

Great Crosby Catholic Primary School



Geography Curriculum Map

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 natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
 - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Non Negotiables:

- All rooms will have a globe and world map on display for the children to use at their leisure
- Staff will model and encourage the use of the correct Geographical vocabulary, building on what the children have learnt in their previous years



		Development Matters, Children are learning to...		
	Year Group		What will this look like in Great Crosby?	New Vocabulary
EYFS	Nursery	<ul style="list-style-type: none"> Plant seeds and care for growing plants Understand key features of the life cycle of a plant Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Continue developing positive attitudes about the differences between people 	<p>Using their own garden – harvest plants and cook soup. Observe flowers over time</p> <p>Park rangers in to visit children and talk about what they do. Visit to Moorside park. Revisit same tree each season and talk about the changes/similarities/difference. Record using photographs. Collect leaves, twigs, stones, use for artwork Splash in puddles, snow day</p> <p>Forest School</p> <p>Staff to promote S&L program Share holiday photographs, make a display</p> <p>Know that animals live in different habitats to humans.</p> <p>Staff using the NELI S&L to promote good use of language throughout</p>	<p>Forest Trees Leaves Seeds Change Seasons Grow Roots Flower Countries England Liverpool Crosby Same Different World</p>
	Reception	<ul style="list-style-type: none"> Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries 	<p>Forest School</p> <p>Familiarise children with the names of the roads that Great Crosby is on. Discuss the town and city. Look at aerial views of the school setting, encouraging children to comment on what they</p>	<p>Map Symbol Follow Path Aerial Birds eye Sketch</p>



Geography Progression Map

	<ul style="list-style-type: none">• Explore the natural world around them• Recognise some environments that are different from the one in which they live	<p>notice, recognise buildings, open space, roads and other simple features. Offer opportunities for children to draw a simple map of their playground/classroom</p> <p>Walk around their immediate area following a simple map (to toilets/ next classroom/ dinner hall) Using map of Moorside park, draw the path they will take to 'their tree' – following on from observing one tree over the seasons in nursery, now make recorded observations. Keep photographs as records.</p> <p>Using holiday photographs, (the Teddy Bear) discuss how places look and feel different. Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and man made by people. Share non-fiction texts that offer and insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and play. Encourage use of correct geographical language. Compare Crosby village and Liverpool One using photographs and Google maps)</p>	<p>Danger Aware Natural Mad-made (playground equipment) Town City landmark</p>
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National Curriculum, Pupils should be taught to....			What will this look like in Great Crosby?	New Vocabulary
KS1	Year 1	<ul style="list-style-type: none"> Name and Locate the world's 7 continents. Name the 4 countries of the UK. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Crosby) Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. Recognise key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps to identify the UK and continents Use simple fieldwork and observations skills to study the physical features of the weather 	<p>Simple map drawing using pictures for key.</p> <p>Invite farmer in to talk about their job and how it impacts the local community</p> <p>Match photographs of key human features to their descriptions. Play 'Where am I?' (Guess who style)</p> <p>Use CBeebies 'Go Jetters' to explore the wider world.</p> <p>Keep a simple weather chart in class, predicting what the weather will be like tomorrow.</p> <p>Learn the Continent song (you tube) Use simple locational and directional language to describe the features and routes on a map</p> <p>Identify where the sun is in the morning and how this changes during the day. If we wanted to dry our wellies, where would we be best leaving them?</p> <p>Have atlases available in class libraries for children to choose to read.</p>	<p>Country</p> <p>United Kingdom</p> <p>Northern Ireland</p> <p>Scotland</p> <p>Wales</p> <p>Mountain</p> <p>River</p> <p>Sea</p> <p>City</p> <p>Continent</p> <p>Europe</p> <p>Asia</p> <p>Africa</p> <p>North America</p> <p>South America</p> <p>Antarctica</p> <p>Australia</p> <p>Oceania</p> <p>Weather pattern</p> <p>Key</p> <p>London</p> <p>Edinburgh</p> <p>Cardiff</p> <p>Belfast</p> <p>Capital City</p> <p>Near/far/left/right</p> <p>Soil</p> <p>Coast</p> <p>Season</p> <p>Weather</p>



Geography Progression Map

				Earth
	Year 2	<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 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage Use simple fieldwork and observation skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (N,S,E,W) and locational and directional language to describe the location of features and routes on a map Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (revisit Crosby, studied in Y1), and of a small area in a contrasting non-European country. 	<p>Learn the Continent/Ocean song (you tube)</p> <p>Quiz with pictures – can children spot the differences between St Lucia and Crosby. Can they use geographical language to justify their opinions?</p> <p>Invite caretaker in to talk about the different jobs he has to do on the different bits of the school ground (gritting, puddle pushing, draining etc)</p> <p>Record rainfall, temperature, count the people walking past the window, compare with another class</p> <p>Trip to Southport – focus is contrast to Crosby..Coastal study. Measure temperature and different times of the day.</p> <p>Show children how to use an atlas.</p> <p>Kahoot quiz in teams on skills / knowledge covered over the year</p>	<p>Characteristics</p> <p>North Sea</p> <p>Irish Sea</p> <p>English Channel</p> <p>St Lucia</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Beach</p> <p>Cliff</p> <p>Climate</p> <p>Equator</p> <p>North Pole</p> <p>South Pole</p> <p>Human features</p> <p>Physical features</p> <p>Atlas</p> <p>Globe</p> <p>route planner</p>



