



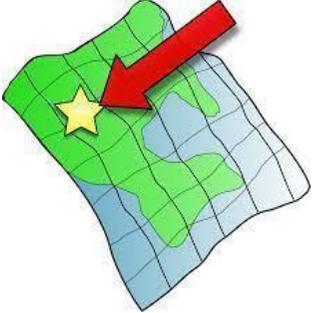
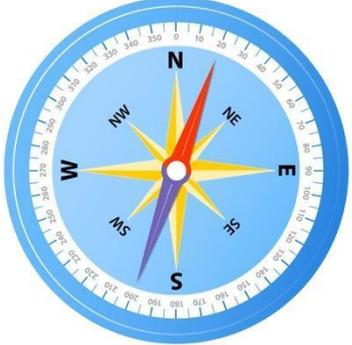
## Curriculum Map Subject: Geography



### Intent Statement

At St Nicholas Catholic Primary School, it is our intent to deliver a broad and balanced Geography curriculum that is ambitious, challenging and engaging. At St Nicholas we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. All children, including those who are disadvantaged and pupils with SEND, are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St Nicholas enables children to develop cumulative knowledge and skills for their future education and employment. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Through the topics we teach, we are developing the children's key skills.

| Locational Knowledge   | Place Knowledge  | Human and physical geography   | Geographical skills and fieldwork  |
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## Implementation - curriculum coverage

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| <b>Year group</b> |  |
| <b>Reception</b>  | <p>In the EYFS Geography is about people, places and the world around us. Children see Geography each day as they learn to make sense of the world and move about within it.</p> <p>Aspects of Geography appear within the Area of Learning called Understanding the World in the Early Years Foundation Stage Framework. In the EYFS the children learn about their immediate locality and places around our school and grounds. They learn about familiar features such as houses, farms and shops building on their everyday experiences. They will encounter distant places through topics and stories. The children observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us. The children also learn about the different jobs which people do in our community.</p> |

| <b>Year group</b> | <b>Autumn</b>    | <b>Spring</b>   | <b>Summer</b>   |
|-------------------|---|--|--|
| <b>Year 1</b>     | <p><b>Geography of my School and exploring my school grounds</b><br/>Children learn about the world, starting with their immediate environment. Children will develop their observation and fieldwork skills to study their immediate surroundings. Children will learn a sense of place in relation to home and school. Children will explore their school environment using first-hand observation and experience to enhance their awareness.</p> | <p><b>Wonderful Weather</b><br/>Children learn about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The children are introduced to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts.</p> | <p><b>My Country Surrounding Environment</b><br/>Children will learn about their locality beyond the school gate, building on children's knowledge and understanding of their school environment and ensuring clear progression in learning. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.</p> |

**Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)**

- ★ Use a range of maps and globes (including picture maps) at different scales.
- ★ Recognise simple features on maps e.g. buildings, roads and fields.
- ★ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
- ★ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment
- ★ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.

| Year group | Autumn    | Spring   | Summer    |
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| Year 2     | <p><b>Sensational safari</b><br/>Children will learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.</p> | <p><b>Fieldwork Skills in Practice</b><br/>Children use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Children 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.</p> | <p><b>The Seaside</b><br/>Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photographs, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.</p> |

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|  | <p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Follow a route on a map</li> <li>★ Use simple compass directions</li> <li>★ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>★ Recognise differences between their own and others' lives.</li> <li>★ Use basic geographical vocabulary to describe specific local geographical features</li> </ul> |
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| Year group  | Autumn   | Spring    | Summer   |
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| Year 3  | <p><b>The United Kingdom and focus on a region in the UK - South Wales</b></p> <p>Through this series of lessons, children will learn about the physical geography of South Wales. They will use maps, atlases and digital maps to explore the area and find out about what the land is used for and what there is to do there. Throughout the unit, children are encouraged to compare what they have learnt about South Wales with what they know about their own local area.</p> | <p><b>Extreme Earth</b></p> <p>Children learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p> | <p><b>Land Use</b></p> <p>This unit on land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.</p> |
| <p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>★ Describe and understand key aspects of physical and human geography</li> <li>★ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>★ Use the eight points of a compass.</li> <li>★ Make comparisons with their own lives</li> </ul> |   |  |   |

| Year group  | Autumn   | Spring    | Summer    |
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| Year 4  | <p><b>Rainforest with a focus on a region within South America</b><br/>           Children will explore the rainforest and will take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.</p> | <p><b>Water</b><br/>           The children are introduced to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p> | <p><b>Around the world</b><br/>           This 'All around the World' Unit allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.</p> |
| <p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Use maps and diagrams from a range of publications</li> <li>★ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>★ Identify the position and significance of latitude, longitude</li> <li>★ Use geographical language relating to the physical and human processes</li> <li>★ Express opinions and personal views about what they like and don't like about specific geographical features and situations</li> </ul> |   |  |  |

| Year group   | Autumn    | Spring    | Summer   |
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| Year 5   | <p><b>A region within a European Country - Athens &amp; Central Greece</b></p> <p>This unit will teach your class about the geography of Athens. Focusing on the main human and physical features. Children will learn about the geographical similarities and differences between Athens and their local area. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using online mapping programmes and interpreting a range of information.</p> | <p><b>Energy and the Environment</b></p> <p>In this unit, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resources such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p> | <p><b>Marvellous Maps</b></p> <p>Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.</p> |
| <p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Choose the most appropriate map/globe for a specific purpose.</li> <li>★ Use eight cardinal points to give directions and instructions.</li> <li>★ Make predictions and test simple hypotheses about people and places.</li> <li>★ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>★ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</li> </ul> |  |  |   |

| Year group   | Autumn    | Spring   | Summer   |
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| Year 6   | <p><b>North and South America with a focus on California</b></p> <p>In this unit, children will first find out about the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.</p> | <p><b>A region within a European Country - Naples &amp; Campania</b></p> <p>Children investigate life and work in and around Naples which is in a highly volcanic region overlooked by Mt Vesuvius. The eruption of AD79 has had a lasting effect and the next eruption may occur at any time. Tourists from all over Europe flock to the Amalfi Coast to soak up the sunshine and the Italian cuisine.</p> | <p><b>Trade and Economics</b></p> <p>Children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.</p> |
| <p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> <li>★ Create sketch maps using symbols and a key.</li> <li>★ Interpret data collected and present the information in a variety of ways including charts and graphs.</li> <li>★ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>★ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> </ul> |  |   |   |