



St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith

Geography – School Curriculum Map Cycle B

The Geography substantive knowledge to be taught

The substantive knowledge includes place knowledge, locational knowledge, human, physical and environmental knowledge and geographical skills

Investigate places – place knowledge and locational knowledge

Investigate patterns – Human and Physical Geography

Communicate Geographically – Human and Physical Geography and Geographical skills and fieldwork

Disciplinary knowledge will be developed alongside and between each strand of substantive knowledge so that children can develop the habits of thinking geographically

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><i>Who am I and where do I live?</i></p> <ul style="list-style-type: none"> – Use maps, atlases and globes to identify where our school is. – Explore ways of travelling to school. 	<p><i>How do people around the world worship and celebrate differently?</i></p> <ul style="list-style-type: none"> – Know that people around the world have different places of worship. – Discuss how celebrating differs in other countries -Know that people around the world have different religions - To understand that Mendi and Rangoli 	<p><i>How can we learn about different languages, jobs and places?</i></p> <ul style="list-style-type: none"> - Know other people in other countries speak different languages. - Know that adults do a variety of jobs. – Use maps, atlases and globes to identify where we live. 		<p><i>How do different seasons and habitats affect the natural world around us?</i></p> <ul style="list-style-type: none"> – Know that there are a variety of different habitats. – Identify the seasons and talk about them. – Explore seasonal changes in spring. – Know some of the effects the changing seasons have on the natural world. 	<p><i>Where do we go on our holidays?</i></p> <ul style="list-style-type: none"> – Identify different countries using simple maps. – Discuss and compare food in different countries. – Discuss and compare climate in different countries. – Discuss and compare traditions in different countries. – Discuss and compare clothing in different countries

		patterns are created to celebrate Diwali -To know that there are numerous celebrations around the world.			– Use maps of the school grounds to plan planting initiatives	
Vocabulary	Season, similar, different, St. Mary's, home, school	Diwali, celebrations, world, photographs	People, hospital, jobs, languages		Season, similar, different habitat, map	Climate, weather, countries map, world
Substantive knowledge	Place and locational knowledge	Place and locational knowledge	Place and locational knowledge Geographical skills		Geographical skills	Place and locational knowledge Geographical skills
Year 1 and 2	<p>What are the similarities and differences between hot and cold places worldwide?</p> <p>-Where is Africa? -Identify the UK and Africa on a world map -What is Africa like? -How is this place different to where I live? -Understand similarities and differences through studying the physical Geography Understand similarities and differences through studying the human Geography</p>			<p>How can maps and globes help us explore continents, oceans, poles, and directions using basic symbols and language?</p> <p>-Name the seven continents and the five oceans -Use an atlas to accurately locate the continents and oceans of the world. -Locate continents, oceans using a world map. -Know that journeys can be made around the world and follow a simple journey -Locate the hot and cold areas of the world Use and follow simple compass directions (NESW) -Use aerial photographs and satellite images to recognise basic human and physical features</p>	<p>What are the similarities and differences between hot and cold places worldwide?</p> <p>-Describe seasonal weather changes -Identify the location of hot and cold areas of the world in relation to the equator and North and South poles - Identify seasonal and daily weather patterns in the UK and Africa -Express own views about a location, the people, environment, location - Ask geographical questions linked to Africa and the UK</p>	

Vocabulary	Endangered, Game reserve, Habitat, Migration, National Park, Rural, Savannah, Tourists			Continent, Ocean, Population, Desert, Rainforest, compass, climate, equator, temperature, Northern hemisphere, southern hemisphere, Tropical	Weather, Seasons, Summer, Autumn, Winter, Spring, weather forecast, Rain, Sun, Wind, Thunder, Snow, Cloudy, Thermometer	
Substantive knowledge	Human and Physical Geography Place and Locational Knowledge			Locational Knowledge Geographical skills	Human and Physical Geography Place and Locational Knowledge	
Year 3 and 4		<p>How do maps help us to understand the environmental regions, physical features, and major cities of Europe, North America, and South America?</p> <ul style="list-style-type: none"> -To understand the features of OS maps, to use and interpret -To draw simple maps and to Use 4/6 figure grid references -To describe some of the topographical features of the UK -Name and locate some countries of the world. Focus on Europe and North and South America discuss physical and human features, countries and major cities - - 	<p>How do volcanoes and earthquakes shape landscapes and influence human activities over time?</p> <ul style="list-style-type: none"> -Name the layers of the earth and understand their properties -Name the key parts of a volcano and explain how it is formed -Understand where most of the volcanoes are found – relate a world map and tectonic plates -Understand what happens when a volcano erupts -Understand the risks and benefits of living near a volcano -Understand why earthquakes occur and how their strength is measured 		<p>How does weather vary globally and locally, and how does it relate to geographical features?</p> <ul style="list-style-type: none"> -To understand the difference between weather and climate and to know the symbols used to describe different types of weather -To record local weather and understand weather patterns within the UK and around the world -To understand how weather relates to biographical features -To understand the water cycle and how it works 	

Vocabulary		Ocean, Country, Continent, map, key, grid reference, contour lines, terrain, human features, physical feature	Volcano, Earthquake, Tectonic plates, eruption, magma, active volcano, dormant volcano, extinct volcano, physical feature		Weather, climate, equator, poles, water cycle, evaporation, condensation, precipitation, collection	
Substantive knowledge		Locational Knowledge Geographical skills	Human and Physical Geography Locational Knowledge		Human and physical Geography Geographical skills	
Year 5/6	<p>What is the relationship between world trade and human and physical geography?</p> <p>-How did trade become global. What is meant by import and export. -What factors determine resources provided by a country. - What does the UK export and import. -What are the three stages of production in the global supply chain. -What positive impact can buying fairtrade have on communities in other countries.</p>		<p>What are the key geographic markers and their significance in understanding global positioning and time zones?</p> <p>-To locate the Equator and the Northern and Southern Hemispheres on a map of the world / globe. T -To identify the position and significance of latitude, longitude, the Prime/ Greenwich Meridian and time zones (including day and night). -To identify lines of longitude and lines of latitude. -To know what the tropics are and what they mark and what is their significance. -To know which continents the equator passes through. Why do we have different time zones?</p>		<p>What are the similarities and differences in human and physical features between the Amazon basin and the United Kingdom?</p> <p>-What is the Amazon basin? -To analyse data linked to the Amazon basin -To focus on similarities and differences between the Amazon forest and Sherwood forest -Where is the Amazon rainforest located? -To understand the Human and physical features of the Amazon basin -Understand geographical similarities and differences.</p>	

Vocabulary	Trade, import, export, global, industry, climate, population, fairtrade, industry, market, globalisation, economy, purchase		Tropic of Capricorn, Tropic of cancer, Equator, longitude, latitude, Hemisphere, time zones, Prime Greenwich meridian		Climate, deforestation, humid, weather, Amazon, Canopy, emergent layer	
Substantive knowledge	Human Geography Geographical skills		Locational Knowledge Geographical skills		Place and locational knowledge Human and physical Geography	