

Geography

Intent

At St Mary's, our curriculum is underpinned by the principles of Catholic Social Teaching (CST), ensuring that pupils develop a deep understanding of their role in promoting justice, dignity, and care for others in their community and the wider world. Across all subjects, meaningful links are made to CST values, helping pupils reflect on how their learning contributes to the Common Good, Solidarity, and Stewardship of Creation.

Geography is the study of our physical and human environment through the processes which shape it and the people who live in it. It is a valued part of the curriculum which provides purposeful means to explore, appreciate and understand the world in which we live and how it has evolved. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

AIMS

The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Through Geography, we nurture curiosity about the world, care for God's creation, and respect for all communities.

THESE AIMS ARE MET BY:

- Delivering Geography in line with the EYFS and National Curriculum, building knowledge and skills progressively across all key stages.
- Providing engaging activities and resources that spark curiosity and support all learners.
- Developing key geographical skills, including enquiry, map work and fieldwork, preparing pupils to explore and understand the world with confidence.
- Fostering respect for different people, places and cultures, helping pupils grow as responsible global citizens.
- Promoting an understanding of our responsibility to care for God's creation, encouraging pupils to act as stewards of the environment and to consider the impact of human activity on communities around the world, in line with Catholic Social Teaching

Geography Topic and Skills Overview

EYFS	Subject Rationale:	Skills:
<p>Autumn:</p> <p>Spring:</p> <p>Summer:</p>	<p>Understanding the world Geography in the Early Years is embedded within the area of learning: Understanding the world. Children will gain an understanding of their role within their family, the wider community and the world.</p> <p>This helps prepare them for Year 1, where they begin to look at their local environment. As well as this they begin to look at and use maps to locate countries and capitals in the UK. CST Link - Care for God's Creation, Solidarity, and Dignity of the Human</p>	<p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. • Talk about features of their own immediate environment and how environments might vary from one another. • Make observations of animals and plants and explain why some things occur, and talk about changes.
Year One	Subject Rationale:	Skills:
<p>Autumn:</p>	<p>Local area study - Field trip Pupils develop knowledge about their locality. Begin to understand their sense of place in relation to home and school. Observe and record local features. Devise a simple map. Communicate their findings.</p> <p>This helps to prepare them for all future Geography work as they grow a bank of geographical vocabulary and begin to explore map work. CST Link – Solidarity, Common Good</p>	<ul style="list-style-type: none"> • Observe and record information about the local area e.g. busy and quiet roads • Children to write own address and explain why others use your address to help e.g. postman, ambulance driver • On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey • Use Digimaps to locate features seen on local area walk
<p>Spring:</p>	<p>United Kingdom - Countries and capitals Pupils identify the UK and its countries and capitals. Begin to use and interpret maps and keys.</p> <p>This helps to prepare them for Year 3's 'Best of Britain' topic where they will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. CST Link – Solidarity, Common Good</p>	<ul style="list-style-type: none"> • Notice weather patterns in Winter and use appropriate vocabulary. Observe and record a weather forecast • Use maps and globes to locate the UK • Be able to identify the 4 countries and their flags, and label the capital cities

<p>Summer:</p>	<p>Seasonal change and weather Pupils identify seasonal change. Locate hot and cold areas of the world in relation to the Equator and the Poles. Pupils compare basic human and physical features.</p> <p>This helps to prepare them for Year 2, as they identify daily weather patterns in the UK. CST Link - Care for God's Creation, Solidarity</p>	<ul style="list-style-type: none"> • Identify seasonal change • Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are. • Children to identify the equator and locate the places on the Equator which are the hottest. • Compare basic human and physical features of different countries
<p>Year Two</p>	<p>Subject Rationale:</p>	
<p>Autumn:</p>	<p>Locational knowledge - Fieldwork Pupils build upon their awareness of their place in the world and enhance their locational awareness. Develop their directional language and knowledge of simple compass points. Use and add to simple maps.</p> <p>This helps to prepare them for Year 3, as they widen their view of the local area while planning a route to visit Eltham Palace. CST Link - Care for God's Creation, Common Good</p>	<ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) to describe the location of features on a map • Study aerial photographs of the school and label it with key features e.g. school, convent, playground, nature area • Look at a simple map of the local area and identify the things they know and have seen • Make a simple map
<p>Spring:</p>	<p>Human and physical knowledge of the continents Pupils name and locate the 7 continents and 5 oceans of the world. Use, create and interpret maps and keys. Develop observational skills to study the local meadow and woodland. Communicate findings.</p> <p>This helps to prepare them for Year 3, as they more confidently name the continents, locating key places in the Stone Age and Iron Age topic (including Arctic and Antarctic), as well as focusing on locating volcanoes around the world. CST Link - Care for God's Creation</p>	<ul style="list-style-type: none"> • Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing • Locate the continents on a paper map
<p>Summer:</p>	<p>Weather patterns and contrasting locality Pupils identify seasonal and daily weather patterns in the UK. Compare and contrast the UK with a non-European country. Pupils compare human and physical features.</p>	<ul style="list-style-type: none"> • Ask questions about the weather and seasons • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many

