

## St Sebastian's Geography Curriculum

As Geography is a broad-ranging subject, we thought carefully when selecting what content to include when designing our geography curriculum. We wanted to ensure that we had the correct balance of breadth and depth as well as guaranteeing our curriculum was relevant to our children and included local links. Our children's geographical education begins in EYFS and is carefully and progressively mapped throughout school, with knowledge building year on year. We have identified how knowledge relates to past and future learning to help children build, connect and remember different aspects of the curriculum in the long term. This helps teachers to emphasise how knowledge is interconnected, enabling children to build a strong schema to remember more. We chose to break our substantive content knowledge into 4 key areas: *locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork*.

When designing our Geography curriculum, we identified key concepts which run throughout our curriculum. These concepts help both teachers and children to group geographical knowledge into more manageable units which helps to draw out the links between ideas and processes as children progress through school.

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| <p><b>Our locality</b></p> <p><i>What is our local area like?</i></p>                                         | <p>Year 1 Unit 1 - What can see around our village and what is the weather like where we live?</p> <p>Year 2 Unit 1 - What is it like to live in Grantham and Lincolnshire today?</p> <p>Year 3 Unit 1 - How can we use maps to find out about the counties and cities of the UK?</p> <p>Year 3 Unit 3 - Why are rivers important? (River Witham)</p> <p>Year 4 Unit 2 - How does living in Madrid compare to living in the East Midlands?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Cultural understanding and diversity</b></p> <p><i>How are cultures different around the world?</i></p> | <p>Year 2 Unit 2 - How does living in Chembakoli compare to living in Great Gonerby?</p> <p>Year 2 Unit 3 - What is it like to live in hot and cold places?</p> <p>Year 3 Unit 2 - What do we know about our European neighbours?</p> <p>Year 4 Unit 2 - How does living in Madrid compare to living in the East Midlands?</p> <p>Year 5 Unit 2 - From Rio to the Rainforest: What do we know about life in Brazil?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Location</b></p> <p><i>Where is it?</i></p>                                                             | <p>Year 1 Unit 1 – Locating places in our village</p> <p>Year 1 Unit 2 - Unit 2: Locating the countries and capitals of the UK</p> <p>Year 1 Unit 3 – Locating continents and oceans</p> <p>Year 2 Unit 1 – Locating Grantham and Lincolnshire</p> <p>Year 2 Unit 2 – Locating India and Chembakoli</p> <p>Year 2 Unit 3 – Locating continents, oceans and hot and cold places in the world</p> <p>Year 3 Unit 1 – Locating counties and cities of the UK</p> <p>Year 3 Unit 2 – Locating European countries and capitals</p> <p>Year 3 Unit 3 – Locating rivers</p> <p>Year 4 Unit 1 – Locating the world's climate zones, Tropic of Cancer, Tropic of Capricorn</p> <p>Year 4 Unit 2 – Locating Spain and Madrid</p> <p>Year 5 Unit 2 – Locating countries in South and North and America.</p> <p>Year 5 Unit 3 - Locating significant coastal areas around the UK</p> <p>Year 6 Unit 1 – Locating Aylmerton and Norfolk</p> <p>Year 6 Unit 2 – Locating volcanoes and earthquakes around the world</p> <p>Year 6 Unit 3 – Locating mountain regions in the UK and around the world</p> |
| <p><b>Interdependence</b></p>                                                                                 | <p>Year 3 Unit 1 – How can we use maps to find out about the counties and cities of the UK?</p> <p>Year 4 Unit 1 - How does climate affect life on Earth?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p><i>How do human and physical features affect each other?</i></p>                        | <p>Year 5 Unit 1 - How do natural resources affect the way we live?</p> <p>Year 5 Unit 3 - What do know about our coastlines?</p> <p>Year 6 Unit 1 - Village study: Aylmerton</p> <p>Year 6 Unit 2 - How do volcanoes and earthquakes affect life on Earth?</p> <p>Year 6 Unit 3 - How are mountains formed?</p>                                                                                                                                                              |
| <p><b>Weather and climate</b></p> <p><i>What is the climate like around the world?</i></p> | <p>Year 1 Unit 1 – What is the weather like where we live?</p> <p>Year 2 Unit 2 - How does living in Chembakoli compare to living in Great Gonerby?</p> <p>Year 4 Unit 1 – How does climate affect life on Earth?</p> <p>Year 3 Unit 2 - What do we know about our European neighbours?</p> <p>Year 4 Unit 2 - How does living in Madrid compare to living in the East Midlands?</p> <p>Year 5 Unit 2 - From Rio to the Rainforest: What do we know about life in Brazil?</p> |

