

Curriculum Intent & Progression Document

GEOGRAPHY

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Subject Leader: Mrs Chapman

Mrs Chapman/Jacqueline Brewell
St. Mary's Catholic Voluntary Academy, Grantham
2022-23

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.
We are investigators who ask questions about the past, the present and the future.
We are artists who show our creativity and talents with flair and imagination.
We are storytellers who have a passion for reading and are able to communicate in many ways.
We are problem solvers who tackle tasks with an open mind and a positive approach.
We are team players who work together to achieve our goals.
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.
We **Believe. We Succeed. We Soar.**

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Curriculum Intent General Principles:

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards Geography in red:

The **General Principles** of our curriculum are that children:

- **Meet Jesus through all aspects of their work.** It is our intention that the children will encounter Jesus through elements of their geography work. We hope to encourage them to look at the wonderful and complex world in which we live through new eyes and with greater understanding. Through the teaching of geography, our school values are embedded encouraging children to question and to foster/experience God's awe and wonder asking 'why', whilst showing respect when understanding people's backgrounds, religion, culture, nationality, languages, country and our wonderful world that God created. This then links in with our church and parish family where we all belong to a community that welcomes children and adults alike for whom England and English is not their native home or first language.
- **Experience the challenge and enjoyment of learning.** As you walk around our school, look at our work and talk to our children, you will see them enjoying learning experiences that demonstrate the love our children have for geography. We are a school that nurtures motivated and curious children; who learn about people, food, religion, culture, nationality, languages, their local area, countries, continents, oceans and seas as well as the world in its entirety. The subject of geography encourages comparison, questioning, hypothesising and analysis through practical research of secondary sources and educational visits where primary evidence can be seen and learnt about. Our school sits in the heart of Grantham town allowing for a number of opportunities to teach a child about the geography of their local area, from EYFS up to Year 6. Within our school children learn about countries, nationalities and languages as we welcome many children and their families for whom England and English is not their native home or first language. The teaching of Geography takes a visual, auditory and kinaesthetic approach to learning (VAK) ensuring that it is accessible to ALL learners. Children find out about people, religion, food, culture, nationality, languages, their local area, countries, continents, oceans and seas as well as the world in its entirety through our progressive geography curriculum, which is inspiring and memorable for all, as it is practical and relevant: using video, artefacts, visits and links with the local community. Coming together to build knowledge and skills through lessons, trips and discussion fosters a sense of belonging.
- **Learn within a coherent and progressive framework.** Following a time of somewhat fragmented planning, that lacked fluency and clear progression, we have created our own long term and medium -term planning for all year groups from EYFS to Year 6. The framework is progressive and sequenced. It is powerful and transferable. It is intended to support a child to build up a sense of knowledge overtime and to use previous knowledge to access future knowledge. Our curriculum is planned in such a way that as a child moves through our school, their geographical knowledge and understanding will deepen as it would have been built on the foundations laid in the previous years. Planning provides the class teachers with three units of work for the academic year which will be taught in the terms of Advent 2, Lent 2 and Pentecost 2, with History being taught in the alternative terms. Within each unit, the class teacher is provided with six individual lesson objectives for the six lessons that they will teach. The planning allows opportunities for repetition and reinforcement of key learning/sticky knowledge between year groups and from EYFS to Key Stage One and from Key Stage One to Key Stage Two. This ensures that working memory is not overloaded but we give pupils and teachers time to 'dive deeper' and 'linger longer'. This supports a child to 'remember more and know more' securing this knowledge in their long-term memory. We have also structured the framework to allow staff to use 'Rosenshine' principles in their teaching alongside their own personal experiences, activities and resources to augment this planning, as we do not follow a scheme. As a school we are working towards small components of learning being taught to reach a bigger composite at the end of a unit of work.
- **See clear links between different aspects of their learning.** Geography is not a stand-alone subject. Links are made to other areas of the curriculum, particularly History and Science, Religious Education, Art and Design Technology as well as a child's outdoor learning in the WOW area.

