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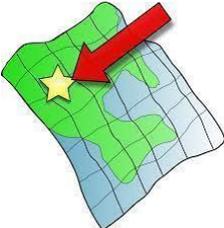
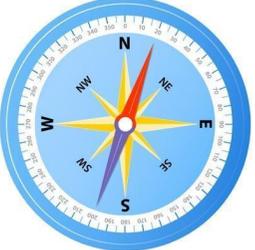
Curriculum Map Subject: Geography



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
			

We ask the Patron Saint of Geography to help us. Albertus Magnus (Albert the Great; c 1200 - 1280) was one of the most universal thinkers to appear during the Middle Ages. He wrote on botany, astronomy, chemistry, physics, biology, and geography, and made original contributions to logic, psychology, metaphysics, meteorology, mineralogy and zoology.

Implementation - curriculum coverage

Year group	
Reception	<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>

Year group	Autumn 	Spring 	Summer 
Year 1	<p>Geography of my School and exploring my school grounds</p> <p>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</p>	<p>Wonderful Weather</p> <p>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,</p>	<p>My Country Surrounding Environment</p> <p>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</p>

	<p>first-hand observation and experience to enhance their awareness.</p>	<p>present their own weather forecasts. <u>VIPERS - Weather</u></p>	<p>developing essential map and fieldwork skills.</p>
	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: How can we create a safe and welcoming environment in our school for everyone? 2. The Common Good: What areas in our school serve the needs of all students, and why is it important to have shared spaces? 3. Solidarity: How can teamwork activities, like cleaning up or planting, strengthen our school community? 4. Stewardship: What are some ways we can take care of our school grounds and the environment around us? 5. Care for the Vulnerable: How can we ensure that all students, especially those who feel left out, feel safe and supported in our school? 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: How does extreme weather impact everyone, and how can we support each other during those times? 2. The Common Good: In what ways does weather benefit our community, and why is it important to understand this? 3. Solidarity: How do communities come together to help each other during weather-related challenges like storms or heatwaves? 4. Stewardship: What can we learn about weather patterns and our responsibility to protect the environment? 5. Care for the Vulnerable: How can we support those who are most affected by extreme weather, and why is empathy important? 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: How does exploring the diversity of cultures within our country help us respect everyone? 2. The Common Good: How do natural resources benefit everyone, and why is it important for communities to protect these resources? 3. Solidarity: Why is it important to support one another during challenges like natural disasters, and how can we do that? 4. Stewardship: What activities can we participate in to take care of our natural environment, and why is this our responsibility? 5. Care for the Vulnerable: How can we help communities that are more vulnerable due to their location or economic status, and why is compassion important?
<p><u>Key objectives (Pupils must know and remember theses facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ 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  
Year 2	<p>Fieldwork Skills in Practice 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>Teach in Spring 2 Sensational safari 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>Teach in Summer 2 The Seaside 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. <u>VIPERS - Coasts</u></p>

	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: How can fieldwork help students appreciate the inherent dignity of every person in their community? The Common Good: What actions can students take during fieldwork to promote the common good for all members of society? Solidarity: In what ways can students learn about and support community needs through their fieldwork experiences? Stewardship: How can students demonstrate responsible stewardship of creation while exploring local environments? 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> The Common Good: In what ways does wildlife tourism benefit local communities, and why is it important to protect these environments? Stewardship: What conservation efforts can students engage in during a safari, and how can they promote awareness of endangered species? Solidarity: How can understanding the reliance of communities on their natural surroundings foster a sense of solidarity among students? Care for the Vulnerable: Why is it important to help endangered species and vulnerable communities? 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> The Common Good: What benefits do coastal areas provide to families and tourists, and why is it important to maintain these spaces? Stewardship: How can students actively participate in protecting marine life and coastal ecosystems during their seaside visits? Solidarity: In what ways can we help coastal communities? Care for the Vulnerable: How can discussions about endangered marine species and the effects of pollution raise awareness about the needs of vulnerable communities?
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ Follow a route on a map ★ Use simple compass directions ★ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. ★ Recognise differences between their own and others' lives. ★ Use basic geographical vocabulary to describe specific local geographical features 			

