



# 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

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, ENQUIRY QUESTION, KEY CONCEPTS	<p>Local area: where do we go to school and where do we live?</p> <p>Land use and settlement Local area Diversity Economic activity Human processes Land use and settlement Local area Natural resources Physical processes</p> <p>Our school Our school from above Our school in ten photos Jobs in our school Describing locations Fieldwork: Autumn in the school grounds Our homes Our local area The street outside our school Buildings and features near our school A survey of how we get to school Mapping our journey to school</p>		<p>Continents and oceans: what can we find out about the world? Local to global: how can we identify special places?</p> <p>Diversity Earth geometry Interconnection</p> <p>Earth view: using globes and satellite images Mapping the world: locating the continents The world's five oceans Rivers of the world Mountains and landmarks of the world The UK's place in the world Annotating our map of the school grounds Describing and locating our favourite places The seven wonders of the natural world Human wonders of the world</p>		<p>Seasons: how does the weather change through the year?</p> <p>Climate and weather Earth geometry Physical processes</p> <p>Introducing the weather Measuring the weather Introducing the seasons Weather and the seasons: spring Weather and the seasons: summer Weather and the seasons: autumn Weather and the seasons: winter</p>	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR 2						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK ENQUIRY QUESTION KEY CONCEPTS	<p>The UK: what kind of place is it?</p> <p>Diversity Land use and settlement Natural resources The UK and regions Water and rivers</p> <p>The UK and its surrounding seas The countries and capital cities of the UK Geographical features in Scotland Geographical features in England Geographical features in Wales Geographical features in Northern Ireland</p>		<p>Cold places: what is it like at the North and South Poles? Hot places: where are they and what are they like?</p> <p>Climate and weather Earth geometry Land use and settlement Physical processes</p> <p>The world's cold places Locating the North and South Poles The North Pole and the Arctic The South Pole and the Antarctic Arctic wildlife Antarctic wildlife Living in the Arctic Living in the Antarctic The world's hottest places Tropical rainforests: climate and location Hot deserts: climate and location Visiting the hot places of the world</p>		<p>Local area: why is (our place) special? What is it like to live in Jamaica?</p> <p>Local Area. Americas and regions Diversity Economic activity Land use and settlement Natural resources</p> <p>Locating our place with an address and directions Key features of our local area Mapping places to visit in our local area The weather where I live and in the UK Local and national landmarks Fieldwork: our locality The Caribbean location and UK connections Jamaica's location and climate Key physical and human features of Jamaica Similarities and differences: Kingston in Jamaica Farming in Jamaica Going on holiday to Jamaica</p>	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR 3						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST2
UNIT OF WORK ENQUIRY QUESTION KEY CONCEPTS	<p>Land use: how diverse are local and UK landscapes?</p> <p>Settlements: where do people live and why?</p> <p>Economic activity</p> <p>Human processes</p> <p>Land use and settlement</p> <p>Local area</p> <p>Natural resources</p> <p>Physical processes</p> <p>UK human and physical features</p> <p>Land use in the locality</p> <p>Farming in the UK</p> <p>Different types of land use in the UK</p> <p>Using grid references to identify land use</p> <p>Changing land use</p> <p>Settlement features</p> <p>Villages, towns and cities in the UK</p> <p>Location and growth of settlements</p> <p>Change in our local area</p>		<p>Rivers: what's special about them?</p> <p>Land use and settlement</p> <p>Physical processes</p> <p>Water and rivers</p> <p>Introducing rivers</p> <p>River processes and landforms</p> <p>The river's journey</p> <p>Flooding rivers</p> <p>Flooding impacts and solutions</p> <p>Rivers in the UK</p> <p>Rivers in Europe</p> <p>Mighty rivers of the world</p>		<p>Climate zones: what are they and why do they matter?</p> <p>Climate and weather</p> <p>Earth geometry</p> <p>Physical processes</p> <p>Sustainability and climate change</p> <p>Introducing climate</p> <p>Using lines of latitude to locate the main climate zones</p> <p>Climate data and patterns</p> <p>The differences between climate zones and biomes</p> <p>Adaptations of plants and animals in different biomes</p> <p>Climate change</p>	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR 4						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK ENQUIRY QUESTION KEY CONCEPTS	<p>Land use: how diverse are local and UK landscapes?</p> <p>Settlements: where do people live and why?</p> <p>Economic activity</p> <p>Human processes</p> <p>Land use and settlement</p> <p>Local area</p> <p>Natural resources</p> <p>Physical processes</p> <p>UK human and physical features</p> <p>Land use in the locality</p> <p>Farming in the UK</p> <p>Different types of land use in the UK</p> <p>Using grid references to identify land use</p> <p>Changing land use</p> <p>Settlement features</p> <p>Villages, towns and cities in the UK</p> <p>Location and growth of settlements</p> <p>Change in our local area</p>		<p>Europe: how diverse are its landscapes and places?</p> <p>Diversity</p> <p>Earth geometry</p> <p>Europe and regions</p> <p>Land use and settlement</p> <p>Using maps to locate the countries of Europe</p> <p>Weather and climate in Europe</p> <p>Major cities in Europe</p> <p>Physical features of countries in Europe</p> <p>Human features of countries in Europe</p> <p>Tourism in Europe</p>		<p>Mountains and volcanoes: what, where and why?</p> <p>Mountains, volcanoes and earthquakes</p> <p>Natural resources</p> <p>Physical processes</p> <p>The formation of mountains</p> <p>Mountains and their features</p> <p>The UK's peaks</p> <p>Volcanoes and their features</p> <p>Living near volcanoes</p> <p>The impact of eruptions:</p> <p>Eyjafjallajökull, Iceland</p>	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. YEAR 4/5

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK ENQUIRY QUESTION KEY CONCEPTS	<p><b>Locational knowledge</b> 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><b>Locational knowledge</b> <b>Physical Geography</b> 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><b>Field work- Local study</b> <b>- Thumaston shopping centre</b></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>	

BISHOP ELLIS GEOGRAPHY CURRICULUM PLAN

YEAR GROUP. YEAR 5/6 CYCLE A						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK ENQUIRY QUESTION KEY CONCEPTS	<p>North and South America: how diverse are their places and landscapes?</p> <p>Americas and regions Climate and weather Diversity Earth geometry Land use and settlement</p> <p>Using maps to locate countries in North and South America Climate of North and South America Physical geography of North and South America Human geography of North and South America Economic activities of North and South America Planning a journey through the Americas</p>		<p>South America: why does the Amazon matter?</p> <p>Americas and regions Climate and weather Diversity Economic activity Interconnection Natural resources Sustainability and climate change Water and rivers</p> <p>Tropical and temperate rainforests Location of the Amazon rainforest Features of the Amazon rainforest Foods from tropical rainforests Brazil nut production People of the Amazon rainforest Debating the future of the Amazon rainforest Protecting our rainforests</p>		<p>Around the world in 80 days: what have we learnt about our world?</p> <p>Diversity</p> <p>Geography is all around us Geography in the news Geographical skills: Describing the UK The role of geographers: focus on Europe Environmental geography: focus on North and South America Contrasting climates: Asia and Antarctica Tourism: Oceania Natural resources and sustainability: focus on Africa</p>	