- Understand the purpose and value of their learning and see its relevance to their past, present and future. *We aim to equip our pupils with the knowledge, understanding and enquiry skills to understand the diversity of different people, religions, food, cultures, nationalities, languages, countries, continents, oceans and seas as well as the world in its entirety.*
- Explore the breadth and depth of the national curriculum. *The intention is that the learning goes beyond that of the National Curriculum and that areas of learning are planned to teach the geography of our local area here in Grantham and beyond, stretching out to our county of Lincolnshire, country England and the wider world, encompassing the countries that some of our children originate from. We believe that teaching geography in this way is important in broadening children's horizons and developing life skills, empowering a generation of life-long learners in secondary school and beyond.*

Curriculum Intent: GEOGRAPHY (2022-23)

EYFS GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will ...	PENTECOST 2 Children will ...
<p><u>Do you want to be friends?</u> Where do I live? Where is my school? What is it like here? What differences are around the school environment? What can I see on an aerial map of school? What is the weather like now? What has changed outside?</p>	<p><u>Why do squirrels hide their nuts? + Christmas</u> Looking at migration of animals. What is the weather like now? What has changed outside? What is this habitat/environment like? How is it different? What are its features? What is it like to live here?</p>	<p><u>Will you read me a story?</u> What features of countryside can I see? How is the countryside different to a town? What is the weather like now? How has it changed? How can I draw a map of my story? What symbols will I use?</p>	<p><u>What's that sound?</u> Can I draw a map of my journey? Can I give directional instructions to a partner? Can I find the UK on a world map? Can I identify land and sea on a world map?</p>	<p><u>Do cows drink milk?</u>Growth and change What is the weather like now? What has changed outside? What is this habitat/environment like? FARM VISIT What can I see on maps on the route I travelled? Can I draw my own route? What symbols will I put on my route?</p>	<p><u>What can you see in summer?</u> Where are the seas and oceans? What's it like at the seaside? What's like on an island? What features can I see? What symbols can I use on a map? What is the weather like now? How has it changed? What is the weather like now? What has changed outside?</p>

					Where have I been to? What countries have I visited?
VOCABULARY					
Where, map, find, locate, differences, similarities, weather, world, earth, town, village, road, house,	Seasons, Autumn, Winter, Spring, Summer, country, cold, windy, hot, sunny,	Features, symbols, farm, countryside	Directions, up, down, across, left, right, North, South, East, West, land, sea, United Kingdom, England, Ireland, Scotland, Wales	Route, plan, manmade, natural	Island, other countries, seaside, coast,

Year 1 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will ...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<p><u>Our School-</u> L1: know what an address is and to know their home address and the address of the school (<i>excluding postcode</i>). L2: know what a compass and an aerial view is. Know how to create a junk model aerial view of the classroom. L3: know what a map is, what they are used for, the basic features of a map and how to</p>		<p><u>Our Local Area-</u> L1: know the four compass points, to know what a local area is and what it is called., how to locate 3 things in our local area from a map. L2: know how to observe their local area (fieldtrip). L3: know how to plot the route of our field trip on a map. L4: know symbols used on an OS map. L5: know that there are different types of houses and know the</p>		<p><u>The UK-</u> L1: know what a city, town and village are. know the difference between a town and the countryside. L2: know what UK stands for and to know the four countries of the UK and their surrounding seas. L3: know what a continent is, name the 7 continents and know which the continent the UK is in. L4: know the capital city and information about England.</p>

	<p>locate our school on a map.</p> <p>L4: know how to make a map of our school grounds including a title and a key/labels.</p> <p>L5: know what a human and physical feature is and to know the human and physical features of the school grounds.</p> <p>L6: know how we travel to school and create a frequency table/graph.</p>		<p>names of 3 different types.</p> <p>L6: know what different jobs people do in our school and in the local area and label these on a map of Grantham.</p>		<p>L5: know the capital city and information about Scotland</p> <p>L6: know the capital city and information about Ireland and Wales.</p>
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VOCABULARY