	<p>This helps to prepare them for Key Stage 2, where the UK is compared with countries on different continents around the world. CST Link - Care for God's Creation</p>	<p>times it rains in a week in the winter and a week in the summer</p> <ul style="list-style-type: none"> • Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts • Locate Gambia on a map • Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? • Express own views about a place, people and environment • Draw and label pictures to show how places are different
Year 3	Subject Rationale:	Skills:
<p>Autumn:</p>	<p>Stone Age to Iron Age In line with the National Curriculum pupils: locate the world's countries, using maps to focus on Europe (including the location of Russia) LK Arctic and Antarctic Circle (Linked to the Ice Age) LK Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Skara Brae) PK Human geography, including: types of settlement and land use H&P</p> <p>This helps to prepare them for Year 4, for the path of Roman migration, Celtic settlements and place names influenced by the Romans. CST Link - Stewardship</p>	<ul style="list-style-type: none"> • Build confidence in using maps, globes and Google Earth to locate the world's countries • Whilst studying Arctic and Antarctic, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions • Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences • Select items required to survive in Antarctic conditions • Compare life in Antarctica with life in the UK. Present views in a variety of ways (diary, report etc.) Read real accounts and compare • Ask, research and explain the following questions: Why did the stone age civilization and the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? Relate land use and trade to settlements.

<p>Spring:</p>	<p>Local area study In line with the National Curriculum pupils: name and locate counties and cities of the United Kingdom, geographical regions and understand how some of these aspects have changed over time (Eltham) LK the Prime/Greenwich Meridian and time zones (including day and night) LK understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Significant buildings) PK human geography, economic activity (The Courtaulds) H&P</p> <p>This helps to prepare them for Year 4, as they look at the local river sources in Eltham (London) in contrast with rural country rivers and the financial impact of rivers. CST Link - Stewardship</p>	<ul style="list-style-type: none"> • Revise knowledge of location and names of countries making up the British Isles with their capital cities • Locate and identify key topographical features (including coasts and rivers) and develop understanding of how these aspects have changed over time • Study time zones with an understanding that the Greenwich Meridian line is located within their own borough of Greenwich • <u>Plan and conduct local area walk using maps</u> • Use Digimaps to plan a route to Eltham palace, taking into account local knowledge to ensure safety of whole class by choosing a route with pedestrian crossings, traffic lights, avoidance of main roads etc • Directional language and compass points (North, South, East and West) used in planning route. Present directions clearly. Recognise symbols for local amenities on map of Eltham
<p>Summer:</p>	<p>Volcanoes - (taught through Science) In line with the National Curriculum pupils Describe and understand key aspects of: physical geography, including: volcanoes.</p> <p>This helps to prepare them for Year 5, where mountain ranges and types are explored. CST Link - Stewardship</p>	<ul style="list-style-type: none"> • Locate places in the world where volcanoes occur • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption • Ask and answer questions about the effects of volcanoes • Discuss how volcanoes affect human life e.g. settlements and spatial variation