## St Sebastian's School Curriculum Overview - Geography

|        | Autumn 1                                                                            | Autumn 2                                                 | Spring 1                                                                  | Passport to the World      | Spring 2                                                                         | Summer 1                                                 | Summer 2 |
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| EYFS   |                                                                                     |                                                          |                                                                           | Antarctica and Arctic      |                                                                                  |                                                          |          |
| Year 1 | Unit 1: What can see around our village and what is the weather like where we live? |                                                          | Unit 2: What do we know about living in the United Kingdom?               | United Kingdom             |                                                                                  | Unit 3: How can we use maps to find out about our world? |          |
| Year 2 | Unit 1: What is it like to live in Grantham and Lincolnshire today?                 |                                                          | Unit 2: How does living in Chembakoli compare to living in Great Gonerby? | India                      |                                                                                  | Unit 3: What is it like to live in hot and cold places?  |          |
| Year 3 |                                                                                     |                                                          | Unit 2: What do we know about our European neighbours?                    | France                     | Unit 1: How can we use maps to find out about the counties and cities of the UK? | Unit 3: Why are rivers important?                        |          |
| Year 4 |                                                                                     | Unit 1: How does climate affect life on Earth?           | Unit 2: How does living in Madrid compare to living in the East Midlands? | Spain                      |                                                                                  | Unit 3: How is our world divided?                        |          |
| Year 5 |                                                                                     | Unit 1: How do natural resources affect the way we live? | Unit 2: From Rio to the Rainforest: What do we know about life in Brazil? | Brazil                     |                                                                                  | Unit 3: What do know about our coastlines?               |          |
| Year 6 | Unit 1: Cromer                                                                      |                                                          |                                                                           | South Africa (stereotypes) | Unit 2: How do volcanoes and earthquakes affect life on Earth?                   | Unit 3: How are mountains formed?                        |          |

