



'With Love and Faith, We Achieve Together,

For We Are Nothing Without Christ'

Nihil Sine Christo



Geography Curriculum Overview

2025 - 2026

The earth is the Lord's and all that is in it, the world, and those who live in it (Psalm 24:1)

Intent

At St Anne's and St Joseph's, our Geography curriculum is designed to inspire a lifelong love of learning about the world and its diverse people. Rooted in our Catholic ethos, it nurtures a sense of awe and wonder for God's creation, encouraging pupils to become responsible stewards of the Earth.

We aim to foster curiosity and deepen understanding of both physical and human environments, equipping children with the knowledge and skills to explore, analyse and interpret geographical information. Through engaging and purposeful learning, pupils will develop an appreciation of interconnectedness of place, cultures and communities, both locally and globally.

Our curriculum promotes values of social justice, compassion and care for the environment, aligning with Catholic Social Teaching. Pupils are encouraged to reflect on their role in the world, understanding how geographical issues impact people and the planet, and how they can contribute to a more just and sustainable future.

Kapow is used loosely to support our planning, delivery and assessment, whilst making our geography curriculum unique to our school and the pupils' experiences of the world we live in.

Implementation

We use the following approaches in our teaching of Geography:

- We teach three Geography units per academic year.
- Some year groups follow a rolling curriculum due to class sizes.
- Specific key vocabulary is taught, with staff modelling throughout lessons.
- Lessons are sequential and progressive in knowledge and skills.
- Cross-curricular opportunities offer support in different areas of the curriculum (English, Maths, DT, Art and History)
- Children are given opportunities to make connections to Catholic Social Teaching and their roles in becoming stewards for our planet.
- Enrichment opportunities are offered, in particular across the local area and school community.
- Kapow is used for most units but to ensure the uniqueness of our school, bespoke units are taught.



- Our Golden Threads are explored through units that link.
- Pupils will broaden their knowledge of the wider world as they progress through school. Younger year groups will focus more on the local and national environment, with older year groups progressing to the wider world.

Impact

We will assess the impact of the curriculum by:

- Pupil discussions about their learning
- Marking and Feedback to further inform planning and address misconceptions and gaps in learning
- Live marking through Insight Tracker. This will inform any interventions needed to address misconceptions and gaps in learning.
- Sticky knowledge will be assessed through Knowledge Capture Tasks. Knowledge Capture Tasks will provide children with the opportunities to showcase their new knowledge, whilst applying new and previously taught skills.
- Children will be inspired to follow future careers related to the geography curriculum.
- Children will be able to collect, analyse and communicate geographical concepts and processes
- Children will make explicit links to the geography curriculum and Catholic Social Teaching.
- Meet the relevant Early Learning Goals at the end of EYFS and the end of key stage expectations, in line with the National Curriculum for KS1 and KS2.

Golden Threads

Global Citizenship and Social Justice

Rooted in Catholic Social Teaching, this thread encourages empathy, solidarity and action for a more just world. Exploring issues amongst our world will provide opportunities to challenge humanity's impact and pupils will offer alternative, more sustainable processes and concepts.

Stewardship of God's Creation

Inspired by *Laudato Si*, pupils learn to care for our common home and understand their role as stewards of creation. Pupils will look at humanity's impact on the world we live in and how we can strive to protect our world and be active stewards of God's creation.

Sense of place and belonging

Through local geography, map skills, fieldwork and the physical and human features of our world, this thread encourages gratitude for the uniqueness of God's creation in their own community and fosters a sense of belonging and purpose.

Geography in Early Years Foundation Stage

Our EYFS curriculum is planned and sequenced in line with the EYFS Framework expectations and Development Matters. The prime areas of learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) feed directly into all later learning. The specific area of learning that explicitly links to Geography is *Understanding the World*. We want our youngest pupils to start developing geographical concepts in their immediate environment, both home and school. Curiosity and wonder is encouraged to secure the earliest geographical skills of our curriculum.