<p>Summer:</p>	<p>Ancient Egypt In line with the National Curriculum pupils: locate the world's countries, using maps (Egypt/ Africa) LK describe and understand key aspects of: physical geography, vegetation belts, rivers (Nile) H&P human geography, including: food, minerals and water H&P</p> <p>This helps to prepare them for Year 4, where using H & P vocabulary, including meander, tributary, mouth, source etc. CST Link - Solidarity, Human Dignity</p>	<ul style="list-style-type: none"> • Locate Egypt on a variety of maps and pick out the desert, the Nile, its delta and sea • Understand the importance of the river Nile to the Ancient Egyptians through description of physical geography and vegetation belts. Learning on distribution of resources, including food, minerals etc • View photographs to deepen understanding of Egypt with a comparison of maps from ancient times to modern days
<p>Year Four</p>	<p>Subject Rationale</p>	<p>Skills:</p>
<p>Autumn:</p>	<p>Romans In line with the National Curriculum pupils: locate the world's countries using a map LK Comparing Italy and England by concentrating on their environmental regions LK Similarities and differences between England and Italy PK Settlements and land use H&P Distribution of resources including food and infrastructure H&P</p> <p>This helps to prepare them for Year 5, through the progression to the Anglo Saxon topic where settlements, place names and distribution of resources are still in evidence today. CST Link - Solidarity, Stewardship</p>	<ul style="list-style-type: none"> • Recap use of maps and atlases and computer mapping (including Google maps and Digimaps) to locate the world's countries • Using a range of sources (photographic and informational texts) to compare Italy and England, including climate, population, capital cities, landmarks etc • Summarise similarities and differences between these two varying environmental regions • Understand how Romans changed the way towns were planned
<p>Spring:</p>	<p>Mayans In line with the National Curriculum pupils: locating Mexico on a map and contrast with the temperate climatic zone in England LK Identify the location of the Equator, the Tropics of Cancer and Capricorn LK</p>	<ul style="list-style-type: none"> • Use maps, globes and Google Earth to locate Equator and Tropics • Identify the continent of North America and locate Mexico • Looking at a map of climate zones, children to use prior knowledge of the world to contrast with temperate climatic zone in England

	<p>Understand geographical similarities and differences between Mexico and England PK</p> <p>Types of settlement and land use, trade links, vegetation belts and distribution of national resources H&P</p> <p>This helps to prepare them for Year 5, through the study of North America and the contrasting human and physical geography of the northern states.</p> <p>CST Link - Solidarity</p>	<ul style="list-style-type: none"> • Look at pictures and labelled diagrams of different historical settlements over time • Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? • Study maps of Mexican settlements. Draw conclusions about the location of the settlements based on prior knowledge • Compare with current maps and make suggestions about change • Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed • Identify main economies in the immediate area. Compare with trade in the past. Why has this changed?
<p>Summer:</p>	<p>Rivers</p> <p>In line with the National Curriculum pupils: Name and locate key topographical features (rivers), land use patterns and how aspects have changed over time LK</p> <p>Describe and understand H&P geography of a region of the United Kingdom (London and Kent) PK</p> <p>Rivers and water cycle H&P</p> <p>This helps to prepare them for Year 5, as this links to the study of hills and mountains.</p> <p>CST Link - Stewardship</p>	<ul style="list-style-type: none"> • Use the language of rivers e.g. erosion, deposition, transportation • Explain and present the process of rivers • Compare how river use has changed over time and research the impact on trade in history • Research and discuss how water affects the environment, settlement, environmental change and sustainability <p><u>River Investigations – Horton Kirby</u></p> <ul style="list-style-type: none"> • Locate and explain the features at Horton Kirby. Look for evidence of past river use at location • Make field notes/observational notes about river features • Take photographs to support findings e.g. modern uses of river which would not have been used in the past • Select a method to present the differences in transport in the area today

