Saint Mary's Catholic Primary Academy

Geography Curriculum

2023-2024

What do we want for our pupils?

Intent

At St Mary's, it is our intention that Geography is taught through a half-termly topic designed to ignite pupils' love of learning. This enables teachers to create cross curricular links, giving a meaningful context for the learning. However, teachers make it explicit to children that they are learning geography skills and building geographical knowledge.

Geography is important in our school; it provides a means of exploring, appreciating and understanding the world in which we live in and how it has evolved. We especially want the children to be knowledgeable of their local area, Grimsby, and explore this through topics and getting out into the local environment. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Children will learn about natural wonders as well as current issues in the world today.

Implementation

Through following a knowledge-rich curriculum, supported by Cornerstones, our topics are designed to be tailored for our children and their experiences. They ensure the children can build and develop their geographical skills and knowledge year upon year. Children will begin to learn about their local area. They then expand through their region, country and then to the wider world as they go through school, applying the geographical skills and knowledge gained each year.

For a half term, three times a year, children will study an in-depth geographical topic, where they can explore and be fully immersed in geographical project. This is to ensure children have time to develop their skills and knowledge as well as have in depth learning. However, geography skills and knowledge is revisited throughout the year in other topics.

Staff continually review and adapt work and learning to meet our children's needs as well as us progression charts to guide planning. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning as well as develop knowledge through hands on experiences. Children are taught to use subject specific language with confidence and apply this confidently in their writing/ work.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site.

What is our goal?

Impact

Children will know what human and physical features there are around them locally. They will have a strong geographical knowledge about the world we live in and will be able to discuss their understanding using subject specific language confidently. By the time the children leave the school, they will also have had a chance to explore their local environment.

By the time children leave St Mary's, they will:

- have an excellent knowledge of where places are and what they are like.
- have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- have an extensive base of geographical knowledge and vocabulary.
- have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- have significant levels of originality, imagination or creativity.
- be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Assessment in Geography

Teachers will use the cumulative quizzes as an assessment tool. Teachers will use this to guide their teaching, identify any gaps in learning and inform future planning.

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually through feedback reports and through parents' evenings. This assessment allows us to assess if children are WTS, EXS or GDS in Geography. A child learning at greater depth will have a good knowledge of locational facts but even more so they will show an understanding of geographical processes: showing regard for issues such as why places are where they are and what it is like to be there.

Monitoring is undertaken using book looks, lesson observations and walkthroughs.

Year Group	Advent 1 Essential Mapping Skills	Advent 2	Lent 1 Local Geography and comparison to a European area	Lent 2	Pentecost 1 Comparative study of non-European area	Pentecost 2
FS1	**Seasons** **Our School** School name, street		**Differences between people around the world**		**India** Urban vs Rural	
FS2	**Community** **Our school** School, name, street and surrounding area.		**Different Celebrations around the world**		**Japan** City Structures	
1	**United Kingdom** Countries and capital cities of the UK Simple map Positional and directional language (recap) Humans and physical features		**Our Local Area** Human and physical features of local area		**Arctic and Antarctica** Polar regions	
2	**Continents and Oceans** Continents and oceans 4 Cardinal compass points Maps with keys Atlases		**Grimsby and Beyond** Human and physical features and land use in Grimsby and Hull (compare to Barcelona in Spain)		**Kenya** Mountains, valleys and lakes	
3	**One Planet, Our World** 4 figure grid references, 8 compass points UK counties, European countries and cities Local study of Cleethorpes		**Volcanoes and Earthquakes** Location and understanding of volcanoes, and impact (compare to Italy)		**Canada** Forests and tundra	
4	**Interconnected World** Northern and Southern Hemisphere Tropics and Equator Physical features of UK		**Rivers** Journey of a river, case study of local river and uses (compare to France)		**Australia** Great Barrier Reef	
5	**Investigating Our World** 6 figure grid references Contours Ordnance Survey maps Relative distances Climate zones		**Biomes** Climate zones, different biomes, vegetation belts, and study of how biomes are used. (compare to Norway)		**Brazil** Amazon rainforest	
6	**Our Changing World** Scale Longitude and Latitude Climate change Time zones Water cycle		**Grimsby of the Future** Regeneration, renewable energy and trade (Compare to Germany)		**Mexico** Desert	

NATIONAL CURRICULUM

In KS1 pupils are taught to:

Locational Knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 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, west) and locational and directional language [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 contrast basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment.

