



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. Geography at our school develops pupils' understanding of the world, its people, and environments, while nurturing a strong sense of moral responsibility rooted in Catholic Social Teaching. Through the study of place, space, and environmental change, pupils are encouraged to recognise their role as stewards of God's creation and to act with care and respect for the Earth. By exploring global communities and issues such as inequality, sustainability, and interdependence, children grow in solidarity with others, especially the most vulnerable, and develop an awareness of the common good. In this way, geography equips pupils not only with knowledge of the world but also with the values needed to contribute positively and responsibly to it.

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
Geography in Early Years is developed through outdoor experiences which foster curiosity and exploration. This is done through play, creativity and risk taking. Understanding our culturally, socially, technologically, and ecologically diverse world is explored through things like story, non-fiction books, maps, globes, and photographs.						
MAIN TOPIC	All about me!	Dark Nights, Bright Nights	Explorers	Where should we go?	It's time for a story	Our Colourful World
UNIT OF WORK and KEY CONCEPTS	Navigation around the school To know that leaves fall from trees during the season of autumn To know that Autumn is one of four seasons. Talk about what they see, using a wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things. We will explore and learn the names of the different continents.	To begin to compare differences in the world around them. To begin to show a respectful understanding of other people and the rest of the world. To develop and maintain their respect for others. To recognise the continent of Asia. Draw information from a single map. Talk about members of their family. Explore the natural world. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To know that winter is a season. To know that some animals hibernate during winter. To be able to notice the changes when outside.	To know that penguins make their home in the Antarctic. To find the Antarctic on a globe. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read or found using the internet in class. To be able to locate the Arctic on a map. To know that penguins live in the south, which is Antarctica and polar bears live in the North, which is the Arctic. Draw simple information from a map. Explore the natural world around them, making observations and drawing pictures of animals and plants. To know and say that pollution is harmful to sea creatures and our environment. To know that by recycling and disposing of rubbish carefully can help protect our oceans. To know that rubbish comes from us.	To name different modes of transport To know the word distance. To know the UK is made up of four countries, England, Ireland, Scotland and Wales. Draw information from a simple map. To be able to use a simple map to locate landmarks To know that London is the capital city of England To recognise and know the names of at least three landmarks in London. Explore the natural world around them Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. To know that Africa is a continent. To know that Africa has a river called the Nile Through topics we will know that there are different countries in the world and begin to know some cities.	To be able to use a simple map to locate landmarks To know that London is the capital city of England To recognise and know the names of at least three landmarks in London. To know different types of houses To explore the local area and know that a map helps to know where to find things We will explore Different cities in our country and immediate local environment.	To know the names of all four seasons To know different weather types such as windy, foggy, sunny, hail. To know the seasons To know what a habitat is. To know a worm burrows into soil Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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YEAR GROUP. YEAR 1						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK, ENQUIRY QUESTION, KEY CONCEPTS	Local area: where do we go to school and where do we live? Land use and settlement Local area Diversity Economic activity Human processes Land use and settlement Local area Natural resources Physical processes Our school Our school from above Our school in ten photos Jobs in our school Describing locations Our homes Our local area Buildings and features near our school Mapping our journey to school		Continents and oceans: what can we find out about the world? Local to global: how can we identify special places? Diversity Earth geometry Interconnection 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		Local: where do we live? Fieldwork elements: Spring in the school grounds The street outside our school A survey of how we get to school	

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YEAR 2						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK ENQUIRY QUESTION KEY CONCEPTS	The UK: what kind of place is it? Diversity Land use and settlement Natural resources The UK and regions Water and rivers 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		Cold places: what is it like at the North and South Poles? Hot places: where are they and what are they like? Climate and weather Earth geometry Land use and settlement Physical processes 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		Local area: why is (our place) special? What is it like to live in Jamaica? Local Area. Americas and regions Diversity Economic activity Land use and settlement Natural resources 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	

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YEAR 3

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

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

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YEAR GROUP. YEAR 5/6 CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK ENQUIRY QUESTION KEY CONCEPTS	Earthquakes: how do they change the world? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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, and a region in North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length		Fieldwork: how can we investigate the sustainability of our school? 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 Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes		Coasts: what happens where the land meets the sea? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use,	

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	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water				economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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	
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