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|        | Unit 1                                                                                                                                                                                                                                                                                                                      | Unit 2                                                                                                                                                                                                                                                              | Unit 3                                                                                                                                                                                                                                                                |
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| EYFS   | <b>Enquiry Question:</b> Where is Great Gonerby? Where do I live? Using maps/Making Maps                                                                                                                                                                                                                                    | <b>Enquiry Question:</b> Where are the cold places in the world? Using maps/Making Maps                                                                                                                                                                             | <b>Enquiry Question:</b> What is it like at the seaside? Using maps/Making Maps                                                                                                                                                                                       |
|        | <b>Intent:</b> Children begin to understand the concept of locations near to school and home, develop a sense of 'place' and explore the human and physical features of their immediate environment. Children learn what a map is and begin to discuss, make observations, and answer questions about familiar environments | <b>Intent:</b> Children are introduced the world map and the poles and understand that some places in the world are colder (with different weather) and in contrast to Great Gonerby. Children can describe some of the features of cold places.                    | <b>Intent:</b> Children begin to build their understanding of the seaside and identify some of human and physical features. Children develop their ability to use secondary sources to find out about unfamiliar places. They can describe and draw coastal features. |
|        | <b>Future Learning:</b> Provides the foundations for all locational, place, human and physical geography knowledge. Provides the foundations to developing geographical, fieldwork Question.                                                                                                                                | <b>Future Learning:</b> Y1 – Hot and Cold places. Y2 – Comparing physical and human geography of Great Gonerby and Chembakoli. Y1 – Using maps to find out about the world.                                                                                         | <b>Future Learning:</b> Provides the foundation for understanding place knowledge, human and physical geography of the wider world. Provides the foundations for identifying significant local features and map work.                                                 |
| Year 1 | <b>Enquiry Question:</b> What can see around our village and what is the weather like where we live?                                                                                                                                                                                                                        | <b>Enquiry Question:</b> What do we know about living in the United Kingdom?<br>(UK – Passport to the World)                                                                                                                                                        | <b>Enquiry Question:</b> How can we use maps to find out about our world?                                                                                                                                                                                             |
|        | <b>Builds on:</b> EYFS – Beginning to identify location of home and school and some familiar human and physical features using basic vocabulary. Children know what a map is and have begun to use them to identify geographical features.                                                                                  | <b>Builds on:</b> EYFS and Y1 (unit 1) – Children have begun to use maps to locate and identify geographical features within school groups and the immediate local environment.                                                                                     | <b>Builds on:</b> EYFS – Children have begun to recognise that physical features in some places in the world are different from those in their own environment.                                                                                                       |
|        | <b>Future Learning:</b> Y2 Unit 1 (Fieldwork visit to Grantham) – Developing observational Question and learning how to present geographical findings in a range of ways.                                                                                                                                                   | <b>Future Learning:</b> Y1 Unit 3 – Children develop their understanding of the world map and globes.                                                                                                                                                               | <b>Future Learning:</b> Y2 (Unit 3) – Identifying the location (continent and oceans) around hot and cold places.                                                                                                                                                     |
| Year 2 | <b>Enquiry Question:</b> What is it like to live in Grantham today?                                                                                                                                                                                                                                                         | <b>Enquiry Question:</b> How does living in Chembakoli compare to living in Great Gonerby?<br>(India – Passport to the World)                                                                                                                                       | <b>Enquiry Question:</b> What is it like to live in hot and cold places?                                                                                                                                                                                              |
|        | <b>Builds on:</b> Children are familiar with the locations and places within school grounds and surrounding village and can use basic vocabulary to describe the human and physical features. Children can make observations in familiar locations and attempt to draw and follow routes/maps (Y1 Unit 1).                  | <b>Builds on:</b><br>Y2 (Unit 1) – Identifying and locating human and physical features of Grantham and using maps.                                                                                                                                                 | <b>Builds on:</b> Y1 (Unit 3)- Children can use maps to find out about the world (continents and oceans). EYFS – Features of colds places and identifying cold places on a map.                                                                                       |
|        | <b>Future Learning:</b> Y3: Children can locate the counties of the UK.                                                                                                                                                                                                                                                     | <b>Future Learning:</b> KS2 – Developing geographical comparisons between a range of places outside the UK and our home location and identifying connections, contrasts and trends. Comparing the human and physical geography of a range of places outside the UK. | <b>Future Learning:</b> Y4 Unit 1 - Identifying the location of the world's climate zones and biomes.                                                                                                                                                                 |
| Year 3 | <b>Enquiry Question:</b> How can we use maps to find out about the counties of the UK?                                                                                                                                                                                                                                      | <b>Enquiry Question:</b> What do we know about our European neighbours?<br>(France – Passport to the World)                                                                                                                                                         | <b>Enquiry Question:</b> Why are rivers important?                                                                                                                                                                                                                    |
|        | <b>Builds on:</b> Y1 (Unit 2) – Children can locate the four countries and capitals and have identified some geographical similarities and differences between them. Children have identified key human                                                                                                                     | <b>Builds on:</b> KS1 – Children have a secure understanding of the seven continents and know about some of the hot and cold places. Children are aware of some globally significant places around the world and are aware of some of the key human and physical    | <b>Builds on:</b> Y3 Units 2 Children understand that rivers are a physical geographical feature and have identified examples in the UK and Europe.                                                                                                                   |