Geography Progression Map

	Year 3	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom human geography, including: types of settlement and land use 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>Children to conduct a traffic survey, comparing cars counted on Endbutt compared with Northern Rd.</p> <p>Children to investigate the facilities available in Crosby Village and interview pedestrians there to find out the purpose of their visit.</p> <p>Children to look at how Crosby village had changed over time. How has land use changed? Population?</p> <p>Children have time to use locals maps (google maps as well as printed) to locate their homes and think about how they would travel to school.</p> <p>Look at night map of the UK (so they can see the light pollution). Why is it so dense in London? Where else do they think the major cities are? Use an atlas to find out the city names.</p> <p>Plan a train journey from Edinburgh to London. Think about the stations they would stop off on the way. Which cities would they pass through?</p> <p>Think about Climate Change. How can we change our habits so we help the planet? How can we encourage others too?</p> <p>Children to create Kahoot quizzes to give to other Year 3 class.</p>	<p>Climate Change Survey</p> <p>Questionnaire</p> <p>Green belt Residents Population Tally</p> <p>Compare Pollution</p>
	Year 4	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their 	<p>Children to be able to use an atlas and globe to mark countries on a map. Discuss benefits and limitations of using one or the other. Which do they prefer and why.</p>	<p>Region</p> <p>Snowdonia</p> <p>Lake District</p> <p>Ben Nevis</p>



Geography Progression Map

		<p>identifying human and physical characteristics,</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) understand geographical similarities and differences through the study of human and physical geography of a region in a European country describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: mountains, volcanoes human geography, including: types of settlement and land use, economic activity including trade links use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Children should be able to comfortably locate continents and oceans. Give major cities of the world for them to located.</p> <p>Italy – compare a city in Italy with the Crosby study that they completed in Year 3. Learn about culture, types of settlement, economy activity, human and physical geography of a region in Italy.</p> <p>Children to create Kahoot quizzes on their Italy study. Share with alternate class. In future, give to Year 5 class who will have studies Italy the Year before.</p>	<p>Snowdon Scarfell Pike Volcanoes Alps Settlement Rome Italy Culture</p>
	Year 5	<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 	<p>Within the UK, map major rivers and mountain ranges.</p> <p>Look at how roads are used to join major cities. Identify some of the major motorways.</p>	<p>Evaporation Condensation Precipitation Water Cycle Earthquake North America South America</p>



Geography Progression Map

		<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</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 citiesunderstand geographical similarities and differences through the study of human and physical geography of a region in North or South America <p>describe and understand key aspects of:</p> <ul style="list-style-type: none">physical geography, including: rivers, volcanoes and earthquakes, and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade linksuse maps, atlases, globes and digital/computer mapping to	<p>Recap the names of the major European cities and their capital cities.</p> <p>Begin to map America. Use place names that the children are familiar with. Look at how South America contrasts with North America.</p> <p>Investigate the water cycle. Make models in class.</p> <p>Kahoot quizzes on the Water Cycle and River topics.</p> <p>Children to use my book creator to create books on a region of North or South America.</p> <p>Children will visit CHET and carry out geographical fieldwork</p>	
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Geography Progression Map

		<p>locate countries and describe features studied</p> <ul style="list-style-type: none"> • read maps to follow orienteering course 		
	Year 6	<ul style="list-style-type: none"> • 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) • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, • human geography, including: 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 the eight points of a compass, four and six-figure grid 	<p>Children to explore the longitude and latitude lines. Pilot/captain /other to visit children to explain how they are used in real life.</p> <p>Docks – look at transport of goods and how Liverpool uses its pier. Link with WWII study. Invite Pier master in to speak to children. Think about trade links. Look at route from Liverpool to America – link to Battle of the Atlantic.</p> <p>Possible trip to Western Approaches to link history and Geography topics.</p> <p>Children to create my book creator on renewable energy / Port of Liverpool.</p> <p>Children create an orienteering style treasure hunt on the field / school grounds using the 8 point compass directions. Give their hunt to another class to follow. Can they find the treasure?</p>	<p>Latitude Longitude Equator Hemisphere Tropic of Cancer Tropic of Capricorn GMT Vegetation Energy Renewable Non-renewable Minerals Spring Arctic Antarctic Compass NE, NE, SE, SW Six figure grid reference</p>



Geography Progression Map

		reference, symbols and key (including the use of Ordnance Survey) to build their knowledge of the United Kingdom and the wider world.		
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