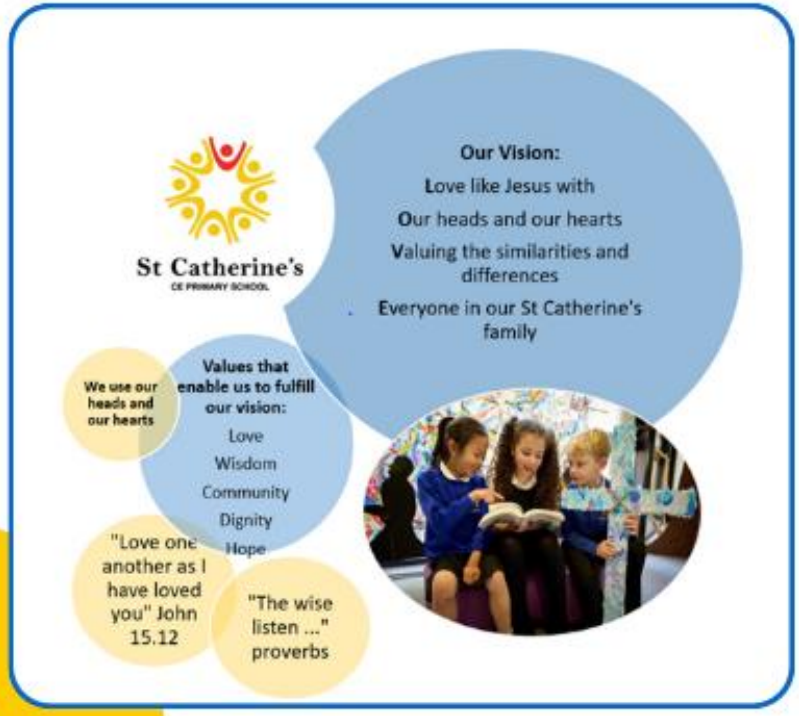
ST CATHERINE'S CE PRIMARY SCHOOL
GEOGRAPHY CURRICULUM OVERVIEW



At St Catherine's, our Geography curriculum reflects our vision to "Love like Jesus, with our heads and our hearts, valuing the similarities and differences of everyone in our St Catherine's family." Through studying people, places, and cultures, children develop a sense of love for others by building empathy, respect, and compassion for diverse ways of life.

Geography also nurtures wisdom, as pupils grow in understanding of the world, its challenges, and their role as responsible global citizens. They are encouraged to think critically, make informed decisions, and reflect on how human actions affect communities and the environment.

We promote aspiration through an ever-deepening knowledge of the world and its people, while developing key skills such as independence, creativity, resilience, and problem solving. Our approach supports not only academic growth, but also well-being, emotional intelligence, and a sense of belonging in both the local and global community.

Geography Curriculum at St Catherine's C of E Primary School

The curriculum at St. Catherine's is designed to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives. The full curriculum is based around the school's reading and writing curriculum, and is planned in short blocks, covering a wide and diverse range of topics. At St. Catherine's we believe that extending the children's knowledge of the world is critical. This will support them as readers, in life, and will create greater aspirations, as they learn about the world around them. The National Curriculum is delivered using an integrated topic approach, based around our 'book led curriculum'. The curriculum is designed in blocks, to give the children a very wide and varied range of opportunities – extending their knowledge of the world.

The Geography curriculum at St. Catherine's is designed to provide a broad and balanced education of the world that will give them the skills, knowledge and understanding to prepare them for their future lives. At St. Catherine's we believe that extending the children's knowledge of the world is critical. This will support them as readers, in life, and will create greater aspirations, as they learn about the world around them.

Central to the Geography curriculum is the understanding that geography plays a crucial role in understanding our world. It makes a vital contribution to our knowledge of the rapidly changing environmental and social challenges that people face around the world and offers insights into how we should tackle them. We recognise that our geography education should contribute to essential aspects of children's personal development such as creativity, independence, judgment, self-reflection, problem solving, reliability, responsibility and resilience as well as physical development, well-being and mental health.