	<p>where, local area, photograph, address, observe, look, near, far, passport, distance, compass, 4-point, direction, North, East, South, West, plan, observe, aerial view, key, title, label, fieldwork, observe, photograph, environment, travel, route, transport, direction, position, frequency table, past, present, map, map symbols.</p>		<p>local area, school, home, address, compass, NESW, directions, street map, position, (<i>any key words specific to our own locality</i>), fieldwork, locate (find), observe, record, route, safety, map symbols, street, house/housing, offices, business, shops, stream, river, forest, map, key, title, route, houses/housing, detached, semi-detached, terraced, cottage, bungalow, flats, caravan, job,</p>		<p>town, country, village, city, farm, house, pros, cons, different, similar, forest, hill, mountain, river, soil, valley, the UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, continent, capital city, map, equator, Asia, Africa, North America, South America, Antarctica, Europe, and Australia, Atlantic, Pacific, Indian, Antarctic and Arctic.</p>
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			work, community, pay/wages		
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Year 2 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<p><u>Our World-</u> L1: know the names of the 7 continents and 5 oceans of the world. L2: know how to locate the equator and poles on a world map; and in general which parts of the earth are hotter and colder. L3: know where hot countries are located in the world and some of their features (animals, vegetation) L4: know where cold countries are located in the world and some of their features (animals, vegetation) L5/6: know where temperate countries are located in the world and some of their features (animals, vegetation)</p>		<p><u>China/UK comparison-</u> L1: know where China is located on a world map, its capital city and which continent it is in. L2: know about different landmarks in China (Great Wall, main rivers, Himalayan mountains, Mount Everest) L3: know how to compare the capital city of Beijing with London-similarities and differences. L4: know how to compare school life in England and in China. L5: know how to compare farming in the UK with farming in China. L6: know about Chinese culture and food eaten (Food tasting).</p>		<p><u>Beside the Seaside-</u> L1: know what a seaside is, know how to locate our nearest coastal resort on a map and know the features of a seaside resort. L2: Fieldtrip to a coastal resort. L3: know how to compare the similarities and differences between a coastal resort and Grantham. L4: know the similarities and differences between seaside past and present. L5/6: know about a larger seaside resort and compare similarities and differences between the larger seaside resort and our own local resort.</p>
VOCABULARY					

	<p>Map, continent, Europe, Asia, Africa, North America, South America, Antarctica, Australasia/ Australia, ocean, Atlantic, Pacific, Indian, Southern, Arctic. Equator, North Pole, South Pole, Northern hemisphere, Southern hemisphere, tropic, weather, hotter, colder, distance.</p> <p>Climate zone, country, animals, livestock, vegetation, plants, crops, hot, tropical, desert, rainforest, polar regions, temperate, grassland, woodland</p>		<p>Country, capital city, continent, map, China, Asia, Beijing, Shanghai, Yangtze River, Hong Kong, Hainan, Yellow River, Chengdu.</p> <p>China, landmark, river, mountain, Great Wall, highest, border, wonder of the world, longest structure, sections.</p> <p>Beijing, China, Asia, London, England, UK, Europe, similarities, differences, compare, culture, language, currency, population, transport, landmark</p> <p>China, England, similarities, differences, compare, school life, timetable, teacher, lesson, learn, breaks.</p> <p>China, England, farming, agriculture, livestock, climate, exports, farmland, rural, staple food, rice, paddy fields, crops, vegetation, tea, seasonality.</p> <p>China, culture, tradition, beliefs, festival, dragon, symbol, food, cuisine.</p>		<p>Seaside, map, coast, sea, sand, beach, port, cliff, cave, resort, tourist, harbour, pier, promenade, bay, rockpools, lighthouse, fairground, buildings.</p> <p>Similarities, differences, compare, local area.</p> <p>Past, present, Victorian, divided, cleanliness, then, now.</p> <p>Natural, man-made, size.</p>
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**Year 3
GEOGRAPHY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<p><u>Volcanoes,</u> <u>Earthquakes and</u> <u>Tsunamis-</u> L1: know the main layers of soil and the main layers of earth L2: know what tectonic plates are and that they move; know how a volcano is formed and know the names of the parts of a volcano. L3: know where most volcanos are located; know the terms active dormant and extinct in relation to volcanoes. L4: know why some people may choose to live near a volcano. L5: know why and where earthquakes happen; know what the effects of an earthquake are. L6: know what a tsunami is and how it is caused; know its effect on communities.</p>		<p><u>UK-</u> L1: know the difference between GB and the UK; know the 8 compass points and to use these to locate cities in the UK. L2: know some of the major rivers in the UK. L3: know what a county is; know the name of our county and what we are famous for (food, landmarks, people). L4: know how to topographical map and know how to locate the main areas of hills and mountains in the UK; know what the weather might be like up a mountain. L5: know how London has changed overtime and its importance in the world then and now. L6: know how Grantham has changed overtime with particular regard to population.</p>		<p><u>Land Use-</u> L1: Fieldtrip of the local area. L2: know how to draw a sketch map of the land use of a familiar area and compare it to a published map. L3: know some of the symbols used on OS maps and use these on our map of the familiar area including the key. L4: know the terms urban and rural and how much of our country is urban and rural. L5: know some of the land uses for urban areas. L6: know some of the land uses for rural areas.</p>
VOCABULARY					

