



**ST VINCENT'S**  
VC ACADEMY

# Geography Curriculum

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# Geography Intent Statement



It is the intent of the Geography Curriculum to provide plentiful of opportunities for the children to learn about the world that they live in. This includes the children learning the location of different countries, cities and towns in the UK and across the world and learning about the human and physical geography of these locations. It also includes the children learning what it is like to live in these places by making observations, carrying out research, reading graphs and charts, asking geographical questions and leading geographical enquiries.

The curriculum has been sequenced using supporting guidance from the geographical association and additional resources to help build on pupils' prior knowledge and understanding of the world.

In addition, it is the aim of the Geography Curriculum to provide the children with first hand experiences of visiting some of the locations they are learning about such as; the area which they live in, Hull Town Centre, East Yorkshire, London and other places, where they can utilise their geographical skills and understanding for example at a Weather Station, Local Farm and Wildlife Parks.

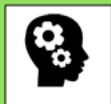
Our curriculum plan has been designed and built with clear schemes of work for each year group and each subject. The plan allows for spiral learning avoiding unnecessary repetition but recapping what has gone before and moving learning on. Rosenshine's Principles underpin the teaching and learning practices within planning, lesson design and delivery. Sequences of learning are carefully planned for so that there is a flow between units of learning.

# Geography on a Page



## Big Ideas

- Where new learning is based on previous learning, the block starts with a revision session from previous block(s)'s learning
- Overview includes learning points/objectives that need to be covered
- The lesson-by-lesson knowledge may be taught and learned more flexibly than is exactly specified in the curriculum document to ensure responsive teaching
- New vocabulary to be taught is given, along with previously taught vocabulary
- Nine key concepts of geography repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of geography
- Key concepts (and related concepts) to be discussed across a block are show



## Content, Sequencing and Retrieval

- Each Unit of work has been carefully written using the guidance of the Geographical Association recommended Super Schemes, reviews and development of established curriculum documents and knowledge of our pupils starting points. Subject specific vocabulary is retrieved and taught within lesson sequences.
  - The Long-Term Plan ensures that pre-requisite knowledge and skills are considered and linked to new learning.
  - Opportunities to revisit and retrieve prior learning are woven into sequencing and teaching and learning practice.
    - Local Physical and Human geography is considered, focused upon and interwoven into our curriculum.



## Engagement / Enrichment

- Teachers plan for a 'Hook' an exciting opportunity to support engagement in the new theme. This may be through theme days, or starters to create curiosity...
  - 'Local Studies and Hull Days' focus on the local area and to build on pupils' local knowledge and understanding. Visits to the local area and landmarks
- Planned days to support deeper understanding of historical knowledge through experiential learning opportunities
  - SHOWCASE: pupils are given the opportunities to showcase their learning and the end of every topic.



## Support, Challenge and Progress for All

Units of work are carefully sequenced, so prior knowledge and concepts are returned to and built upon from previous year groups and units.

Knowledge Mats are used to pre-load learners before lessons to support vocabulary and key concepts.

Our Curriculum follows a tight progression of skills and knowledge.

Children take part in regular mini quizzes and retrieval activities to strengthen their memory

Every lesson has opportunities for children to discuss and practice their learning linking back to their knowledge mat. Remembering and building on skills, information and knowledge is celebrated and giving opportunities for this is a key part of St Vincent's teaching and learning opportunities

Every child has access to the National Curriculum.

Some children have specific support and guidance taken from their EHCP and SEN support plan. Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all levels.

# Geography Long Term Plan

Year Group	Autumn	Spring	Summer
EYFS	All About Me	Our World	Where to?
Year One	Investigating where we are HULL	Investigating the UK	Investigating a cold country Continents and comparisons
Year Two	Investigating Hull and the UK	Investigating a hot country continents and comparisons	Investigating coastlines
Year Three	Cities of the UK	Landmarks of the world	The Amazon River and rainforest
Year Four	Climate and Weather	Tectonic Plates, Volcanoes and Earthquakes	Waterways of the UK
Year Five	Mountains of the World	Climate Change and Pollution	Changes to Hull and the UK
Year Six	The North Pole and the South Pole	Our Interconnected World: A Three-Way Study of the UK, France and China - Physical Geography	Our Interconnected World: A Three-Way Study of the UK, France and China - Human Geography

## PROGRESSION IN GEOGRAPHY AT ST VINCENT'S VC ACADEMY

### GEOGRAPHY IN THE EARLY YEARS FOUNDATION STAGE (NURSERY AND RECEPTION)

St Vincent's EYFS Geography curriculum stems from the starting points of our pupils and the Program of Study: Understanding the World

We develop pupils' curiosity and understanding of the world through our carefully planned environment, interactions, child-led learning, direct teaching and planned learning opportunities.