People, Culture and Communities						
Development Matters	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>				<p>Early Learning Goals <u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> ➤ Describe their immediate environment, using knowledge from their observation, discussion, stories, non-fiction texts and maps. ➤ Know some similarities and differences between different religion and cultural communities in our country, drawing on their experiences and what has been reading in class. ➤ Explain some similarities and differences between life in their country and life in other countries. 	
	Topics	I wonder what makes me special and unique? My School, My Community	I wonder why do people celebrate? Autumn	I wonder what happened once upon a time? Castles	I wonder what is inside the egg?	I wonder how wonderful is God's world? Hot and Cold Places, Under the Sea, Sea Pollution, Habitats

Links to Year 1 National Curriculum	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ➤ Recognise some human and physical features in their environment 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> ➤ Identify seasonal and daily weather patterns. 	<p>Place Knowledge</p> <ul style="list-style-type: none"> ➤ Similarities and differences through studying human and physical features. 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> ➤ Use maps 	<p>Place Knowledge</p> <ul style="list-style-type: none"> ➤ Similarities and differences through studying human and physical features. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> ➤ Similarities and differences through studying human and physical features. ➤ Use basic geographical vocabulary to refer to human features; port, harbour, sea, coast, beach, village, town, city
	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> ➤ Aerial photographs ➤ Simple fieldwork and observational skills to study the school grounds. 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> ➤ Use locational and directional language (near, far, left, right) to describe the location of features 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> ➤ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> ➤ Use basic geographical vocabulary to refer to key physical features; cliff, sea, coast, hill, mountain, ocean, river, soil. 	

Geography and SEND provision

At St Anne's and St Joseph's, we are committed to delivering a high-quality geography education that is inclusive, engaging and accessible for all pupils, including those with Special Educational Needs and Disabilities (SEND). All children complete the same learning objectives and obtain the same knowledge but opportunities to do so are given in a variety of ways:

Adaptive Teaching: The needs of all learners are of teachers' knowledge and learning is adapted to allow pupils to gain the knowledge in each lesson. Assistive technology, adapted tasks and multi-sensory learning is all offered to pupils to ensure there are no barriers to learning.

Language Support: Key vocabulary is explicitly taught and reinforced through repetition, visuals and pre-teaching strategies. Pupils are well-prepared for upcoming learning, whilst regularly revisiting prior knowledge and learning.

Collaboration and Support: Teachers work closely with SEND specialists, teaching assistants and families to ensure that individual needs are met and pupils are supported to achieve their full potential in geography.

Inclusive Assessment: Assessment is ongoing and prompt in all geography lessons. Teachers recognise gaps in learning and misconceptions quickly and offer further support, if required. Assessment is used to review learning, influence future planning and teaching and offer additional support to those who need it.



Pre-teach: During our pre-teach sessions, new vocabulary is taught to pupils to prepare them for upcoming lessons. This is done through a variety of strategies, for example the use of widget to offer a visual representation of the word.

Whole School Geography Curriculum

Kapow is used loosely to support planning and learning. Some units are taught as bespoke units*, without using Kapow

	Autumn	Spring	Summer
EYFS			
Year 1	Where is St Anne's and St Joseph's Primary School? *	What is the weather like in the UK?	How is Shanghai different to the UK?
Year 2	The differences between hot and cold places in the world	Why is our world wonderful?	What is it like to be an explorer?
Year 3 and 4 Cycle A	Where does our food come from?	Life in Antarctica	Similarities and differences between settlements
Year 3 and 4 Cycle B 2026/2027	Why do people live near volcanoes?	Why are rainforests important to us?	What are rivers and how are they used?
Year 5	Life in the Alps	Why do oceans matter?	Life in the deserts
Year 6	Why does population change?	Where does our energy come from?	Independent Fieldwork Study*

