



Geography Curriculum: Intent

To encourage a greater understanding and knowledge of the world and our pupils place in it and through curiosity and fascination learn concepts and skills. Through active investigating, pupils will ask and answer discerning questions about the diverse natural and human world.



Geography Curriculum: Implementation

At St. Mary's, the Geography curriculum has been specifically written for and tailored to our pupil's interests and it is developed by the wider curriculum. The Breadth of Study and the key skills are mapped out progressively from EYFS to Y6 and links are made to key English texts, historical eras of study and key Science objectives. This ensures that the focus is on the geographical skills and knowledge, which can then be enhanced through curriculum links and application.

Key Features:

- Detailed curriculum mapping across all key stages that is progressive.
- The curriculum is mapped out in three key areas; the focus for learning, mapping use/knowledge and geographical skills.
- Over the academic year 3 units that will be taught. Each unit has a focus that **MUST** be taught alongside the mapping and skills outlined below.
- Wider curriculum links to deepen understanding and knowledge.
- High quality class texts have been secured to support the Geography curriculum.
- Access to resources and schemes of work through school membership of the Geographical Association.

A St. Mary's Geographer has...

A strong understanding of physical and human geography and are able to apply their geographical knowledge to real-life situations.

They understand their responsibilities towards the environment and the impacts of human activities on natural resources.

A deepened understanding of global issues such as climate change, migration, and poverty.

In addition, they have a solid understanding of cultural diversity and respect for different points of view.

Geography progression of knowledge and skills

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units: Autumn: Physical Geography			<u>Weather and Seasons</u> Lesson 1: LO:_ Order the months of the year and recognise seasons. Lesson 2: LO: Spot the differences between the seasons Lesson 3: LO: Find clues to decide which season we are in Lesson 4: LO: Identify the types of clothing worn in different weather. Lesson 5: LO: Identify the types of weather we have in the United Kingdom and record the daily weather in our area. Lesson 6: LO: Explore how the weather affects different jobs.	<u>Continents and Oceans</u> Lesson 1: LO:_ Understand where I am in the world. Lesson 2: LO: Locate on a map the seven continents. Lesson 3: LO: Locate on a map the oceans that link the continents. Lesson 4: LO: Describe where different continents are located. Lesson 5: LO: Spot the physical and human features of a continent. Lesson 6: LO: Share my understanding of a continent	<u>Climate zones</u> Lesson 1: LO: Identify the different lines of latitude and explain how latitude is linked to climate. Lesson 2: LO: Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. Lesson 3: LO: Compare temperate and tropical climates. Lesson 4: LO: Explore weather patterns within a climate zone. Lesson 5: LO: Write a weather forecast for a typical day in your choice of climate zone Compare the climates of Seville and Santiago. Lesson 6: LO: Identify the characteristics of each climate zone	<u>Rivers*</u> (fieldwork opportunity) Lesson 1: LO: Describe the water cycle, explain what a river is and locate the world's longest rivers on a map Lesson 2: LO: Describe how rivers are used around the world Lesson 3: LO: Identify the stages and features of a river, and the way that land use changes from the source to the mouth Lesson 4: LO: Recognise and explain how human activity affects rivers Lesson 5: LO: Recognise and explain how flooding affects communities Lesson 6: LO: Identify the key characteristics of one of the world's longest rivers	<u>Mountains*</u> (fieldwork opportunity) Lesson 1: LO: Describe what a mountain is and locate the world's 'Seven Summits' on a map Lesson 2: LO: Describe the key features of mountains and how they are formed Lesson 3: LO: Describe the climate of mountains and explore mountain life Lesson 4: LO: Explore and locate the UK's highest mountains Lesson 5: LO: Recognise the importance of the Himalayas for people living in the region Lesson 6: LO: Share your knowledge about a world famous mountain or mountainous region	<u>United Kingdom*</u> (fieldwork opportunity) Lesson 1: LO: Compare and contrast the different countries of the UK Lesson 2: LO: Identify where I live in the UK and locate the UK's major cities Lesson 3: LO: Identify physical characteristics of the UK Lesson 4: LO: Understand how people have affected the United Kingdom's landscape Lesson 5: LO: Describe and explain the sorts of industries in which people in the UK work Lesson 6: LO: Understand the different types of energy sources used in the UK Evaluate the advantages and disadvantages of wind energy