We have used Development Matters and Birth to 5 to support steps for progression together with research-based support from the Geographical Association

Our EYFS Curriculum explores 'People and Places' and 'The Natural World'

Understanding the world Geography	<b>Development Matters</b>	<b>Birth to Five</b>	<b>Autumn Term:</b>	<b>Spring Term:</b>	<b>Summer Term:</b>
	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>Comments &amp; asks questions about aspects of their familiar world.</li> <li>Can talk about some things they have observed such as plants, animals and natural found objects.</li> <li>Enjoys playing with small world reconstructions of first-hand experiences eg: farm, lake, town and school.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, difference, patterns and change in nature.</li> <li>Knows about similarities and differences in relation to places, objects, materials and living things.</li> <li>Talks about features of their own immediate environment &amp; how environments might vary from one another.</li> <li>Makes observations of animals and plants and explains why some things occur and talks about changes.</li> </ul>	<p><i>All about me:</i></p> <ul style="list-style-type: none"> <li>Look at where we live, describe features we see on the way to school.</li> <li>Explore our classroom and where things are situated</li> <li>Explore the school grounds, look at features of our school environment.</li> <li>Look at maps of local area (paper and Google) explore and discuss the features found on local maps.</li> <li>Create a class map for new pupils</li> <li>Discussing where we were born and where our extended family live (using world maps/globes for support)</li> </ul> <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> <li>Exploring school's grounds and observing seasonal changes in the Autumn.</li> <li>Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</li> </ul>	<p><i>Seasonal Changes – Winter &amp; Spring:</i></p> <ul style="list-style-type: none"> <li>Exploring schools' grounds and observing seasonal changes in the winter/spring.</li> <li>Explore compare/contrast our environment with polar regions.</li> <li>Observe seasonal weather changes in the winter/spring (ice exploration)</li> <li>Observe, question and draw spring plants/spring growth.</li> <li>Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>Conduct Winter/Spring walk around School grounds/Pearson Park describing and discussing what is found.</li> </ul> <p><i>Around the world:</i></p> <ul style="list-style-type: none"> <li>Explore compare/contrast our environment with Australia, polar regions, Africa and South America.</li> <li>Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions, Africa and South America.</li> <li>Knowing where different animals come from.</li> </ul>	<p>Explore</p> <ul style="list-style-type: none"> <li>Use atlases, IWB maps and globe to discover the seven continents.</li> </ul> <p><i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none"> <li>Exploring schools' grounds and observing seasonal changes in the summer.</li> <li>Observe seasonal weather changes in the summer</li> </ul> <p><i>The UK outdoors:</i></p> <ul style="list-style-type: none"> <li>Name features around the UK (farm, beach, mountains, woodland etc).</li> <li>Explore, observe and identify UK minibeasts.</li> </ul> <p><i>Food:</i></p> <ul style="list-style-type: none"> <li>Exploring food from around the world using world maps and Google.</li> <li>Discover, compare and contrast food produce/grown in different climates around the world.</li> </ul>

- Explore harvest time in the UK and farming at harvest time.
- Observe seasonal weather changes and longer nights in the autumn compared to the summer.
- Observe and explain decomposition of pumpkins

*Festivals:*

Explore festival origins/celebrations across the world, using a world map/globe.

- Explore, compare, contrast and discuss life, living and schools in Australia, Africa and South America

EYFS END POINT ELG People and Places

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps
- Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.

EYFS END POINT ELG The Natural World

- 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 to them in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Year Group	Autumn	Spring	Summer
EYFS	All About Me (See above)	Our World (See above)	Where to? (see above)
Year One	<p><b>Investigating where we are HULL</b></p> <p>I can identify where I live on a street map and identify key landmarks.</p> <p>I can draw a simple map planning a route to Pearson Park.</p> <p>I can walk to Pearson Park and identify observe the local landmarks.</p> <p>I can identify problems in the surrounding area.</p> <p>I can suggest ideas to make the area around the school better.</p>	<p><b>Investigating the UK</b></p> <p>I can identify the UK on a map or globe.</p> <p>I can identify Hull on a map of the UK.</p> <p>I can name and identify the countries and capital cities of the UK on a map.</p> <p>I can identify and use the four main points on a compass.</p> <p>I can map out the main physical features in the countries of the UK. (Longest river/tallest mountain)</p>	<p><b>Investigating a cold country</b></p> <p>Continents and comparisons I can explore the seven continents.</p> <p>I can identify where cold countries are situated in the world.</p> <p>I can explore the physical and human features of Antarctica.</p> <p>I can identify the equipment humans would need to survive in Antarctica.</p> <p>I can compare living in the UK to living in Antarctica.</p>
Year Two	<p><b>Investigating Hull and the UK</b></p> <p>I can explore the differences between urban, rural and coastal areas.</p> <p>I can identify landmarks in my own locality.</p>	<p><b>Investigating a hot country continents and comparisons</b></p> <p>I can identify which continent Kenya is in .</p> <p>I can use basic geographical vocabulary to refer to the topography of Kenya.</p>	<p><b>Investigating coastlines</b></p> <p>I can locate and label the 5 oceans on a world map.</p> <p>I can use basic geographical knowledge to refer to features of a coast. (beach/cliff/sea/coast</p>



## Year Three

I can identify London as a capital city and recognize some of its landmarks.  
I can use the 4 points on a compass.  
I can locate the capital cities of the UK on a map.