Year 1 Curriculum

	Autumn 2 (6)	Spring 2 (5)	Summer 2 (6)
Unit	Where is St Anne's and St Joseph's Primary School?	What is the weather like in the UK?	How is Shanghai different to the UK?
Key Knowledge	<ul style="list-style-type: none"> ➤ Accrington is a town in the North-West of England ➤ We live in the county of Lancashire ➤ UK is an abbreviation for United Kingdom ➤ The United Kingdom contains England, Scotland, Wales and Northern Ireland ➤ A country is a land or nation with its own government ➤ Symbols on maps help us navigate ➤ Language such as near, far, up, down, left, right, forwards and backwards can be used with a map. ➤ Maps are often created from above (aerial) and are not to scale (actual size) 	<ul style="list-style-type: none"> ➤ The UK is in the continent of Europe ➤ There are four countries in the UK (England, Scotland, Wales and Northern Ireland) ➤ The weather is dependent on the four seasons ➤ A season is a division of the year based on changes in weather and daylight hours. ➤ All four seasons have different weather, with similarities when seasons transition. ➤ Weather is the day-to-day conditions of the atmosphere. ➤ N, S, E and W (North, South, East and West) are compass points. 	<ul style="list-style-type: none"> ➤ Europe and Asia are two continents of the world ➤ A continent is a group of countries ➤ We live in the continent of Europe ➤ Physical features are formed naturally ➤ Human features are formed by humans either building or making. ➤ Life elsewhere in the world is different to ours, with some similarities ➤ Shanghai is a city in China
Lesson sequence	<ol style="list-style-type: none"> 1. To know where school is on an aerial map 2. To create a map of the classroom (aerial) 3. To know physical and human features of our school grounds 4. To draw a simple map of the school playground (aerial) 5. To investigate thoughts about our school grounds (fieldwork) 6. To create a design to improve our playground (fieldwork link) 	<ol style="list-style-type: none"> 1. To know the four countries in the UK 2. To know and identify seasonal changes in the UK 3. To know and identify the four compass points (fieldwork) 4. To know daily weather patterns locally and in the UK 5. To know how the weather changes with each season 	<ol style="list-style-type: none"> 1. To recognise physical and human features and draw a sketch map 2. To name and locate some continents on a world map 3. To identify physical and human features of a non-European country 4. To describe what it is like in Shanghai compared to the UK
Vocabulary	Tier 2 – City, country, distance, features, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town and village Tier 3 – Aerial photograph, aerial view, atlas, directional language and globe.	Tier 2 – Autumn, season, Spring, Summer, Winter, weather, direction and place Tier 3 – Atlas, map, north, south, east, west, England, Scotland, Wales, Northern Ireland, United Kingdom, Europe	Tier 2 – Country, different, key, similar and symbol Tier 3 – Continent, directional language (near, far, next to, behind), human feature, map, physical feature
Knowledge Capture Task	To create three maps (school, classroom and playground)	A poster showing seasonal changes including the four countries of the UK, seasons and changes.	A comparison of Shanghai life and where we live.
National Curriculum end points	<u>Human and physical geography</u> <ul style="list-style-type: none"> ➤ Use basic geographical language to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean. 	<u>Human and physical geography</u> <ul style="list-style-type: none"> ➤ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<u>Human and physical geography</u> <ul style="list-style-type: none"> ➤ Use basic geographical language to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean.

	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. ➤ 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. 	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ➤ 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.
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Year 2 Curriculum