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'
National Curriculum 2014

The Geography curriculum at St Catherine's is separated into units. These units include key locational and place knowledge, the acquisition of map skills and geographical vocabulary, human and physical geography knowledge, fieldwork and regular opportunities to learn about and explore countries from around the world.

The programme for each key stage ensures that breadth and balance of experience, skills and curriculum content appropriate for the age range.

Teachers can adapt units to fit with their book focus, but use the planned learning aims and objectives to ensure learning is sequential and cumulative. There are suggested learning sequences to guide teachers along with resources to support some units.

The aims of our Geography curriculum are those of the National Curriculum 2014.

Key Stage 1 Overview

Year 1	Year 2
Taught repetitively throughout the year as key knowledge: • Name and locate the world's seven continents and five oceans • Identify seasonal and daily weather patterns – see science seasonal diary. • use simple compass directions (North, South, East and West) and locational/directional language (e.g. Near/far; Left/Right)	**Taught repetitively throughout the year as key knowledge:** • Name, locate and identify the four countries in the UK, capital cities (London, Edinburgh, Cardiff and Belfast) and the surrounding seas (English Channel, North Sea, Irish Sea and Atlantic Ocean)
Unit : Our Local Area	**Unit:** Town and Country
This unit covers the following National Curriculum Objective: • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Use Basic geographical vocabulary •	This unit covers the following National Curriculum Objective: • Use basic geographical vocabulary to refer to key human and physical features ***in the context of town and country locations***. • Understand geographical similarities and differences through studying the human and physical geography ***in the context of the UK***
Unit: Antarctica, Penguins and the Climate	**Unit:** Children Around the World
This unit covers the following National Curriculum Objective: • Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles • Use Basic geographical vocabulary • Use simple compass directions and directional language, describe the location of features and routes on a map, use symbols in a key	This unit covers the following National Curriculum Objective: • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Unit: China and the Animals that live there	**Unit :** Forests and Cities
This unit covers the following National Curriculum Objective: • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country- **in the context of China**. • Use Basic geographical vocabulary • Use world maps, atlases and globes to identify the United Kingdom, countries, continents and oceans.	This unit covers the following National Curriculum Objective: • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non – European Country • Use Basic geographical vocabulary
Map Unit: An Introduction to Maps	**Map Unit :** The School Grounds
This unit covers the following National Curriculum Objective: • Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. • devise a simple map; and use and construct basic symbols in a key	This unit covers the following National Curriculum Objective: • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • devise a simple map; and use and construct basic symbols in a key • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Lower Key Stage 2 Overview

Year 3	Year 4
Taught repetitively throughout the year as key knowledge: • Locate United Kingdom, Brazil and South Africa concentrating on the environmental regions, key physical and human characteristics, and cities. • Identify the position and significance of the Equator, Northern and Southern Hemispheres	**Taught repetitively throughout the year as key knowledge:** • Locate United Kingdom, Antarctica, Russia and/or Iceland concentrating on the environmental regions, key physical and human characteristics, and cities. • Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
Unit : Deserts	**Unit:** Why does Antarctica Matter
This unit covers the following National Curriculum Objective: • Identify position and significance of the Equator • Identify position and significance of the Southern Hemisphere • Understand geographical similarities and differences through the study of human and physical geography • Describe and understand climate zones	This unit covers the following National Curriculum Objective: • Identify the position and significance of the equator, tropics, hemispheres and the Arctic and Antarctic Circle. • Describe and understand key aspects of climate zones, biomes and vegetation. • Describe and understand key aspects of distribution of natural resources.
Unit: Vegetation of the World	Unit: Volcanoes
This unit covers the following National Curriculum Objective: • Describe and understand climate zones • Identify position and significance of the Northern Hemisphere • Describe and understand biomes and vegetation belts. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	This unit covers the following National Curriculum Objective: • Locate the world's countries using maps to focus on Europe (including the location of Russia) • Identify the position and significance of equator, hemispheres and tropics. • Describe and understand key aspects of volcanoes and the distribution of natural resources including energy, minerals and food.
Unit: Brazil	**Unit :** London
This unit covers the following National Curriculum Objective: • Describe and understand climate zones • Describe and understand biomes and vegetation belts. • Identify position and significance of the Equator • Locate South America, concentrating on their environmental regions including key physical and human characteristics • Use maps and atlases to locate the continent South America and the country Brazil. Identify the countries bordering Brazil.	This unit covers the following National Curriculum Objective: • Name and Locate cities in the United Kingdom, geographical regions and identify human and physical characteristics, key topographical features and land use patterns. • Identify the position and significance of the Northern Hemisphere, Tropics of Cancer and Capricorn and the Equator. • Describe and understand key aspects of settlement and land use and economic links including trade activity.
Map Unit: Getting to know the British Isles	**Map Unit :** Ordnance Survey maps
This unit covers the following National Curriculum Objective: • use compass points to give directions. • name and locate cities of the United Kingdom • 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. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	This unit covers the following National Curriculum Objective: • 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. • use the eight points of a compass, four and six-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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Upper Key Stage 2 Overview