In KS2 pupils are taught to:

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 in 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 8 points of a compass, 4- and 6-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.

YEAR ONE

UNITED KINGDOM	OUR LOCAL AREA	ARCTIC AND ANTARCTICA
<u>Knowledge and Understanding:</u> • To know that geography helps us to learn about places, the world and its people. • To know that a map is a picture or drawing of an area of land. • To know that there are four countries that make up the United Kingdom. • To know that there are four main seas around the United Kingdom. • To know that positional language helps us to describe were things are in relation to each other. • To know that directional language helps us to follow a route on a map. • To know that places have physical and human features. • To know that settlements have different characteristics. • To know that orienteering maps are used to help us find our way around a course	<u>Knowledge and Understanding:</u> • To know where Grimsby is in the United Kingdom. • To know the human features in the school locality • To know the physical features in the school locality. • To know what makes a human and physical feature. • To know a map has symbols to represent human and physical features of an area. • To know that a route requires clear directional language.	<u>Knowledge and Understanding:</u> • To know that there are 7 continents and 5 oceans. • To know that the Arctic is a polar region in the Northern Hemisphere. • To know that the Antarctic is a polar region in the Southern Hemisphere. • To know the human and physical features of the polar regions. • To know that climate change is impacting on the polar regions.
<u>Fieldwork Skills:</u> • Teacher led enquiries, to askand respond to simple closed questions. • Make simple observations of the school grounds e.g. identify where things are and physical & human features such as number of trees/shops/houses.		
Vocabulary: map, land, sea, features, human, physical, symbols, United Kingdom, union, countries, England, Scotland, Wales, Northern Ireland, capital city, sea, ocean, position, direction, behind, next to, in front of, left, right, straight ahead, turn, natural, people, city, town, village, factory, farm, road, bridge, house, office, shop, beach, cliff, coastline, forest, hill, mountain, ocean, river, lake, settlement, work, live, urban, rural, countryside, orienteering, control point, route, course	**Vocabulary:** Great Grimsby, village, town, city, county, coast, river, North Sea, road, shop, houses, market, public houses, harbour, docks, Grimsby Dock Tower, business, human feature, physical feature, woodland, forest, hill, mountain, beach, cliff, river, riverbank, sea, aerial photograph, image, people, nature, landmark, field, park, map, street, housing, shopping, symbols, key, route, journey, map, near, far, left, right, next to, behind, in front of, tower	**Vocabulary:** ocean, continent, Indian, Southern, Pacific, Atlantic, Arctic, Antarctica, Equator, Northern Hemisphere, Southern Hemisphere polar region, climate, ice, glacier, mountain, crevasse, Innuit, climate change, land mass, sea levels

YEAR TWO

CONTINENTS AND OCEANS

Knowledge and Understanding:

- To know that a map is a picture or drawing of an area of land. (Y1 recap)
- To know that an atlas is a book of maps and charts.
- To know that there are seven continents and five oceans in the world.
- To know that there are four cardinal compass points.
- To know that maps use symbols and keys to provide more information.
- To know that characteristics of a country includes their human and physical features.
- To know that the equator is an imaginary line that divides the world into two equal parts.
- To know that orienteering maps are used to help us find our way around a course.

Vocabulary:

map, chart, atlas, continent, ocean, cardinal, compass points, North, South, East, West, symbol, key, icon, geographical feature, characteristic, country, capital city, landscape, landmark, population, size, mountain, hill, lake, valley, forest, Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, climate, hotter, colder, orienteering, control point, route, course, cardinal points

GRIMSBY AND BEYOND

Knowledge and Understanding:

- To know that the harbour is an important human feature of Grimsby.
- To know that land is used for different purposes.
- To know that there are old and new parts of Grimsby.
- To know that there are differences between parts of Grimsby.
- To know that there are different human and physical features of a city (Hull).
- To know that there are geographical similarities and differences between Grimsby and Hull.