	Autumn 2 (6)	Spring 2 (5)	Summer 2 (6)
Unit	The differences between hot and cold places in the world	Why is our world wonderful?	What is it like to be an explorer?
Key Knowledge	<ul style="list-style-type: none"> ➤ Name and locate the seven continents on a world map. ➤ Locate the North and the South Poles on a world map. ➤ Locate the Equator on a world map. ➤ Describe some similarities and differences between the UK and Kenya. ➤ Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. ➤ Recognise the features of hot and cold places. ➤ Locate some countries with hot or cold climates on a world map. 	<ul style="list-style-type: none"> ➤ There are four countries in the UK (England, Scotland, Wales and Northern Ireland) ➤ The four capitals are London, Edinburgh, Cardiff and Belfast ➤ London is approximately 220 miles from SASJ ➤ Human features are things built by humans ➤ Physical features are things naturally formed ➤ The five oceans of the world are the Pacific, Atlantic, Indian, Southern and Arctic Oceans ➤ Human and physical features are visible on maps using symbols ➤ Symbols are not a true representation of places and things 	<ul style="list-style-type: none"> ➤ Seas are a smaller body of salt water that is partly enclosed by land ➤ An ocean is a vast, deep body of salt water and covers about 70% of the Earth's surface ➤ The North Sea, Irish Sea, Celtic Sea and English Channel all surround the UK ➤ The UK is bordered by the Atlantic Ocean ➤ A coast is when land meets sea or ocean ➤ Beaches, cliffs, bays, headland, caves, arches, stacks, spits, sand dunes, mudflats and estuaries are all physical features of coasts ➤ Harbours, ports, piers, promenades, coastal towns and villages, sea walls, lighthouses, car parks, cafes and fishing huts are human features of coasts.
Lesson sequence	<ol style="list-style-type: none"> 1. To know and locate the seven continents of the world. 2. To know the locations of the North and South Poles 3. To know the location of the Equator on a world map 4. To know the similarities and differences the UK and Kenya 5. To know and investigate local weather conditions 6. To know key features of hot and cold places 	<ol style="list-style-type: none"> 1. To know the names and locate some of the UK's features and landmarks 2. To know the names and locate some of the world's features and landmarks 3. To know the names of the five oceans and locate on a map 4. To know how to draw human and physical features on a map 5. To know the local habitats and the importance of them 	<ol style="list-style-type: none"> 1. To know the location of the seas and oceans surrounding the UK 2. To know what the coast is 3. To know the physical features of the coast 4. To know the human features of the coast 5. To know how people use the local coast 6. To present findings on how people use the local coast
Vocabulary	Tier 2 – climate, country, desert, globe, land, locate, map, mild, ocean, polar, rural, sea, temperature, thermometer, tropical, urban, vegetation, weather Tier 3 – arid, compass, continent, Equator, grasslands, human feature, ice sheet, pack ice, physical feature, rain gauge, rainforest, savannah, temperate	Tier 2 - data collection, fieldwork, key, locate, location, map, north, sample, scale, symbol, tally chart Tier 3 - aerial photograph, capital city, continent, country, human feature, lake, land, landmark, ocean, OS map, physical feature, river, sea, vegetation	Tier 2 - data collection, fieldwork, location, locate, pictogram, tally chart, tourist Tier 3 - arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, island, harbour, human feature, mudflat, ocean, physical feature, pier, sand dunes, sea, stack, town, village
Knowledge Capture Task	Explore the benefits and challenges of living in a hot or cold place.	Children to add features to a local map using symbols of their choice. Introduction to OS symbols.	A diary entry based on a trip around the UK's coast's. Include what you see (human and physical features) and which seas/ ocean visited.

<p style="text-align: center;">National Curriculum end points</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ Name and locate the world's seven continents and five oceans. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ➤ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ➤ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ Name and locate the world's seven continents and five oceans. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ➤ Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ 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; devise a simple map; and use and construct basic symbols in a key. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>Human and physical features</u></p> <ul style="list-style-type: none"> ➤ Use basic geographical vocabulary to refer to: key features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ 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.
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Year 3 and 4 Curriculum

