores farming, agriculture and rural land use. In the spring term of Year 6, children study the polar regions in the project Frozen Kingdoms. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues.