



Bishop Ellis Catholic Voluntary Academy



Geography Intent

At Bishop Ellis Catholic Primary School, we aim to provide a high-quality geography education so that children develop an interest and captivation about God's world and its people. We will provide children with knowledge about diverse places, people, resources and natural and human environments, along with a deep understanding of the Earth's key *physical and human processes*. As children move through the school, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our curriculum for geography aims to ensure that all pupils:

- develop knowledge of the location of significant places worldwide, both land and sea, including their outlining physical and human characteristics and how these provide a geographical understanding for the actions of processes such as erosion, the water cycle, migration or urbanisation.
- understand the processes that contribute to key physical and human geographical features of the world, how these are interdependent and how they bring about changes over time.

Our curriculum for Geography will ensure our children are competent in the geographical skills needed to:

- gather, analyse and present data collected through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- explain geographical information in a number of ways, including through maps, numerical and quantitative skills and writing at length.

At key stage one and two, core knowledge of the characteristics of locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork is mapped out carefully to ensure that the curriculum provides a framework for what children will retain in their long term memory.

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

CYCLE A						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Harvest Different occupations	Recognise the continent of Asia. Draw information from a single map.	Know that there are different countries in the world	Environments that are different to the one in which they live.	Different cities in our country.	Immediate local environment. Maps
Year 1 (not cycled)	Names of countries in UK. Human & physical geography-daily weather patterns		Human and Physical Geography-features Hot and cold places		Geographical skills- map work and compasses	
Year 2	Names of countries in UK. Human & physical geography-daily weather patterns		Geographical skills- map work and compasses		Human and Physical Geography-features Geographical skills & fieldwork	
LKS2	Physical Geography- mountains, volcanoes and earthquakes		Study of human and physical geography- UK and EU country		Locational knowledge- counties and cities in UK.	
Year 4/5 (not cycled)	Locational knowledge Comparative study – London and capital cities around the world		Locational knowledge Physical Geography Climate Zones Climate zones, biomes and vegetation belts.		Field work- Local study - Thumaston shopping centre	
Year 5/6	Locational and Human and Physical South America		Locational and Human and Physical North America		8 point compass Skills and Fieldwork- Watermead	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Harvest Different occupations	Recognise the continent of Asia. Draw information from a single map.	Know that there are different countries in the world	Environments that are different to the one in which they live.	Different cities in our country.	Immediate local environment. Maps
Year 1 (not cycled)	Names of countries in UK. Human & physical geography-daily weather patterns		Human and Physical Geography-features Hot and cold places		Geographical skills-map work and compasses	
Year 2	Locational knowledge- 4 countries & their capital cities		Human and physical geography – hot and cold areas		Locational knowledge- 7 continents & 5 oceans Locational and Place Knowledge- UK and Non-Eu	
LKS2	Locational knowledge Comparative study- London to Leicester		Locational Knowledge- Rivers		Human and Physical Geography- fieldwork Watermead country park	
Year 4/5 (not cycled)	Locational knowledge Comparative study – London and capital cities around the world		Locational knowledge Physical Geography Climate Zones Climate zones, biomes and vegetation belts.		Field work- Local study - Thumaston shopping centre	
Year 6	Locational Knowledge- humans and physical geography.		Review unit KS2		8 point compass Skills and Fieldwork	

Locational knowledge

Place Knowledge

Human and Physical Geography

Geographical skills and Fieldwork

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

EYFS						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	The Little Red Hen	Rama and Sita Nativity	Chinese New Year	What the Ladybird Heard Farmer Duck	Queen's Jubilee	Katie in London
UNIT OF WORK and KEY CONCEPTS	<p>Harvest</p> <p>To know there are different occupations and have an interest in them.</p> <p>To know about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p>	<p>To begin to compare differences in the world around them.</p> <p>To begin to show a respectful understanding of other people and the rest of the world.</p> <p>To develop and maintain their respect for others.</p> <p>To recognise the continent of Asia.</p> <p>Draw information from a single map.</p> <p>Talk about members of their family.</p> <p>Explore the natural world.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Develop social phrases</p> <p>Use new vocabulary in different contexts.</p>	<p>To know that there are different cities in our country and talk about the differences they have experienced or seen in photos.</p>	<p>To know about our immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>To know the name of the road, and or village/town/city the school is located in.</p> <p>To recognise buildings, open space, roads and other simple features from maps</p> <p>To draw simple maps of their immediate environment.</p>

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. YEAR 1

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	<p>Names of countries in UK.</p> <p>Human & physical geography-daily weather patterns</p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p>Name the four seasons of the year and know the weather associated with each.</p> <p>Know which is the hottest and coldest season in the UK.</p> <p>Know and recognise main weather symbols.</p>		<p>Human and physical geography – hot and cold areas</p> <p>Pupils should name the four seasons of the year and know the weather associated with each.</p> <p>Pupils should know where the equator is and point to it on a globe.</p> <p>Pupils should know where the North and South Poles are and point to them on a globe.</p> <p>Pupils should know which animals live close to the equator, North Pole and South Pole.</p>		<p>Geographical skills-map work and compasses</p> <p>Know which is N, E, S and W on a compass;</p> <p>Know their address, including postcode;</p> <p>Know the name of their nearest town or city;</p> <p>Be able to locate their town or city on a map of the United Kingdom.</p>	
Main enquiry question	What's the weather like today?		Why can't a penguin live near the equator?		What do I know about where I live?	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. YEAR 2 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	<p>Names of countries in UK.</p> <p>Human & physical geography-daily weather patterns</p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p>Name the four seasons of the year and know the weather associated with each.</p> <p>Know which is the hottest and coldest season in the UK.</p> <p>Know and recognise main weather symbols.</p>		<p>Geographical skills-map work and compasses</p> <p>Know which is N, E, S and W on a compass;</p> <p>Know their address, including postcode;</p> <p>Know the name of their nearest town or city;</p> <p>Be able to locate their town or city on a map of the United Kingdom.</p>		<p>Human and Physical Geography-features</p> <p>Geographical skills & fieldwork</p> <p>Use a map to plot and follow a route.</p> <p>Understand the difference between human and physical geography.</p> <p>Know about the different sources they could use to find out more about their locality;</p> <p>Know how to describe some physical features of their own locality;</p> <p>Know how to describe some human features of their own locality;</p>	
Main enquiry question	What's the weather like today?		What do I know about where I live?			

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. YEAR 2 CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	<p>Locational knowledge- 4 countries & their capital cities</p> <p>Know the names of all the four countries in the UK; Know the names of all the capital cities for each of the four countries in the UK; Name the three seas that surrounds the UK; Identify where London is on a UK map.</p>		<p>Human and Physical Hot and cold places</p> <p>Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Know the continents of the world and locate them on a globe and atlas; Know the world's oceans and locate them on a globe and atlas.</p>		<p>Locational knowledge- 7 continents & 5 oceans</p> <p>Locational and Place Knowledge- UK and Non-Eu</p> <p>Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world. Know the main differences between a place in England and that of a small place in a non-European country (in this case a small village in Kenya).</p>	
Main enquiry question	Why is London our capital city?		Where in the world do I live and why is it special?		Where would you prefer to live: England or Kenya?	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. YEAR 3/4 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>UNIT OF WORK and KEY CONCEPTS</p>	<p>Physical Geography- mountains, volcanoes and earthquakes</p> <p>Label the different parts of a volcano; Know the names of four countries from the southern and four from the northern hemisphere; Know how a volcano becomes active;</p>		<p>Study of human and physical geography- UK and EU country</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. Leicester- Mediterranean</p> <p>Know the names of and locate at least eight European countries and capitals on a map; •Know at least five differences between living in the UK and a Mediterranean country; •Know the key physical and human characteristics of the Mediterranean.</p>		<p>Locational knowledge- counties and cities in UK.</p> <p>Know the names of and locate at least eight counties and at least six cities in England. Know how to plan a journey within the UK, using a road map. Know and understand key aspects of human geography, including economic activity.</p>	
<p>Main enquiry question</p>	<p>What makes the Earth angry?</p>		<p>Why do so many people choose to go to the Mediterranean for their holiday?</p>		<p>Where in the United Kingdom is Leicester?</p>	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. YEAR 3/4 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>UNIT OF WORK and KEY CONCEPTS</p>	<p>Locational Knowledge Comparative study- London to Leicester</p> <p>know why we have capital cities know the geographical vocabulary associated with cities, including capital, urban, etc know the difference between a major city and a town or village know the names and purpose of many of London's famous buildings</p>		<p>Locational Knowledge- Rivers</p> <p>Know, name and locate the main rivers in the UK; Know and label the main features of a river; Know the name of and locate a number of the world's longest rivers</p>		<p>Human and Physical Geography. Geographical skills and Fieldwork</p> <p>Know and understand key aspects of human geography, including economic activity in our local area.</p> <p>Understand how rivers are formed and why people may live near a river.</p> <p>Understand the water cycle.</p> <p>Study of Watermead country Park.</p>	
<p>Main enquiry question</p>	<p>Why would you choose to live in London/Leicester?</p>		<p>Why are most of the world's cities located by rivers?</p>		<p>What landmarks are in our local area?</p>	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. YEAR 4/5