<p>Year group</p>	<p>Autumn</p> 	<p>Spring 1</p> 	<p>Summer</p> 
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Year 3	<p>The United Kingdom and focus on a region in the UK - South Wales</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><u>VIPERS - History of mining</u></p>	<p>Teach in Spring 2</p> <p>Extreme Earth</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><u>VIPERS - Angry Earth</u></p> <p><u>VIPERS - Climate change</u></p>	<p>Teach in Summer 2</p> <p>Land Use</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>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: How can exploring communities in South Wales help students appreciate diverse cultures and the dignity of every person? The Common Good: How did the coal mining history in South Wales shape local communities, and why is it important for everyone to have access to job opportunities? Stewardship: Why should we preserve the natural landscapes in the UK? Care for the Vulnerable: How can discussions about the elderly help the vulnerable? 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: How do extreme natural events affect communities, and why is it important to care for those impacted? The Common Good: What role do communities play in supporting each other during disasters, and how can collective action benefit everyone? Stewardship: Why is it important to discuss disaster preparedness and sustainable practices in events of extreme weather? Solidarity: How can learning about humanitarian efforts during disasters reinforce the idea of global solidarity? Care for the Vulnerable: Why are vulnerable populations more 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: How does discussing land use for housing and community spaces reinforce the dignity of every person? The Common Good: Why is thoughtful land use important for the well-being of the entire community? Stewardship: What sustainable land use practices can students learn about, and why are they important for the environment? Solidarity: How can discussions about access to land and resources foster empathy and advocacy for marginalised communities? Care for the Vulnerable: How do land use decisions impact

		affected during disasters, and how can we advocate for their support?	vulnerable populations, and what can be done to support those affected?
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ★ Describe and understand key aspects of physical and human geography ★ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ★ Use the eight points of a compass. ★ Make comparisons with their own lives 			

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Year 4	<p>Rainforest with a focus on a region within South America</p> <p>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><u>VIPERS - Madagascar</u> <u>VIPERS - Rainforests</u></p>	<p>Teach in Spring 1</p> <p>Water</p> <p>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><u>VIPERS - Ocean depths</u> <u>VIPERS - Plastic pollution</u></p>	<p>Teach in Summer 2</p> <p>Around the world</p> <p>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</p>

			<p>longitude, children will develop their understanding of time zones. <u>VIPERS - Rivers</u></p>
	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: Why is it important to respect the rights and cultures of indigenous communities living in the South American rainforests? 2. The Common Good: How do rainforests help our planet, and why is it important to protect them for everyone? 3. Stewardship: What can we learn about taking care of the rainforest, and what are some ways we can help protect it? 4. Solidarity: How can we support indigenous peoples and local communities when their environment is harmed? 5. Care for the Vulnerable: Why do indigenous communities need our help when their land is threatened, and how can we advocate for them? 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: Why is having access to clean and safe water important for everyone? 2. The Common Good: How does water help our community, and why should we all work together to save it? 3. Stewardship: What are some ways we can take care of our water resources and reduce waste? 4. Solidarity: What global water challenges do people face, and how can we help those in need of clean water? 5. Care for the Vulnerable: How does a lack of clean water affect vulnerable populations, and what can we do to support them? 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: How do mountains, rivers, and deserts shape the lives of people, and why does everyone deserve a safe and healthy environment? 2. The Common Good: Why is it important to manage natural resources, like water and land, so that everyone can benefit? 3. Participation: What can we learn about ecosystems and how should we work to protect them for future generations? 4. Solidarity: How do natural disasters affect different communities, and how can we help those who are impacted? 5. Care for the Vulnerable: Why might people living in disaster-prone areas need extra support, and how can we advocate for them?
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ Use maps and diagrams from a range of publications ★ 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. ★ Identify the position and significance of latitude, longitude ★ Use geographical language relating to the physical and human processes ★ Express opinions and personal views about what they like and don't like about specific geographical features and situations 			

Year group	Autumn 	Spring 	Summer 
Year 5	<p>Teach in Autumn 2</p> <p>A region within a European Country - Athens & Central Greece</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><u>VIPERS - Greek Gods</u></p>	<p>Teach in Spring 1</p> <p>Energy and the Environment</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><u>VIPERS - Natural resources</u></p> <p><u>VIPERS - Weather</u></p>	<p>Marvellous Maps</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>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: What can we learn about the history and cultures of Athens and Central Greece? Why is it important to respect everyone's dignity in our community? The Common Good: How can community involvement help make Athens a better place 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: Why is access to reliable energy important for everyone's health and quality of life? How does energy poverty affect communities, especially in developing countries? 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: How can maps help us understand how different regions are developed? Why is it important for everyone to have access to resources like education and clean water?