	Autumn 2 (6)	Spring 2 (5)	Summer 2 (6)
Unit	Where does our food come from?	Why are rainforests important to us?	Why do people live near volcanoes?
Key Knowledge	<ul style="list-style-type: none"> ➤ Climate zones are areas of the world with similar climates; equatorial, tropical, hot desert, temperate and polar. ➤ Biomes are areas of the world with similar climates, vegetation and animals ➤ Vegetation belts are areas of the world which are home to similar plant species ➤ Countries near the Equator have less seasonal change than those near the poles ➤ The equator is a line of latitude that indicates the hottest places on earth and splits our globe into Northern and Southern hemispheres ➤ Lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. ➤ Lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. ➤ The Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. ➤ The Northern and Southern Hemispheres are halves of the Earth, are above and below the Equator and have alternate seasons to one another. 	<ul style="list-style-type: none"> ➤ Tundra, Taiga (Boreal Forest), Temperate Deciduous Forest, Temperate Grassland, Tropical Rainforest, Tropical Savanna, Desert, Chaparral (Mediterranean), Alpine, Mangrove, Freshwater, Marine are different biomes ➤ The layers of a tropical rainforest are emergent, canopy, understorey and forest floor ➤ Indigenous people use natural materials for shelter, hunt and fish for foods, clothing is minimal, tools and weapons are handmade and have many traditions and rituals. ➤ Rainforests are home to over 50% of the worlds plants and animal species ➤ They absorb large amounts of CO2 (climate regulation) ➤ They are often known as the 'lungs of the world' ➤ Trees release water vapor through transpiration, contributing to rainfall locally and globally ➤ Many modern medicines derive from rainforest plants ➤ Threats to rainforests include deforestation, infrastructure development, climate change, illegal wildlife trade and land grabbing/ conflict 	<ul style="list-style-type: none"> ➤ Earth is constructed with four main layers: crust, mantle, outer core and inner core ➤ Mountains have been formed through powerful natural processes that shape the Earth's crust. ➤ They form when tectonic plates move and interact, forming fold mountains, fault-block mountains and volcanic mountains ➤ When plates push together, pull apart or slide past each other, cracks form. ➤ Magma (a hot molten rock) from the mantle rises through these cracks ➤ When magma reaches the surface, it erupts as lava, creating a volcano. ➤ Fertile soil, tourism, geothermal energy and mining opportunities are positives of living near volcanoes ➤ Dangerous eruptions, earthquakes and landslides, air pollution, evacuation and disruption of negatives of living near volcanoes ➤ Earthquakes are sudden shakes of the ground caused by movement of tectonic plates ➤ They occur in areas of plate boundaries and where plates meet ➤ Sandstone, brick clay and coal are commonly found in Accrington and have different uses.
Lesson sequence	<ol style="list-style-type: none"> 1. To know the impact of food choices on the environment 2. To know the importance of trading responsibly 3. To know the journey of a cocoa bean 4. To know the distance our foods travel 5. To know how to use data collection methods to find where our food comes from <ol style="list-style-type: none"> 1. To know the advantages and disadvantages of buying both locally and imported foods 	<ol style="list-style-type: none"> 1. To know the different biomes and find the location of the Amazon rainforest 2. To know the characteristics of each layer of a tropical rainforest 3. To know how indigenous people live in the Amazon rainforest 4. To know why tropical rainforests are important and the threat to them 5. To know how local woodland is used using a variety of data collection methods (Fieldwork) 	<ol style="list-style-type: none"> 2. To know how the Earth is constructed through layers 3. To know how and where mountains have formed 4. To know why volcanoes form and where they occur 5. To know the positive and negatives of living near volcanoes 6. To know what earthquakes are and where they occur 6. To know where rocks in our school grounds have come from

