**Sacred Heart RC Nursery & Primary School**

**GEOGRAPHY CURRICULUM MAP 2022-2023**

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| **TERM** | **Nursery** | **Reception** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Autumn** |  |  |  WeatherHuman & Physical CST: Homelessness | Pole to PoleHuman & Physical Laudato Si | National ParksLocational & PlaceLaudato Si | Exploding EarthHuman & Physical | Food and tradeHuman & PhysicalCST: Food poverty | On the MoveMigration Human & Physical CST: forced migration  |
| **Spring** |  |  | Where we liveLocational & Place Laudato Si | Continents, seas and oceans(standalone)Locational & Place | Looking at Europe(standalone)Locational & Place | South AmericaLocational CST:LI/HI | Investigating WaterHuman & Physical. | North America(standalone)Locational  |
| **Summer** |  |  | Journey through BritainLocational &Place  | Paignton v MancuraPlaceCST -LIC/HIC  | Mountain LifeHuman & PhysicalCST:  | Rainforests Locational & PlaceLaudato Si | Climate Zones & BiomesHuman & PhysicalLaudato Si | Plastic PollutionHuman & Physical Laudato Si |
| **Progression of Substantive and Disciplinary Concepts across KS1 & KS2** |
| **Year 1** | Scale is a complex concept for pupils to understand at a young age and therefore KS1 geography begins by studying the locality of the school and builds outwards to the UK. Use of descriptive vocabulary is the key skill associated with the first unit of work as the ability to understand and use geographical terminology underpins the whole curriculum.Children will use the geographical vocabulary and knowledge obtained from studying the UK, such as 4-point compass points to access the first fieldwork of the area that surrounds them.Pupils will then look at the geographical concepts of weather and climate applied to the UK. |
| **Year 2** | Year 2 begins a global focus on the different continents after they recap and build on the UK knowledge gained in Year 1.Geographical skills and disciplinary concepts introduced in Year 1 such as source interpretation and basic map skills are further developed and taught across Year 2.There will be an investigation into polar regions and an early introduction to a Tundra biome.Children will learn about the physical features of the UK and then different types of settlement within the UK.Pupils will apply what they have learnt about identifying physical features in the UK to undertake a more detailed comparison between Paignton and a contrasting seaside town in Peru (S. America). |
| **Year 3** | In Year 3 there is an emphasis on map skills to develop pupils’ locational knowledge; the map skills will be integrated, not decontextualized. This will involve the use of maps, atlases, globes and digital/computer mapping to locate countries and describe studied features. Europe features heavily with a particular focus on Poland due to the school’s significant Polish minority. A more detailed explanation of disciplinary skills and concepts are in the Progression in Geography Document.Fieldwork will be used to explore the local environment (Dartmoor) in comparison to National Parks in Poland and S. America. This study will encompass the physical topography of the Parks, the influence of land use on the topography, current land use and economic activity.During the year the children will explore mountainous regions, introducing Dartmoor as a local mountainous region (linking back to earlier field study) and then building to Scarfell Pike in the UK, Mount Blanc in Europe and The Andies in S. America. The children will not only study the topographical features of mountains but will also explore why people choose to live in these areas. |
| **Year 4** | Year 4 begins with the study of volcanoes and earthquakes beginning with a short explanation of Dartmoor’s landscape (linking back to prior learning in Year 3) with historical volcanic activity leading to exploring volcanoes and earthquakes in Europe – Sicily – Mount Etna, N. America – Yellowstone National Park and Japan. They will develop an understanding the physical geography as well as the human geography – why do people choose to live in these areas – settlement and land use.Throughout the year the children continue to build on their disciplinary concepts and geographical skills through mapwork, aerial photographs, compass work etc. |
| **Year 5** | Year 5 begins with the children looking at food and trade beginning locally with a field trip to Riverford Organic Farm/Brixham fisheries and museum and then building to a more global scale exploring Fair Trade and the Amazon rainforest (linking to prior learning in Year 4). Year 5 will learn all about the water cycle and apply their learning to a study of a local river. This will build to studying the Thames, the Alta Dam and the Itaipu Plant on the Parana River in Paraguay. The children will also learn about human geography including alternative energy and Hydro-Electric Power (HEP).Children by now should be confident with their locality and have developed a strong understanding of scale. During fieldwork the children will further develop their geographical skills using maps and GIS in order for them to begin mapping, description and interpretation of spatial data on a global scale.Later in the year there will be an exploration of the world’s biomes and climate zones (link back to prior learning including the poles in Year 2). There will be an in-depth study of local temperate forests in order to place learning in context and help with comparisons with a wide range of biomes, in particular Brazil and rainforests (prior learning in Year 4) which will link with a earlier study into food and trade. |
| **Year 6** | Year 6 will be exploring migration and push and pull factors. Pupils conclude their KS2 programme of study by completing fieldwork to investigate different regions of the UK. In Year 6 the children make an in-depth study of North America with a focus on one area in particular (linking back to Yellowstone etc).Towards the end of the year there will be a focus on the environment and Laudato Si with an investigation into plastic pollution and linking this to how plastics are affecting the local area. |

**“Geography is the repository of knowledge and skills that the children of today will need, both to realize their own potential and to solve the problems that will confront them in the future. Studying geography will equip them to take an active and informed part in shaping their place in their world. Geography is the only subject that has multiple ways of empowering children to re-imagine the future of the world.”**

**Tessa Willy and Steve Rawlinson**