Vocabulary:

harbour, coast, aerial photograph, wall, breakwater, depth, enclosed, housing, accommodation, commerce, business, recreation, leisure, park, shopping, market, urban, commerce, bank, community, economic, data, residential, old, modern, religious, church, minster, municipal, council, Mayor, town, city, population, marina, regeneration

KENYA

Knowledge and Understanding:

- To know the names of the seven continents and five oceans. (Y1 Recap)
- To know that Kenya is in Eastern Africa
- To know that Mombasa is Kenya's seaport.
- To know that Nairobi is the capital city of Kenya.
- To know that Kenya has mountains, valleys and lakes.
- To know that climate change is impacting on Kenya.

Vocabulary:

coastline, borders, country, continent, ocean, , Mombasa, exports, seaport, trade, population, capital, city, headquarters, transport, pro, con, for, against, Nairobi, landform, lake, valley, mountain, highland, climate change, agriculture, economy, livestock, precipitation, drought

Fieldwork Skills:

- Children encouraged to ask and respond to simple geographical questions *e.g. Whereis it? What's it like here? What is it like to livein this place?*
- Make more detailed observations of the school grounds and its surrounding environment e.g. number/types of trees/plants/animals seen.

YEAR THREE

ONE PLANET, OUR WORLD

Knowledge and Understanding:

- To know that there are 8 points of a compass.
- To know that a four figure grid reference is used to locate a place on a map.
- To know that an atlas is a book of maps and charts. (Y2 recap)
- To know that there are seven continents and five oceans in the world. (Y2 recap)
- To know that Europe is a continent made up of many countries
- To know that counties are governed by local governments and have unique physical and human characteristics.
- To know that a city is a large human settlement, where lots of people live and work.
- To know that Cleethorpes is a town which uses land for different purposes.
- To know that orienteering maps are used to help us find our way around a course.

Vocabulary:

cardinal points, intercardinal points, grid reference, compass, locate, map, position, atlas, globe, continent, Northern Hemisphere, Southern Hemisphere, capital city, transcontinental, county, city, government, physical, human, characteristics, population, location, industry, land use, settlement, residential, commercial, rural, size, urban, hamlet, village, town, coastal, seaside, estuary, Humber, land use, maritime, leisure, residential, trade, transport, orienteering, control point, route, course

VOLACANOES AND EARTHQUAKES

Knowledge and Understanding:

- To know that tectonic plates move to create volcanoes and earthquakes.
- To know that most volcanoes and earthquakes are found along a belt called the 'Ring of Fire'.
- To know that there are different parts of a volcano.
- To know that there are four main types of volcanoes.
- To know that there are causes and consequences of earthquakes.
- To know there are short-term and long-term impacts on humans of earthquakes and volcanic eruptions.

Vocabulary:

tectonic plate, plate boundary, volcano, mountains, earthquake, convergent, divergent, transform, push, pull, slide, crust, mantle, outer core, inner core, Ring of Fire, belt, longitude, latitude, Prime Meridian, Northern Hemisphere, Southern Hemisphere, equator, magma chamber, conduit, secondary vent, crater, ash cloud, lava flow, eruption, liquid, molten, active, dormant, extinct, shield, composite, lava dome, cinder cone, hypocentre, epicentre, foreshock, aftershock, nature, environment, damage, debris, hygiene, infrastructure

CANADA

Knowledge and Understanding:

- To know that Canada is in North America.
- To know that a tundra is the coldest biome in the world.
- To know that Canada has many forests.
- To know that Canada exports natural resources.
- To know that climate change is impacting on the regions of Canada.

Vocabulary:

Atlantic, Pacific, Arctic, North, South, East, West, tundra, biome, permafrost, barren. boreal, temperate, climate, Great Bear Rainforest, natural resources, export, reserves, oil, gas, lumberwood, deforestation, carbon emissions, greenhouse gases, urbanisation, livestock, logging

Fieldwork Skills:

- Begin to ask and respond to geographical questions *e.g. Describethe landscape, Why is it like this? How is it changing? What do you think about that?*
- Begin to make detailed observations of the school grounds and its surrounding environment e.g. number/types of trees/plants/animals seen etc.
- Begin to measure and record human / physical features in the local area with support *e.g.rainfall, temperature, wind speed, noise levels etc.*

YEAR FOUR

INTERCONNECTED WORLD

Knowledge and Understanding:

- To know that the Tropics of Cancer and Capricorn lie on either side of the Equator.
- To know that places can be located using longitude and latitude.
- To know that countries in North and South America have contrasting climates.
- To know that atlases contain political and physical maps of countries and continents.
- To know that UK topography is the study of physical features in the United Kingdom.
- To know that human features can be interconnected by rail and water systems.
- To know that orienteering maps are used to help us find our way around a course.