Vocabulary:			Time, month, season, order, spring, summer, autumn, winter, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun, wind, fog, temperature.	Map, village, town, city, county, country, continent, world, land, ocean, location, North, South, East, West, physical, human, features	Climate, latitude, weather, Equator, hemisphere, sphere, axis, season, temperature, temperate, tropical, precipitation, Mediterranean, tropical, arid, polar,	Water cycle, evaporation, precipitation, condensation, overland flow, mouth, channel, hydro- electric power, crops, transporting, recreational, source, meander, tributary, v-shaped valley, waterfall, ox-bow lake, dam, irrigation, Thames barrier, floodplain, embankment, sandbag, continent, country, world river	Mountain, summit, landform, hill, mountain range, plates, mantle, slope, valley, fold, fault-block, volcanoes, dome, climate, avalanche, Equator, environment, UK, Three-Peaks Challenge, Himalayas, mountain range, porters, valley, terracing, mountaineers, Seven summits, region, mountain ranges,	Countries, human, physical, landmark, region, capital city, city, county, physical features, coastline, mountain range, river, industry, National Park, retail, farming, manufacturing, tourism, finance, energy, renewable, wind energy, London Array, solar farm, nuclear power
Spring: Locational Geography			<p><u>United Kingdom</u></p> <p>Lesson 1: LO: Check my understanding of the United Kingdom and locate the four countries of the United Kingdom</p> <p>Lesson 2: LO: Identify the four capital cities and surrounding seas of the United Kingdom.</p> <p>Lesson 3: LO: Explain the differences between human and physical features.</p> <p>Lesson 4: LO: Describe the human and physical features of one of the UK's capital cities.</p> <p>Lesson 5: LO: Share my understanding of the UK</p>	<p><u>Hot and cold places</u></p> <p>Lesson 1 LO: Identify hot and cold places and locate them on a map.</p> <p>Lesson 2: LO: Recognise the features of a hot and a cold place</p> <p>Lesson 3: LO: Explore a hot or cold place.</p> <p>Lesson 4: LO: Identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>Lesson 5: LO: Compare a pack list for a trip to a hot place with a list for a cold place.</p> <p>Lesson 6: LO: Describe what I would see in a hot or cold place.</p>	<p><u>North America</u></p> <p>Lesson 1: LO: Locate North America on a world map, including through using latitude and longitude.</p> <p>Lesson 2: LO: Children locate the United States of America and explain its name</p> <p>Lesson 3: LO: To understand the human and physical geography of the Rockies.</p> <p>Lesson 4: LO: To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area</p> <p>Lesson 5: LO: To investigate and evaluate the key features of a US state.</p> <p>Lesson 6:</p>	<p><u>Rainforests</u></p> <p>Lesson 1: LO: Recognise what a rainforest is and locate the world's rainforests on a map</p> <p>Lesson 2: LO: Recognise the different layers of life in a rainforest</p> <p>Lesson 3: LO: Recognise the features that make up a rainforest</p> <p>Lesson 4: LO: Describe the key characteristics of the Congo</p> <p>Lesson 5: LO: Describe and explain the impact of the deforestation of the rainforests</p> <p>Lesson 6: LO: Explain the importance of the Amazon Rainforest</p>	<p><u>Volcanoes and earthquakes</u></p> <p>Lesson 1: LO:_ Find out about the structure of the Earth and label a diagram</p> <p>Lesson 2: LO: Describe what happens at the boundaries between the Earth's plates</p> <p>Lesson 3: LO: Describe and explain the key features of a volcano</p> <p>Lesson 4: LO: Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</p> <p>Lesson 5: LO: Report on the effects of a volcanic eruption</p> <p>Lesson 6: LO: Evaluate the advantages and disadvantages of living near a volcano</p>	

					LO: To compare and contrast New York with the children's home area.			
Vocabulary:			map, world, Europe, country, England, Scotland, Wales, Northern Ireland, capital, London, Edinburgh, Cardiff, Belfast, Union Jack. Features, human, physical, nature, city.	Weather, temperature, hot, cold, world, Equator, Arctic, Antarctica, North Pole, South Pole, hot desert, rainforest, iceberg, sand dunes, nomad, rain, river, animal, blubber, adapt, adaptation, burrow, environment, habitat, hibernate. Suitable, unsuitable, features,	The Caribbean, Central America, Denali, Great Lakes, latitude, longitude, Mississippi river, Northern Hemisphere, Western Hemisphere, Canada, Mexico, state, glacier, habitat, mountain range, national park, wilderness, wildlife, Cascades, eruption, north-west, facilities, state, human, features, landscape, location, physical features, rural, state, urban,	Rainforest, Equator, Congo, continent, Amazon, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, Aka people, nomadic, hunter-gatherer, deforestation, indigenous, fell, ecosystem, farming, oxygen, carbon dioxide, biodiversity, fertile, Manaus	Volcano, plates, tectonic, core, mantle, crust, boundaries, magma, ash cloud, lava, central vent, eruption, map, Europe, North America, Pacific Ring of Fire, eye-witness, effects, impact, advantage, disadvantage,	