Year 5	Year 6
Taught repetitively throughout the year as key knowledge: • Locate United Kingdom – England and Scotland, Africa – Congo or Egypt, North America - USA: concentrating on the environmental regions, key physical and human characteristics, and cities. • Identify the position and significance of the longitude and latitude, the Prime/Greenwich Meridian and time zones.	**Taught repetitively throughout the year as key knowledge:** • Locate Antarctica, Asia - Nepal, North America - USA: concentrating on the environmental regions, key physical and human characteristics, and cities.
Unit : Settlement and Land use	**Unit:** Mountains
This unit covers the following National Curriculum Objective: • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land use patterns. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. • Describe and understand key aspects of human geography including types of settlement and land use.	This unit covers the following National Curriculum Objective: • Describe and understand key aspects of physical geography, including mountains. • Describe and understand key aspects of human geography, including land use • Pupils develop contextual knowledge of the location of globally significant places
Unit: Water Cycle and Climate Change	Unit: Earthquakes
This unit covers the following National Curriculum Objective: • Describe and understand the key aspects of the water cycle. • Locate the world's countries, using maps, concentrating on their environmental regions and key physical features. • Describe and understand key aspects of physical geography	This unit covers the following National Curriculum Objective: • Understand geographical similarities and differences through the study of physical geography of a region • Understand the processes that give rise to key physical … geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • Describe and understand key aspects of physical geography, including earthquakes.
Unit: Rivers	**Unit :** United Kingdom
This unit covers the following National Curriculum Objective: • Locate the world's countries, using maps, concentrating on their environmental regions and key physical features. • Understand geographical similarities and differences through the human and physical geography of a region. • Describe and understand key aspects of physical geography including rivers.	This unit covers the following National Curriculum Objective: • Describe and understand key aspects of human geography including types of settlement, economic activity, trade links and the distribution of natural resources including energy and minerals • Describe and understand key aspects of human geography including cities and land use. • 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
Unit: Contour Lines	**Unit :** Extending understanding of OS maps: Six-figure grid references
This unit covers the following National Curriculum Objective: • 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. • use the eight points of a compass, four and six-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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	This unit covers the following National Curriculum Objective: • 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. • use the eight points of a compass, four and six-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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Countries:	Counties:
United Kingdom (sovereign) – England, Wales, Scotland and Northern Ireland, China, Japan, Canada, South Africa, Brazil, Iceland/Russia, Congo/Egypt, USA, Nepal, Germany	Worcestershire, Inverness – shire – Scotland's largest county, Greater London, Warwickshire, Nottinghamshire, Carnarvon – Llanrug and the West Midlands

Our Intention is to ensure that the children at our school:

- **Enjoy it**
- **Believe they can do it**
- **See the purpose in it**
- **Do it confidently**
- **Can do it now, tomorrow and forever**

Every subject, every cross- curricular theme, every aspect of our work is an ‘it’!
Every child has at least one ‘it’ – we need to find it!