<p>Vocabulary</p>	<p>Tier 2 - consume, distribution, grant, import, produce, qualitative, quantitative, reliability, sample size, scale bar, source, sustainability, trade, trend Tier 3 - air freight, carbon footprint, export, fertiliser, food bank, food miles, pesticides, responsible trade, seasonal food</p>	<p>Tier 2 - analyse, community, data, enquiry, interpret, method, present, questionnaire, quote, risk, route, summarise Tier 3 - biome, buttress roots, canopy layer, deforestation, drought, emergent layer, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, lianas, lines of latitude, logging, mining, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts</p>	<p>Tier 2 – climate change, fertile soil, minerals, negative effects, positive effects, index Tier 3 - active volcano, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fold mountain, geothermal energy, igneous rock, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, natural rock, plate boundary</p>
<p>Knowledge Capture Task</p>	<p>Poster based on foods of choice and where they come from. Include responsible trading and the advantages and disadvantages from lesson 6</p>	<p>Vlog based on the characteristics of a tropical rainforest, how indigenous people live in the Amazon and the importance/ threats to rainforests.</p>	<p>Information text based on volcanoes, earthquakes and mountains, including how they are formed and where they often occur.</p>
<p>National Curriculum end points</p>	<p><u>Locational knowledge</u> ➤ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Place knowledge</u> ➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <u>Human and physical geography</u> ➤ Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; ➤ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><u>Locational knowledge</u> ➤ 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.’ <u>Place knowledge</u> ➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.’ <u>Human and physical geography</u> ➤ Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➤ 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.’</p>	<p><u>Locational knowledge</u> ➤ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <u>Human and physical geography</u> ➤ Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

Year 5 Curriculum

	Autumn 2 (6)	Spring 2 (5)	Summer 2 (6)
Unit	Life in the Alps	Why do oceans matter?	Life in a desert
Key Knowledge	<ul style="list-style-type: none"> ➤ Alps are a mountain range in Europe, mainly located in countries such as France, Switzerland, Italy, Austria, and Germany. ➤ The Alps have high mountains, cold winters and snowy conditions ➤ The Alps are a popular tourist destination for hikers, skiing and mountain biking ➤ There are many similarities and differences between the Alps and Accrington in terms of leisure activities and places to visit. ➤ The climate, landscape and activities differ with the Alps and Accrington ➤ People who live in the Alps often work in tourism, farming or mountain services. 	<ul style="list-style-type: none"> ➤ There are five oceans on Earth (Pacific, Atlantic, Indian, Southern and Arctic) ➤ The Pacific Ocean is the largest and deepest ocean ➤ Oceans are used for transportation and trade, food sources, medicine and research, tourism and recreation, energy production, climate regulation and resources and materials. ➤ The Great Barrier Reef is the largest coral reef system in the world ➤ It is located off the coast of Queensland, Australia ➤ It brings ecological and economic value to the world ➤ It is under threat due to global warming ➤ Oceans are suffering due to pollution, climate change, overfishing, habitat deconstruction and invasive species ➤ Oceans can be helped by reducing single use plastic, choosing sustainable seafood, limit chemical pollution, reduce carbon footprint and through education. 	