Vocabulary:

tropics, Tropic of Cancer, Tropic of Capricorn, Equator, Longitude, latitude, Prime Meridian, continent, North America, South America, climate, contrasting, variation, polar, temperate, tropical, political, physical, data, population, elevation, topography, hills, mountains, valleys, lakes, rivers, physical features, settlement, trade links, distribution, connection, routes, principal, network, economic activity orienteering, map, control point, route, course, cardinal points, intercardinal points.

RIVERS

Knowledge and Understanding:

- To know that rivers have different features.
- To know that the longest rivers in the world and the UK follow different journeys.
- To know that the River Freshney is a local river. (case study)
- To know that rivers change the landscapes.
- To know that rivers are used for leisure and settlements.
- To know that rivers are used for transportation and industry.

Vocabulary:

source, mouth, estuary, meander, tributary, deposition, delta, oxbow lake, waterfall, floodplain, upper course, middle course, lower course, rocky, narrow, steep, wider, deeper, curving, flow, slowly, flat, wide, habitat, wildlife, vole, otter, chalk stream, native, invasive, species, urban, rural, erosion, erode, transportation, deposition, solution, suspension, saltation, traction, leisure, recreation, settlement, tourism, waterfall, habitat, wildlife, renewable energy, hydroelectric power, farming, agriculture, irrigation, transportation, freight, cargo

AUSTRALIA

Knowledge and Understanding:

- To understand the process of the water cycle
- To know that Australia is in Oceania.
- To know that the Great Barrier Reef is a marine biome.
- To know that The Great Barrier Reef provides economic revenue to the local area.
- To know that climate change is impacting on the coral reef.
- To know that tourists are impacting on the coral reef.

Vocabulary:

water cycle, evaporation, condensation, precipitation, groundwater, run off, closed cycle, Oceania, Australia, Northern Hemisphere, Southern Hemisphere, equator, organisms, Great Barrier Reef, marine, biome, economic, tourism, landmark, climate change, organisms, bleaching, pollution, impact, recreational, tourists

Fieldwork Skills:

- Ask and respond to questions and offer their own ideas. *e.g. What is this landscape like? What will it be likein the future?*
- Make detailed observations of the school grounds and its surrounding environment e.g. number/types of trees/plants/animals seen etc.
- More accurately measure and record human / physical features in the local area with some support *e.g. rainfall, temperature,wind speed, noise levels etc.*