	Tsunami, earthquake, tectonic plates, hurricane, volcano, lava, epicentre, dormant, extinct, active, impact, cause, effect, magma, core, vent, eruption, conduit, epicentre, fault line, crust, vibration, displaced		North, south, east, west, compass, direction, capital city, Great Britain, United Kingdom, topographical, map, locate, landmark, population,		Sketch map, rural, agriculture, retail, urban, recreation, symbol, key, field trip
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Year 4 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<p><u>Water-</u> L1: know that water can exist in three states (linked to science). L2: know the key aspects of the water cycle. L3: know how clouds are made and that there are different kinds of clouds. L4: know that water is treated before it can be drunk and know how communities without clean water are affected. L5: know the main causes and effects of</p>		<p><u>Settlements-</u> L1: know why settlements develop in certain locations (transport links, food etc) L2: know what makes a good settlement site. L3: know that settlement names give a clue to which people/when the settlement was founded; know how to identify some of these on the map. L4: know that land use varies in different settlements and be able</p>		<p><u>Our World-</u> L1: know what the Northern and Southern hemispheres are; know the names of some of the countries in each hemisphere and along the equator. L2: know what lines of latitude and longitude are; know that these are used to create coordinates; use coordinates to locate areas around the world. L3: know how to identify the arctic and antarctic circles and identify the similarities and</p>

	<p>flooding and these can be prevented.</p> <p>L6: know what the main causers of water pollution are and how pollution can be reduced.</p>		<p>to compare some of these.</p> <p>L5: know that settlements are linked to others by a variety of transport networks and to use maps and their keys to identify some of these.</p> <p>L6: know how to apply their knowledge of settlements to create a map of an ideal settlement including a key.</p>		<p>differences between them.</p> <p>L4: know the location of the tropics of cancer and capricorn; know the climate in the tropics; identify differences between the UK and the tropics.</p> <p>L5: know the position and significance of the Prime/Greenwich Meridian.</p> <p>L6: know that there are different time zones around the world and be able to explain why we have time zones.</p>
VOCABULARY					
	<p>Solid, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation.</p> <p>Water cycle, precipitation, groundwater, runoff, closed cycle.</p> <p>Filter. Flood, fluvial pluvial, depth. pollution</p>		<p>Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport.</p> <p>Origin, link, journey, route, plan. village, town, city, land use, retail, leisure, housing, business, industrial, agricultural.</p>		<p>Northern and Southern hemispheres, equator, latitude, longitude, co-ordinates Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica Tropic of Cancer, Tropic of Capricorn, the tropics, tropical, climate.</p> <p>position polar poles Prime Meridian, Greenwich Meridian, Greenwich Mean Time. Greenwich Mean Time, GMT, International Date Line, time zone.</p>