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>UNIT OF WORK and KEY CONCEPTS</p>	<p>Locational knowledge Comparative study – London and capital cities around the world</p> <p>Use a map to locate continent and countries of Europe. Identify the different zones of the world and describe the climate in different countries in Europe. Locate the capital cities of Europe and understand why they are important. Identify the key geographical features of Europe.</p>		<p>Locational knowledge Physical Geography Climate Zones Climate zones, biomes and vegetation belts.</p> <p>Identify the human and physical geographical features of ... and compare them Pupils should know what a biome is; Pupils should use the terms: biome, emergent layer, canopy, understory and forest floor</p>		<p>Field work- Local study - Thumaston shopping centre</p> <p>Use maps to explore their local area.</p> <p>Use Google Earth to locate a country or place of interest. Know what most of the ordnance survey symbols stand for; Be familiar with topographical maps and know about contours, etc.</p> <p>Understand the types of settlement and land use in Thurmaston. Economic activity including trade links, and the distribution of natural resources including energy.</p>	
Main enquiry question						

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YEAR GROUP. YEAR 5/6 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>UNIT OF WORK and KEY CONCEPTS</p>	<p>Locational and Human and Physical South America .</p> <p>Locate the world's countries and the major lines of longitude and latitude; Identify the human and physical geographical features of London, Madrid and Rio de Janeiro and compare them</p> <p>Rainforests</p> <p>Pupils should know what a biome is;</p> <p>Pupils should know where many of the world's rainforest are situated;</p> <p>Pupils should know about the main features of a rainforest;</p> <p>Pupils should use the terms: biome, emergent layer, canopy, understory and forest floor</p>		<p>Place and Human and Physical North America</p> <p>Know the names of, and locate, a number of North American countries;</p> <p>Know about time zones and work out differences;</p> <p>Know main human and physical differences between developed and developing countries;</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.;</p> <p>Know key physical and human characteristics of a chosen location in North America.</p>		<p>8 point compass Skills and Fieldwork- Watermead</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Know how to use Digimap;</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.;</p> <p>Know what most of the ordnance survey symbols stand for;</p> <p>Know how to use six-figure grid references;</p> <p>Be familiar with topographical maps and know about contours, etc.</p> <p>Local study- Watermead.</p>	
<p>Main enquiry question</p>	<p>Where is South America and what are its geographical features?</p> <p>Why should the rainforests matter to all of us?</p>		<p>Where is North America and what are its geographical features?</p>		<p>What are the key aspects of human geography, including types of settlement and land use near us?</p>	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>UNIT OF WORK and KEY CONCEPTS</p>	<p>Locational Knowledge- humans and physical geography.</p> <p>To locate the countries of Europe on a map concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To describe the human physical geography of France</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>		<p>Review unit- Key Stage 2</p>		<p>8 point compass Skills and Fieldwork</p> <p>Know how to use Digimap;</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.;</p> <p>Know what most of the ordnance survey symbols stand for;</p> <p>Know how to use six-figure grid references;</p> <p>Be familiar with topographical maps and know about contours, etc.</p>	
<p>Main enquiry question</p>	<p>Where in the world are we?</p>				<p>I'm a y5/6 pupil how can you get me out of here?</p>	