YEAR FIVE

INVESTIGATING OUR WORLD	BIOMES	BRAZIL
Knowledge and Understanding: • To know that an Ordnance Survey map uses universal symbols to show human and physical features of a landscape. • To know that a four figure grid reference is used to locate a place on a map. (Y3 recap) • To know that a six figure grid reference precisely pinpoints a location on a map. • To know that hills, slopes and mountains are represented on a relief map using contour lines. • To know that relative location is where something is found in comparison with other features. • To know that a climate zone is an area of the world with a distinct climate. • To know that orienteering maps are used to help us find our way around a course.	Knowledge and Understanding: • To know that weather and climate are different. • To know that there are different climate zones across the world. • To know that there are different biomes across the world • To know that a climate affects a vegetation belt. • To know that agricultural land can be used for different purposes. • To know that the soil and climate of a biome lends itself to growing specific crops. • To know that one biome does not cater for all needs.	Knowledge and Understanding: • To know that Brazil is in South America. • To know there are different climates and weather across Brazil. • To know that push and pull factors impact urbanisation. • To know that the Amazon Rainforest is a tropical rainforest. • To know that climate change is impacting on Brazil.
Fieldwork Skills: • Ask and respond to questions and offer their own ideas. *e.g. What is this landscape like? How has it changed? What made it change? How is it changing?* • Begin to suggest questions and studies for investigating • Confidently make detailed observations of the school grounds with a focus on its surrounding environment, e.g. number / types of trees / plan • More accurately measure and record human / physical features in the local area, unaided *e.g. rainfall, temperature, wind speed, noise levels etc.*		
Vocabulary: Ordnance survey, map, key, universal, symbol, landscape, physical, human, features, landscape, six figure grid reference, easting, northing, easting, northing, contour lines, relief, hills, mountains, slope, scale, distance, compass points, relative location, absolute location, climate zone, vegetation belt, distinct, average, temperature, rainfall, seasons, polar, temperate, Mediterranean, desert, tropical orienteering, map, control point, route, course, cardinal points, intercardinal points.	**Vocabulary:** weather, climate, Equator, climate zone, desert, Mediterranean, polar, temperate, tropical, mountains, altitude, variable, biome, ecology, desert, forest, grassland, tundra, aquatic, vegetation, fertile, soils, tropics, vegetation belt, temperature, precipitation, landscape, farming, agriculture, livestock, arable, pastoral, mixed, crops, harvest, wheat, peas, habitat, citrus, sols, fertility, drainage, vegetation belt, food miles, consumer, producer, seasonal, economy, trade distribution.	**Vocabulary:** border, population, city, country, continent, climate zones, arid, subtropical, tropical, equatorial, push, pull, urbanisation, rural, overpopulated, under- developed, forest floor, understory, canopy, emergent, indigenous, deforestation, endangered, extinction, indigenous, conservation, biodiversity

YEAR SIX		
OUR CHANGING WORLD	**GRIMSBY OF THE FUTURE**	**MEXICO**
Knowledge and Understanding: • To know that a time zone is a region where the same standard time is kept. • To know that lines of latitude and longitude show the geographical position of an area. • To know that the scale on a map is used for measuring the size or distance between features. • To know that the water cycle describes how water is exchanged through Earth's land, ocean, and atmosphere. • To know that the large scale change to the climate is called climate change. • To know that orienteering maps are used to help us find our way around a course.	Knowledge and Understanding: • To know that Grimsby used trade links to support its economy in the past. • To know that the ports of Grimsby and Immingham have trade links to the UK, Europe and the wider world. • To know that non-renewable energy has an impact on the local area. • To know that the local area contributes to renewable energy. • To know that the regeneration of Hull can act as a model for Grimsby. • To know that there are plans to regenerate Grimsby in the future.	Knowledge and Understanding: • To know that Mexico is in North America • To know that Mexico has mountains, rainforests and deserts. • To know that the Chihuahuan Desert is the largest desert in North America. • To know that settlement and land use is different in Mexico in comparison to the UK • To know that climate change is impacting on Mexico.
Fieldwork Skills: • Ask and respond to questions and offer their own ideas. *e.g. What is this landscape like? How is it changing? What patterns can you see? How have the patterns changed?* • Suggest questions and studies for investigating. • Confidently make detailed observations of the school grounds with a focus on its surrounding environment e.g. number/types of trees/plants/animals seen etc. • Accurately measure and record human / physical features in the local area, unaided *e.g. rainfall, temperature, wind speed, noise levels etc.*		
Vocabulary: Time zone, Greenwich Meridian Time (GMT), Prime Meridian, longitude, latitude, Equator, degrees, location, geographical, position, scale, size, distance, scale bar, ratio, grid lines, water cycle, evaporation, condensation, precipitation, collection, water vapour, climate, climate change, large scale, global warming, greenhouse gases, extreme weather, orienteering, map, control point, route, course, cardinal points, intercardinal points.	**Vocabulary:** Trade, port, energy, natural resources, distribution, economy, economic links, global, minerals, factory, producer, consumer, commerce, industrial, cargo, freight, renewable energy, non-renewable energy, natural resources, climate change, global warming, pollution, greenhouse gas, carbon emissions, marina, regeneration, commerce, urban, development, residential, regeneration, sustainable, investment, masterplan,	**Vocabulary:** Equator, tropics, Northern Hemisphere, population, human and physical feature, mountain, mountain range, river, source, tributary, aerial map, temperate, sub-tropical, rain cloud desert, moisture, trade, export, import, goods, agricultural, land, greenhouse gases, global warming, climate change, atmosphere