Summer: Locational Geography			<u>Local area</u>	<u>Mugumareno Village, Zambia</u>	<u>Rio and South-East Brazil</u>	<u>South America - the Amazon</u>	<u>European region</u>	<u>Local area and region - Upper KS2*</u> (integrates fieldwork)
Vocabulary:			<p>Lesson 1:</p> <p>LO: Know the difference between rural and urban areas, including your own</p> <p>Lesson 2:</p> <p>LO: Use fieldwork to identify and record the main features of the school grounds.</p> <p>Lesson 3:</p> <p>LO: Use fieldwork to identify and record the main features of the local area.</p> <p>Lesson 4:</p> <p>LO: Using data collected during fieldwork, recount the journey through the local area.</p> <p>Lesson 5:</p> <p>LO: Recognise some commonly used Ordnance Survey map symbols.</p> <p>Lesson 6:</p> <p>LO: Create a map of our local area, showing the key features.</p>	<p>Lesson 1:</p> <p>LO: To locate Zambia, To find out Zambia's key physical and human features.</p> <p>Lesson 2:</p> <p>LO: To locate the village of Mugurameno</p> <p>Lesson 3:</p> <p>LO: To find out how people use the river Mugurameno</p> <p>Lesson 4:</p> <p>LO: To find out about food eaten in Mugurameno, how it is prepared.</p> <p>Lesson 5:</p> <p>LO: To find out about materials used to build houses in Mugurameno.</p> <p>Lesson 6:</p> <p>LO: Compare the lives of children in Mugurameno with our own.</p> <p>Lesson 7:</p> <p>LO: To compare school life in Mugurameno and where we live.</p> <p>Lesson 8:</p> <p>LO: To compare shopping and recycling habits in Mugurameno and where we live.</p>	<p>Lesson 1:</p> <p>LO: Children are able to locate South America on a world map and identify some of its key features.</p> <p>Lesson 2:</p> <p>LO: To locate South American countries and capitals, in order to compare the time difference between them and the UK</p> <p>Lesson 3:</p> <p>LO: To compare key facts about Brazil with facts about your country.</p> <p>Lesson 4:</p> <p>LO: To use photographs and information texts to imagine daily life in Rio de Janeiro</p> <p>Lesson 5:</p> <p>LO: To investigate trade links with South East Brazil.</p> <p>Lesson 6:</p> <p>LO: To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games.</p>	<p>Lesson 1:</p> <p>LO: To locate The Amazon on a map and consider the significance of its location.</p> <p>Lesson 2:</p> <p>LO: To describe the importance of the Amazon Basin and Rainforest.</p> <p>Lesson 3:</p> <p>LO: To understand some of the threats to the Amazon and why they matter.</p> <p>Lesson 4:</p> <p>LO: To understand some of the main human and physical features of Manaus.</p> <p>Lesson 5:</p> <p>LO: To compare the Amazon Basin with South-East Brazil and the children's home area.</p> <p>Lesson 6:</p> <p>LO: To share children's knowledge and understanding of the Amazon Basin.</p>	<p>Lesson 1:</p> <p>LO: Children are able to locate Europe and investigate key information about its principal countries</p> <p>Lesson 2:</p> <p>LO: To explore tourism in the Mediterranean region</p> <p>Lesson 3:</p> <p>LO: To understand some of the factors affecting migration into Europe through Greece</p> <p>Lesson 4:</p> <p>LO: To investigate the landscape of Greece, its features and how it is used</p> <p>Lesson 5:</p> <p>LO: To investigate some of the main features of Athens</p> <p>Lesson 6:</p> <p>LO: To compare everyday life for a child in Athens with that in other places</p>	<p>Lesson 1:</p> <p>LO: How do my local area and my region fit into the wider world?</p> <p>To locate the region and local area in relation to other places</p> <ul style="list-style-type: none"> To use an aerial image to describe the key physical and human features of the region and local area To understand local, regional, national and international links to the local area <p>Lesson 2:</p> <p>LO: Can I identify and locate the main features of my region?</p> <ul style="list-style-type: none"> to identify the principal features of a region within the UK to locate key sites on a regional map to use scale on a map to measure approximate distances to use distance and compass points to identify the approximate location of a place <p>Lesson 3:</p> <p>LO: How might our region meet people's needs? Learning objectives:</p> <ul style="list-style-type: none"> To consider how a region can meet the needs of its population