	<p>for everyone? What does it mean to be an active citizen in your local area?</p> <p>3. Stewardship: Why should we take care of the beautiful landscapes and ancient sites in Central Greece? How can we help protect our environment and cultural heritage for the future?</p> <p>4. Solidarity: What challenges do people in Athens and Central Greece face, like economic struggles or migration? How can we show empathy and support for those who are facing difficulties?</p> <p>5. Care for the Vulnerable: How do marginalized groups, like refugees or those in poverty, face challenges in Athens? What can we do to advocate for and support vulnerable populations in our communities?</p>	<p>2. The Common Good: How does energy production impact both local and global communities? What are some renewable energy sources, and why should we use them?</p> <p>3. Stewardship: What can we do to reduce the environmental impact of fossil fuels? How can we take action to protect our environment using renewable energy?</p> <p>4. Solidarity: Why is it important to care for others affected by climate change and pollution? How can we advocate for policies that protect both people and the planet?</p> <p>5. Care for the Vulnerable: How does access to clean energy affect vulnerable communities? What can we do to support those facing environmental challenges?</p>	<p>2. The Common Good: How can we use maps to find out about community resources like parks and schools? Why is it important to identify areas that need improvement in our community?</p> <p>3. Stewardship: What role do we have in protecting the environment based on what we see on maps? How do human activities impact natural resources and ecosystems?</p> <p>4. Solidarity: How can maps help us understand global issues, like migration or natural disasters? Why should we care for communities affected by these issues?</p> <p>5. Care for the Vulnerable: How does geography affect access to resources for people in poverty? What can we do to support those in need in our communities?</p>
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ Choose the most appropriate map/globe for a specific purpose. ★ Use eight cardinal points to give directions and instructions. ★ Make predictions and test simple hypotheses about people and places. ★ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ★ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. 			

Year group	Autumn 	Spring 	Summer 
Year 6	<p>Must be Au 1 North and South America with a focus on California 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. VIPERS - Mexico VIPERS - Biomes</p>	<p>A region within a European Country - Naples & Campania 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. VIPERS - Pompeii</p>	<p>Trade and Economics 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. VIPERS - Trade VIPERS - The future VIPERS - The Industrial Revolution</p>
	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: What different cultures and communities can we find in California? The Common Good: How do California's policies on education and healthcare benefit everyone in the community? In what ways can we get 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: What diverse cultures and histories can we learn about in Naples and Campania? Why is it important to respect the dignity of everyone, especially those who are struggling, like the homeless? The Common Good: How do local initiatives in Naples contribute to the 	<p>Key Questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: How does fair trade ensure that workers are treated with respect and receive fair wages? Why is it important to think about human dignity when making economic decisions? The Common Good: How can trade policies affect both local and global

	<p>involved in our community to help promote the common good?</p> <p>3. Stewardship: What are some of California's ecosystems, and why is it important to take care of them? How can we help protect our natural resources and the environment for future generations?</p> <p>4. Solidarity: What challenges do people in California face, such as housing and education issues? How can communities support each other when facing tough times?</p> <p>5. Care for the Vulnerable: Who are some vulnerable populations in California, and what challenges do they face? What actions can we take to show compassion and help those in need in our community?</p>	<p>well-being of the community? Why is civic engagement important for making our neighbourhoods better places?</p> <p>3. Stewardship: What are some beautiful places in Campania that we should protect? How can sustainable tourism help preserve natural and cultural resources?</p> <p>4. Solidarity: What social issues do people in Naples face, like unemployment or crime? How can we come together as a community to support those who need help?</p> <p>5. Care for the Vulnerable: What challenges do disadvantaged communities in Naples and Campania experience? How can we advocate for and support vulnerable populations in our region?</p>	<p>communities? What are some ethical business practices that promote the common good?</p> <p>3. Stewardship: How do trade practices impact the environment, such as through deforestation or pollution? What are some sustainable practices we can adopt in our everyday lives?</p> <p>4. Solidarity: How does globalisation affect workers in developing countries? Why is it important to support ethical trade initiatives that help marginalised communities?</p> <p>5. Care for the Vulnerable: How do certain trade practices lead to economic inequality for some communities? What can we do to advocate for fair trade and support those who are less fortunate?</p>
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ 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. ★ Create sketch maps using symbols and a key. ★ Interpret data collected and present the information in a variety of ways including charts and graphs. ★ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ★ 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. 			