### **Cities of the UK**

I can identify and locate Hull and its county on a map of the UK and identify some nearby towns.  
I understand that England is split up into counties and can identify some of these on a map  
I can use the points of a compass to describe location of urban settlements in the UK on a map and make comparisons between their population.  
I can make comparisons between the human features of two contrasting areas in the locality.  
I can compare the topography of two contrasting areas in the locality.

I can use basic geographical vocabulary to refer to human geography of Kenya.  
I can compare the climate in the UK with that of Kenya.  
I can use simple geographical symbols to construct a key.

### **Landmarks of the world**

I can identify physical and human features of the world and my own locality.  
I can identify and understand the relevance of World Heritage sites in Europe and the wider world.  
I can identify landmarks of the world and explore the effect of climate change on some of them.  
I can compare the physical and human landmarks of the America and explore how they have changed.  
I can explore the effects of tourism on some of the countries I have studied.

I can explore local coastal areas and their landmarks.  
I can identify why people choose to live and work in coastal areas.  
I can draw my own map of Withernsea and use simple map symbols to mark its landmarks.

### **The Amazon River and Rainforest**

I can locate and recognize the different shapes of the continents.  
I can identify the key natural resource in the Amazon and identify the countries it flows through.  
I can explore the physical characteristics and key topographical features of a region in South America.  
I can begin to understand how deforestation affects the surrounding environment. I can identify the position and significance of longitude, latitude and the tropics and pinpoint the exact location of the Amazon Rainforest.

## Year Four

### Climate and Weather

- I can identify geographical regions of the world.
- I can understand and use the geographical vocabulary associated with climate and weather.
- I can locate climate zones around the world.
- I can classify the vegetation and animals which can live in the different climate zones.
- I can explore the causes of flooding in parts of the UK

### Tectonic Plates, Volcanoes and Earthquakes

- I can identify the physical structure of the earth.
- I can understand the effects of movement between tectonic plates on physical and human geography
- I can explore the structure of a volcano.
- I can explore the structure of a volcano.
- I can explore the location of deadly volcanoes and explain their impact on physical and human geography

### Waterways of the UK

- I can understand that the Water Cycle is a physical process.
- I can identify bodies of water in and around the UK and locate five key rivers. I can explore the physical features along the journey of a river.
- I can explore the physical changes which happen along waterways. I can research the importance of the Rivers Hull and Humber to Hull.

## Year Five

### Mountains of the World

- I can discuss the Earth's structure
- I can say what a mountain is and use geographical vocabulary to identify the key physical features of mountains. I can explore the different types of mountains and say how they are formed. I can locate and compare the major mountain ranges in the world.
- I can locate the Seven Summits

### Climate Change and Pollution

- I can identify and make comparisons between the different climate zones and biomes.
- I can understand the effects of plastic pollution on oceans and their habitats.
- I can understand how human behaviour can have a negative affect the environment. I can explain how humans are making positive changes to the local environment.

### Changes to Hull and the UK

- I can locate the capital cities, bodies of water and Hull's location on a map of the UK.
- I can explore the factors affecting growth in population across cities in the UK.
- I can use map skills to compare the physical and human changes which have occurred within the local area over time.

and explore why people ascend them.

I can explore the causes and effects of climate change on the planet.

I can conduct a traffic survey in the local area and present my findings.  
I can use bar graphs to make comparisons between the human geography of two contrasting areas of the UK.

## Year Six

### **The North Pole and the South Pole**

I can use lines of longitude and latitude to locate the positions of the Polar regions.  
I can explore the physical features and climate of the Arctic.  
I can use maps and atlases to explore the key differences between the land mass of the Polar regions.  
I can understand the changes which vegetation and species undertake to enable them to survive in Polar regions.  
I can identify the impact and effect of environmental changes in the Polar regions.

### **Our Interconnected World: A Three-Way Study of the UK, France and China - Physical Geography**

I can locate the seven continents and 5 oceans using maps/globes/atlas and identify where the UK is situated  
I can locate 3 contrasting countries on a map and identify their capital cities.  
I can compare the similarities and differences in physical geography between 3 contrasting localities in the world. (UK/France/China)  
I can make comparisons between the climate zones and biomes of UK, France and China.  
I can compare the natural economy of UK, France and China.

### **Our Interconnected World: A Three-Way Study of the UK, France and China - Human Geography**

I can make comparisons between the population and life expectancy in three contrasting countries of the world. I can explore how the human inter-relations between the UK and France have changed over time. I can make comparisons between the trade of contrasting countries in the world.  
I can study the impact of manufacturing and pollution on a country and its environment and make suggestions about how to improve this.  
I can explore and make comparisons between systems of government in three contrasting countries