<ul style="list-style-type: none"> ➤ A hot desert biome is a type of ecosystem found in regions that are very dry, very hot and receive little rainfall throughout the year ➤ Examples of hot biome deserts are the Sahara Desert, Arabian Desert, Sonoran Desert and the Australian Outback ➤ Deserts are located mostly among the Tropic of Cancer and Capricorn. ➤ These areas have dry air and high-pressure systems ➤ Deserts are very hot during the day but cold at night due to lack of cloud cover ➤ Sand dunes, rocky plateaus, mountain ranges, wadis and oases are features of deserts ➤ Animals such as camels, lizards, snakes and scorpions have adapted to survive with little water and extreme temperatures. ➤ Vegetation is sparse. Only plants adapted to dry conditions survive ➤ Some people live near deserts, especially near oases or where water is available ➤ Farming, mining, tourism, solar energy and scientific research are other uses of deserts by humans ➤ Overgrazing, urban development, farming, climate change, mining and pollution are all threats to deserts.
Lesson sequence	<ol style="list-style-type: none"> 1. To know where the Alps are. 2. To know what it is like in the Alps. 3. To know why people visit the Alps. 4. To know what is there to do in our local area. 5. To know how the Alps are different from our local area. 6. To know what life is like in the Alps. 	<ol style="list-style-type: none"> 1. To know how we use our oceans. 2. To know what the Great Barrier Reef is. 3. To know why our oceans are suffering. 4. To know what we can do to help our oceans. 5. To know how littered our marine environment is – Data collection and findings 	<ol style="list-style-type: none"> 1. To know what a hot desert biome is. 2. To know where deserts are located. 3. To know what physical features are found in a desert. 4. To know how people can use deserts. 5. To know what the threats to deserts are. 6. To know the benefits and disadvantages of living near or in a desert.
Vocabulary	<p>Tier 2 - atlas, climate, data, enquiry, hemisphere, land height, latitude, leisure, longitude, method, population, questionnaire, risk, route, scale, temperate, tourism, tourist, vegetation</p> <p>Tier 3 - climate change, coniferous trees, deciduous trees, fold mountain, glacier, human feature, mountain climate, mountain range, OS map, physical feature, sea level, recreational land use</p>	<p>Tier 2 - transport, resource, environment, support, provide, habitat, protect, unique, colourful, explore, damage, change, problem, reduce, affect, help, care, clean, choose, support, collect, record, sort, count, observe, results, show, explain, compare, discover</p> <p>Tier 3 - shipping, fisheries, desalination, tourism, marine trade, coral reef, biodiversity, ecosystem, Queensland, marine species, pollution, climate change, overfishing,</p>	<p>Tier 2 - hot, dry, location, feature, environment, survive, adapt, use, benefit, disadvantage, threat, protect, explore, change, damage, support, compare, discover, record, explain</p> <p>Tier 3 - biome, climate, precipitation, Tropic of Cancer, Tropic of Capricorn, sand dune, plateau, oasis, wadi, erosion, irrigation, solar energy, mining, overgrazing,</p>