**Year 5
GEOGRAPHY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<p><u>Map work-</u> L1: know how to find places in an atlas using the index, coordinates and a key. L2: know some of the symbols used on OS maps including contour lines. L3: know the 8 compass points; know how to give and follow directions using the 8 compass points. L4/5: know how to use 4 and 6 figure grid references to locate places on a map. L6: know how to apply knowledge of compass points and grid references to plan a route.</p>		<p><u>Mountains-</u> L1: know the location of the world's major mountain ranges. L2: know the locations of the UK's mountains; know what contour lines are and how they work; know how to identify the peak of a mountain on a map. L3: know how different types of mountains are formed. L4: know the difference between weather and climate; know what the climate is like in mountainous regions. L5: know the key features of a mountain range and know that all mountains are not the same. L6: know key facts about a chosen mountain/mountain range.</p>		<p><u>UK/France Comparison-</u> L1: know how to locate France on a map and its position in Europe; know how to compare population and country sizes. L2: know what the climate in France is like and that it is different in different areas of the country. L3: know some of the main physical features of France and compare these with the UK (rivers, mountains etc) L4: know some of the main cities in France and their position and compare Paris with London. L5: know the main celebrations in France and compare these with the UK. L6: know some traditional French foods and compare similarities and differences with the UK.</p>

VOCABULARY

	Atlas, compass, digital map, easting, grid references, National Grid, northing, Ordnance Survey, symbols. Maps,		Altitude, avalanche, crust, gorges, hypothermia, lava, magma, summit, tectonic plate,		Agriculture, arable, climate, continent, country, human geography, landscapes, physical geography, population, precipitation, weather
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Year 6 GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<p><u>Rivers-</u> L1: know how the water cycle works and that it is continuous; know how to locate key rivers of the UK including their source and mouth. L2: know how to locate and name key rivers of the world and some of their features. L3: know that rivers are split into upper, middle and lower courses and can identify some of the features of each of these. L4: know how to describe erosion, transportation and deposition and explain the features that this process forms in the river system.</p>		<p><u>Weathering and Erosion-</u> L1: know what the terms weathering and erosion mean and that these can change the landscape. L2: know the features of coastlines and how they are formed. L3: know that water and weather can change coastlines and give an example from the UK.</p> <p><u>Trading-</u> L4: know what commodities the UK trades and why. L5: know who the UK trades with and begin to have an understanding of how Brexit has affected this.</p>		<p><u>North and South America-</u> L1: know how to name and locate some of the countries in North and South America. L2: know that due to the extent of the area covered by the Americas, the characteristics of different countries and regions vary significantly; be able to give some examples of these, including similarities and differences. L3: know what a biome is and be able to describe the climates and biomes of different regions across the Americas.</p>

	L5: know the different ways that rivers can be used. L6: know the impact of damming rivers.		L6: know what Fairtrade is and why this is beneficial.		L4: know the human and physical features of Death Valley (USA); plan fieldwork of local area to make comparisons. L5: Fieldwork trip of the local area. L6: know how to present their findings creatively.
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VOCABULARY

	evaporation, precipitation, condensation, sun, lake, groundwater, wind, sea river, runoff, source, mouth, upper course, middle course, lower course, erosion, transportation, source waterfall, river mouth, meander, lake, delta confluence, reservoir, sediment/silt, industry commerce, recreation agriculture, household community, luxury		<u>Weathering and Erosion</u> weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion. <u>Trading</u> Trade, import, export, key, fair trade, Fairtrade, Globalisation, brand, multinational company, supply, British Empire.		North America, South America, continent, country, capital city, physical features, human features, compare, differences, similarities, equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome
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					vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph.
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