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|        | and physical features of the UK. Children have an understanding of a UK map and can identify key features.                                                                                                                                                                                                                                                                                                                                                                                 | features of a range of locations around the world. Y2 (Unit 2 and 3) – children have had experience of working with a range of maps depicting continents and countries around the world.                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|        | <b>Future Learning:</b> Y4 Unit 3, Y5 Unit 3 and Y6 Unit 2 – Identifying, describing and comparing the locations of the UK's hills, mountains, coasts and rivers.                                                                                                                                                                                                                                                                                                                          | <b>Future Learning:</b> Y4 Unit 1 – Identifying climate zones and biomes found within continents.<br>Y5 Unit 1 – Identifying the locations of countries, cities within the Americas.                                                                                                                                                                                                                                                                                                 | <b>Future Learning:</b> Y5 Units 1 and 2 – Children describe the impact of rivers on places studied in the Americas and learn about the impacts of rivers on the human and physical geography of the regions studied in the Americas. Y5 Unit 3 – Children study the coastline (and its effects on places) as another significant local geographical feature. Fieldwork study of the local coastline, investigating its features and the effect of physical processes and human activity over time.                              |
| Year 4 | <b>Enquiry Question:</b> How does climate affect life on Earth?                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Enquiry Question:</b> How does living in Catalonia compare to living in the East Midlands?<br>(Spain – Passport to the World)                                                                                                                                                                                                                                                                                                                                                     | <b>Enquiry Question:</b> How is our world divided?                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|        | <b>Builds on:</b> KS1 – Children understand the term and can locate the Equator, Northern/Southern Hemispheres and the Arctic/Antarctic Circles and understand how the location of places can affect temperature. Y1 Unit 1 – Children understand the effects of weather and the seasons on the geography of familiar places. Y2 Unit 3 – Children can describe some of the geographical features of hot and cold places around the world and can compare the human and physical features. | <b>Builds on:</b> Y2 Unit 2 and Y3 Unit 2 – Children have used maps and range of sources to compare geographical features of our region with areas/regions in the UK and beyond. Children have compared the human and physical features of two contrasting locations. Children understand the concept of 'region' and can locate the regions of the UK. Y3 units – Children can describe and compare some of the geographical features of regions of the UK and countries of Europe. | <b>Builds on:</b> KS1 – Children can name and locate the seven continents. Children can name and locate European countries and capitals.                                                                                                                                                                                                                                                                                                                                                                                         |
|        | <b>Future Learning:</b> Y5 Unit 1 – Children can apply their knowledge of the effect of climate on places around the world to places studied and the human and physical geography in the Americas.                                                                                                                                                                                                                                                                                         | <b>Future Learning:</b> Y5 Unit 2 – Comparing the human and physical features of a region in Brazil to our local region and evaluating the usefulness and reliability of a range of sources.                                                                                                                                                                                                                                                                                         | <b>Future Learning:</b> Applying their knowledge of time zones to a specific area of the world (North and South America)                                                                                                                                                                                                                                                                                                                                                                                                         |
| Year 5 | <b>Enquiry Question:</b> How do natural resources affect the way we live?                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Enquiry Question:</b> From Rio to the Rainforest: What do we know about life in Brazil?<br>(Brazil – Passport to the World)                                                                                                                                                                                                                                                                                                                                                       | <b>Enquiry Question:</b> What do know about our coastlines?                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|        | <b>Builds on:</b><br>KS2 – Understanding of settlement types and climate. KS2 – Understanding of human and physical features.                                                                                                                                                                                                                                                                                                                                                              | <b>Builds on:</b> Y4 Unit 2 – Children can compare the human physical geography of contrasting regions (Madrid and their home region)                                                                                                                                                                                                                                                                                                                                                | <b>Builds on:</b> Y3 Unit 3 and Y4 Unit 3 Children have an understanding of key physical features of the UK including its rivers. Children begin to understand some of the links between physical geographical features and human geography. Children have an understanding of the water cycle and rivers as key aspects of physical geography Y4 Unit 3 – Fieldwork study of the River Witham and its uses, including drawing more complex maps and using four-figure grid references and eight compass points with confidence. |
|        | <b>Future Learning:</b><br>Y6 – Understand how volcanoes and earthquakes affect life on earth.                                                                                                                                                                                                                                                                                                                                                                                             | <b>Future Learning:</b> Y6 Unit 3– Developing the use of a range of sources to inform opinions and offer geographical conclusions.                                                                                                                                                                                                                                                                                                                                                   | <b>Future Learning:</b> Y6 Unit 1 – Fieldwork study of a local village (Aylmerton) in the North York Moors National Park, investigating geographical change in the village over time and how the economy of the village could be improved                                                                                                                                                                                                                                                                                        |
| Year 6 | <b>Enquiry Question:</b> Village study: Aylmerton                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Enquiry Question:</b> How do volcanoes and earthquakes affect life on Earth?                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Enquiry Question:</b> How are mountains formed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|        | <b>Builds on:</b> All locational awareness, place knowledge, physical and human geography of our local area and region gained in previous year groups.<br>Year 3 Unit 1 – location of cities in the UK.                                                                                                                                                                                                                                                                                    | <b>Builds on:</b><br>Y4 Unit 2, and Y6 Unit 1 – Children have identified the location of mountains in Spain and have located mountains and mountain ranges in a range of countries around the world. Y6 Unit 2 –                                                                                                                                                                                                                                                                     | <b>Builds on:</b> Y3 Unit 2, Y4 Unit 2 and Y5 Units 1 and 2 – Children have identified the location of mountains and mountain ranges as key physical features in a range of countries. Y3 – 5 Units – Children have studied a range of physical geographical features                                                                                                                                                                                                                                                            |

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|  |  | Children have an understanding of how different types of mountains can affect the human and physical geography of places. Y4 Unit 2 and Y6 Unit 2 – Children have a basic understanding of what a volcano is and have studied some of the impacts of one volcano on its surrounding area | (including rivers and coasts) and their impacts on places. Y6 Unit 2 – Structure of the Earth. |
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