								<ul style="list-style-type: none"> • To identify key human needs and processes <p>Lesson 4:</p> <p>LO: Fieldwork - Is this a place fit for people? Learning objectives:</p> <ul style="list-style-type: none"> • To gather evidence through urban fieldwork of how a region is meeting people's needs. <p>Lesson 5:</p> <p>LO: How can I create a needs map of the place I have visited? Learning objectives:</p> <ul style="list-style-type: none"> • To annotate an Ordnance Survey map to accurately locate specific sites • To create symbols and a key for a simple land use map • To create accurate six-figure grid references for specific sites <p>Lesson 6:</p> <p>LO: How does our region meet people's needs? Learning objectives: • Communicate geographical information about the region, using maps and writing at length</p>
			<p>City, rural, urban, map, settlement, town, village, classroom, field, fieldwork, grounds, hall, staffroom, bungalow, semi-detached, caravan, feature, flats, home, house, human, physical, terraced, feature,</p>		<p>Cerro Aconcagua, São Paulo, Lake Titicaca, Southern Hemisphere, La Paz, Ushuaia, Brasilia, latitude, longitude, time zone, tropical, population, Northern Hemisphere, Southern Hemisphere,</p>	<p>Amazon Basin, Bolivia, Brazil, Ecuador, equatorial, Peru, tributary, Tropic of Capricorn, Venezuela, access, biodiverse, biome, ecosystem, food chain, humidity, river basin, biodiversity, charity, deforestation,</p>	<p>Europe, European Union, France, Germany, Italy, Mediterranean, Poland, polar, Russia, Scandinavia, Spain, temperate, Ukraine, civilisation, leisure, Mediterranean Sea, resort, service industry, tourism,</p>	

key, map, scale,
symbol,

culture, favela,
recreation, region,
trade, export,
manufacturing, mining,
port, tourism, trade,
development, Olympic
Games

photosynthesis,
poverty, capital,
equatorial, settlement,
trade, urban, volume,
agriculture, latitude,
longitude,
manufacturing, rural,
tropical, river basin

border, Greece,
migrant, refugee,
Syria, agricultural,
coastal, industrial,
mountain, residential,
rural, wilderness,
Athens, Attica,
Parthenon,
Peloponnese, Piraeus,
port, Acropolis,
coastal, climate,
pollution

Geography progression of knowledge and skills

NC end of Key Stage attainment targets									
Knowledge				<p>By the end of Year 1, children should know:</p> <ul style="list-style-type: none"> • basic vocabulary and concepts about weather and the climate; • the main nations and features of the UK, including their locations and related key vocabulary; • the location and features of the local area. 	<p>By the end of Year 2, children should know:</p> <ul style="list-style-type: none"> • the names and locations of the world's continents and oceans, and some information about each of them; • where the world's main hot and cold regions are, and some information about what they are like; • the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; • how their location within hot and cold regions might affect everyday life differently in 	<p>By the end of Year 3, children should know:</p> <ul style="list-style-type: none"> • where the world's main climate zones are (building on their prior understanding of hot and cold regions); • the location and main human and physical features of North and South America; • the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; • how their location within different climate zones might affect everyday life differently in South-East 	<p>By the end of Year 4, children should know:</p> <ul style="list-style-type: none"> • the key elements and features of a river; • the key elements of the water cycle; • the names of - and key information on - the world's main rivers; • basic ideas about flood management; • the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); • the location and principal features of the Amazon, situating it within the globe and the South American 	<p>By the end of Year 5, children should know:</p> <ul style="list-style-type: none"> • the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; • the main features and types of mountains; • how some people have adapted to life in mountainous areas; • the main features and causes of volcanoes and earthquakes; • the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as tourism and migration) 	<p>By the end of Year 6, children should know:</p> <ul style="list-style-type: none"> • the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; • ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;

					<p>the UK and Zambia.</p>	<p>Brazil and places previously studied;</p> <ul style="list-style-type: none"> the location of South-East Brazil and Rio de Janeiro within the South American continent; <p>about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.</p>	<p>continent and comparing and contrasting it with South-East Brazil;</p> <ul style="list-style-type: none"> how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; how some human beings have adapted to life in the rainforest and the Amazon. 	<p>operate within the Mediterranean, Greece and Athens;</p> <ul style="list-style-type: none"> ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; how people can respond to a natural disaster, such as an earthquake; ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; <p>about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and</p>	<p>ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</p>
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				<ul style="list-style-type: none"> use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. <p>In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry, fieldwork and mapwork through incidental opportunities within other subjects and via 'geography in the news'.</p>	<p>describing and comparing a contrasting locality in Zambia with their local area;</p> <p>make use of the four main compass points when describing the location of these key locations and regions.</p>	<p>when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p>	<p>opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days. For example, fieldwork in the autumn term observing and recording the features of a local river or waterway would strongly support learning that term, while subsequently feeding into work on the Amazon in the summer.</p>	<p>earthquakes, the Mediterranean, Greece and Athens.</p> <p>NB: The study of a European region could conclude by looking at Rome or another city, region and country, rather than Athens and Greece.</p> <p>In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.</p>	<ul style="list-style-type: none"> use appropriate vocabulary when describing key information about the UK and the local region to external audiences. <p>In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to do so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days that include a degree of</p>
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									independent investigation.