		acidification, habitat loss, conservation, sustainability, recycling, eco-friendly, marine protection, survey, data, sample, marine debris, investigation, analysis, conclusion, graph, statistics, interpretation	pollution, urbanisation, habitat, resource extraction, temperature, desertification
Knowledge Capture Task	Travel brochure based on the Alps	Ocean Ambassadors – Children are to create a presentation showcasing their knowledge of oceans, what we can do as stewards of God's world, including data and evidence to support.	Desert biome fact sheet (A3) based on what a desert biome is, world map, features and threats
National Curriculum end points	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ➤ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)'. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ 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. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➤ 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. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ➤ 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. ➤ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ➤ Describe and understand key aspects of: ➤ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; ➤ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical skills and fieldwork</u></p>



			<p>➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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Year 6 Curriculum

	Autumn 2 (6)	Spring 2 (5)	Summer 2 (6)
Unit	How is global population changing?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Key Knowledge	<ul style="list-style-type: none"> ➤ The global population is not evenly spread; some areas are densely populated while others are sparsely ➤ Population changes over time due to births, deaths, and migration. ➤ Urban areas tend to have higher population densities than rural areas. ➤ Birth rate: the number of live births per 1,000 people per year. ➤ Death rate: the number of deaths per 1,000 people per year. ➤ These rates change due to healthcare, nutrition, education, and living conditions. ➤ Push factors: reasons people leave an area (e.g., war, lack of jobs, natural disasters). ➤ Pull factors: reasons people move to a new area (e.g., better jobs, safety, education). ➤ Climate change can lead to extreme weather, rising sea levels, and loss of habitats. ➤ These changes can force people to migrate and affect where people can live. ➤ More people in an area can lead to more cars and traffic congestion. ➤ Higher population can result in more litter and pollution. ➤ Data can be collected through surveys, observations, and counts ➤ Fieldwork involves planning, collecting data, and recording observations. ➤ Analysis includes identifying patterns and drawing conclusions. ➤ Suggestions might include ways to reduce traffic or litter, such as more bins or public transport. 	<ul style="list-style-type: none"> ➤ Energy sources are important for things like heating homes, powering vehicles and running factories ➤ Renewable energy includes solar, wind, hydro, geothermal and biomass ➤ Non-renewable energy includes coal, oil, natural gas and nuclear ➤ All energy sources have benefits and drawbacks. ➤ Many energy sources can impact emission levels ➤ Many energy sources rely on the weather (renewable), which is not always reliable depending on the region. ➤ The UK and US both use a mix of fossil fuels, nuclear and renewable energy to generate electricity ➤ Wind and solar energy are rapidly growing in both nations ➤ Coal usage has declined in both countries due to environmental concerns ➤ Both rely on nuclear energy for a stable, low-concern electricity source ➤ USA's top source of energy is natural gas ➤ UK's top source of energy is wind ➤ Accrington has wind turbines and solar panels to generate electricity. ➤ Energy sources depend on the area and weather (solar panels require sun light, wind turbines are placed up high to generate electricity) ➤ Solar panels are placed in optimum locations for sunlight throughout a day. 	<ul style="list-style-type: none"> ➤ Fieldwork enquiry involves recognising an issue within the local area and being able to gather evidence and data. ➤ Graffiti, litter pollution, traffic and anti-social behaviour are issues in Accrington ➤ A hypothesis is a question with an opinion before fieldwork. ➤ Qualitative data is largely opinion based and subjective ➤ Quantitative data is statistics and often factual. ➤ Graphs and tables are useful to measure numbers and data ➤ Health and safety must be considered when planning fieldwork ➤ Plans need risk assessing to ensure participants are safe ➤ Maps can be used to plan a safe, efficient route to locations.
Lesson sequence	<ol style="list-style-type: none"> 1. To understand the change and distribution of the global population 2. To define birth and death rates and describe why they change 3. To recognise the push and pull factors influencing migration 	<ol style="list-style-type: none"> 1. To know why energy sources are important 2. To understand benefits and drawbacks of different energy sources 3. To understand how energy is generated in the United States – Comparison with the UK 	<ol style="list-style-type: none"> 1. To develop an enquiry question 2. To determine the most effective data collection methods for fieldwork 3. To plan a route for a fieldwork trip 4. To collect the data to answer the enquiry question 5. To determine an answer to the enquiry question

	<ol style="list-style-type: none"> 4. To begin to understand the impact climate change can have on the global population 5. To collect data showing how population impacts the amount of traffic and litter in an area 6. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation 	<ol style="list-style-type: none"> 4. To understand how energy sources are distributed in our area 5. To collect and present data on where to position a solar panel on school grounds 	<ol style="list-style-type: none"> 6. To present my findings
<p>Vocabulary</p>	<p>Tier 2 - air pollution, climate, climate change, conclusions, impact, improvements, involuntary, noise pollution, qualitative, quantitative, region, voluntary Tier 3 - birth rate, cartogram, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, Likert scale, migrants, migration, natural increase, population, population density, population distribution, pull factors, push factors, refugee, sparsely populated</p>	<p>Tier 2 – fundamental, significance, efficiency, impact, advantages, disadvantages, production, major, distribution, regions, scenarios, reasons, evaluate, collect, present, practical Tier 3 – energy, renewable, non-renewable, environmental, sustainability, energy, renewables, nuclear, natural gas, coal, geographical, socio-economic, choosing, sustainability, technology, data analysis, positioning</p>	<p>Tier 2 - analyse, audience, data, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, risk, route, subjective, viewpoint Tier 3 - town, data collection methods, enquiry, region</p>
<p>Knowledge Capture Task</p>	<p>Independent fieldwork study with analysis of findings and suggestions for improvements based on a topic of choice.</p>	<p>Vlog stating the benefits and drawbacks of different energy sources. Include energy sources near us and how these support sustainability (Chromebooks)</p>	<p>News report based on fieldwork enquiry. Inclusion of data collected.</p>
<p>National Curriculum end points</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ➤ 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 <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ➤ Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ 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. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ➤ Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➤ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ➤ 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. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ➤ Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ 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.



	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied➤ 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.	<p>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	
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