Year Five	Subject Rationale	Skills
<p>Autumn:</p>	<p>Mountains In line with the National Curriculum pupils: name and locate key topographical features (areas of higher ground) using an atlas LK Explore how mountains changing due to climate change have affected our world LK Similarities and differences between mountain ranges around the world, including in the UK PK Physical vocabulary related to mountains and tectonic plates H&P</p> <p>This helps to prepare them for Year 6, by showing a contrast with the rainforests and different climates and ecosystems. CST Link - Stewardship</p>	<ul style="list-style-type: none"> • Record measurement of river width/depth • Study Mount Everest in detail, asking children to develop enquiry questions based on images of mountain • Investigate key physical features, as well as animals in this region and reflect on how the animals are adapted to these conditions • Confidently use maps, globes and Google Earth to locate, name and identify features of the seven highest peaks in the world • Understand the different processes of mountain formations, draw diagrams and label with correct vocabulary. Vocabulary related to tectonic plates will be explored • Research and compare similarities and differences between mountain ranges around the world with those in the UK in independent task • Develop informed opinions about global warming in relation to the melting of the glaciers and develop reasoned arguments about our role on the planet
<p>Spring:</p>	<p>Ancient Greece In line with the National Curriculum pupils: Locate significant coastal regions using maps LK Understand geographical similarities and differences between the mainland and the islands PK Describe and understand the distribution of economic activity and natural resources H&P</p> <p>This helps to prepare them for Year 6, as in WWII topic, they cover the nautical trade routes, including distribution food and resources. CST Link - Solidarity, Stewardship</p>	<ul style="list-style-type: none"> • Identify and mark on a map the mainland, city-states and major islands of Greece • Consider how Greece differs to other countries on the Mediterranean sea • Consider how the location of these geographical features has shaped life. Refer to trade • Use photographic evidence to raise questions about the climate and living conditions there. • Make assumptions based on images/videos/Google Earth searches about life and the animals which live in this biome

<p>Summer:</p>	<p>North America In line with the National Curriculum pupils locate the countries and states within North America, including key characteristics both physical and human (major cities), land use patterns LK Position and significance of the Arctic, including Alaska LK Similarities and differences of different regions within North America PK Types of settlement and land use, economic activity including trade links H&P</p> <p>This helps to prepare them for Year 6, as they discuss temperate and tropical rainforests mostly located in South America (Amazon). CST Link - Solidarity</p>	<ul style="list-style-type: none"> • Study maps of the USA to identify environmental regions. Compare and contrast these regions • Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains • Locate all the man-made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks • Reflect on the importance and value of the tourism industry in these areas • Study life in America through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar • Linked to Science, Hall Place field trip – exploration of climate zones and vegetation
<p>Year Six</p>	<p>Subject Rationale</p>	<p>Skills</p>
<p>Autumn:</p>	<p>World War II In line with the National Curriculum pupils: locate the world’s countries and look at axis controlled or neutral LK Explore the impact of human unrest on land use and human economic activity (London bombing) H&P Evacuation of children to areas in other regions of the UK (counties) PK Human geography – trade links of natural resources (role of women) H&P</p> <p>This helps prepare them for KS3, where children will begin to learn about Human Geography in more depth. CST Link – Human Dignity, Promoting Peace</p>	<ul style="list-style-type: none"> • Independently locate and identify on map world’s countries involvement in World War II • Study photographs, aerial photographs and maps of Eltham pre-war, post war and present day • Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences • Study population numbers throughout the course of WWII and reflect on the reasons for changes • Study pictures of land use during these three periods • Draw conclusions and develop informed reasons for the changes

<p>Spring:</p>	<p>Kingwood In line with the National Curriculum pupils: Identify the position and significance of the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn LK Revision of counties, cities and rivers of the UK LK Explore (using Digimaps) Kingswood from the past to present and aspects that have changed over time LK Compare similarities and differences with Kingswood and Eltham PK</p> <p>This helps prepare them for KS3, where children will begin to learn about the Environmental changes in more depth. CST Link – Stewardship</p>	<ul style="list-style-type: none"> • Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics • Use maps to identify longitude and latitude • Use 6 figure grid references to identify features around Kingswood, including physical and human features • Use geographical symbols e.g. contours lines to identify flattest and hilliest areas of the area • Ask questions e.g. what is this landscape like? What is life like there? • Study photos/pictures/maps to make comparisons between Kingswood and Eltham • Understand how these features may have changed over time.
<p>Summer:</p>	<p>Rainforests In line with the National Curriculum pupils: Study South America focussing on the Amazon rainforests and locate environmental regions, key physical and human characteristics LK Hemispheres (tropical and temperate) climates LK Study Peru region in South America PK Types of settlement and land use, tribes within the rainforest and the Incas H&P Biomes and vegetation belts H&P</p> <p>This helps prepare them for KS3, where children will begin to learn about Physical Geography in more depth. CST Link – Stewardship</p>	<ul style="list-style-type: none"> • Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest • Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar • Discuss how the rainforest may be linked to us e.g. trade • Locate other rainforests using Google earth and maps, identifying patterns in their location • Understand the term ‘biome’. Use knowledge of this term to make suggestions for places in the world which may be biomes • Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences.

