

St Joseph's Catholic School

Geography Curriculum

Year 1	Learning objectives	Key Vocabulary Famous People
OUR LOCAL AREA: What's it like where we live?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/rarely • learn about maps, map-making and symbols. 	map, symbols, near, far, often, rarely
PEOPLE AND THEIR COMMUNITIES: Where in the world do these people live?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions •• use basic geographical vocabulary. 	world, car, coach, plane, buildings, high street, landmark sea, coast, sand, water, waves, buoys, windsurfer/surfboard, windbreaks, café, deckchair, inflatable boat, bucket, spade, lifeboat, home, mountains, harbour, Africa, hot, dry, glass, steel, brick, concrete, wood, rocks, pebbles, Timbuktu, Mali, climate, Equator, same, different, similar, rainforest animals, continent, city, capital Beijing, New York Sydney, country, remote, hot, wet
ANIMALS AND THEIR HABITATS: Where do our favourite animals live?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills 	Emperor penguin, Red panda, Giant panda, African elephant, Whale shark, swallow, cold, hot, dry, wet, windy, dark, bright, sunny, empty, busy

Year 2	Learning objectives	Key Vocabulary
		Famous People
<p>WEATHER AND SEASONS: What are seasons?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, its grounds and surroundings • use and construct basic symbols in a key 	<p>climate, region, north, south, east, west, warm air, cold air, continent, London, Edinburgh, Cardiff, Belfast, Atlantic weather, cloud, wind, sun, wind, sunshine, snowflakes, storm, stormy, thunder, lightning, breeze, gale, winds, rains, torrents shiver, shine, icy blast, freezing, cold, warm, blow, bright, thaw, melt, cold blast, glow, spring, summer, autumn, winter blown, change, compass, observe, predict, weather symbol, satellite, above, sky, umbrella, predict, tides, oceans, roaring, days of the week</p>
<p>JOURNEYS – FOOD Where does our food come from?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g., near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, 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 	<p>United Kingdom, Wales, Scotland, Northern Ireland, South East, London, North West, East of England, West Midlands, South West, Yorkshire and the Humber, East Midlands, North East, landscape, landmarks, human, physical</p>
<p>OUR WONDERFUL WORLD: What are the wonders of our world?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the seven continents and oceans 	<p>wonder, world heritage, Lagos, Hong Kong, San Francisco</p>

	<ul style="list-style-type: none"> • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world. 	
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Year 3	Learning objectives	Key Vocabulary Famous People
CLIMATE: Why is climate important?	In this unit, the children will: <ul style="list-style-type: none"> • locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical words to describe weather, climate, climate zones, biomes and vegetation belts • identify the world's hottest, coldest, wettest and driest locations. 	weather, weather forecast, season, climate, climate zone – polar, temperate and equatorial/tropical/rain forest; biome, flora, fauna, vegetation, temperature, frozen/freeze/freezing, glacier, iceberg, ice flow, ice cap, Arctic, Antarctic, continent, flora, fauna – polar tundra and alpine tundra, caribou, reindeer, polar bear, penguin, seal, Northern and Southern Hemisphere, tundra polar, permafrost, taiga, desert, sub-tropical, Sahara Namibian Desert, Mojave Desert dry, arid, rain shadow, monsoon, tropical rain forest climate and biome, rainfall map, Cherrapunjee, Mawsynram, India, temperate climate zone and biome, deciduous (trees), seasons, flora (plants), fauna (animals), biome
OUR WORLD: Where on Earth are we?	In this unit, the children will: <ul style="list-style-type: none"> • improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the 	globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, address, postcode, county, country, continent, Earth, solar system, universe, satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Longitude, Greenwich/Prime Meridian, Earth's rotation, axis,

	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world. • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and population 	<p>clockwise, anti-clockwise, International Date Line, Pacific Ocean, Co-ordinate</p>
<p>COASTS: Do we like to be beside the seaside?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) 	<p>sea, waves, seaside, coast, coastline, strandline, compass point, N, NE, E, SE, S, SW, W, NW, beach, sand, dune, rocks, cliff, , holiday, resort, tourist, tourism, Benidorm, Mediterranean, sand, rock, beach, cliff, industry, harbour, physical features, human features including settlement, economic activities, tourism, region, peninsula, reef, coral, Great Barrier Reef, Australia, bleaching, Erosion, deposition, tides, storm, resistance, Antarctica, cruise. dock, harbour, shipping, sea fisherman, trawlerman, trawler, human activity, reclaimed land, economic activity, trade, sea food, rock pool, shells, climate change, rising sea level, inundation, archipelago St Lucia, Seychelles, Maldives, Galapagos,</p>

Year 4	Learning objectives	Key Vocabulary Famous People
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<p>THE AMERICAS: Can you come on a Great American Road Trip?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • enhance their locational and place knowledge • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/computer mapping • learn to use the eight points of a compass 	<p>city, state, country, continent, North America, South America, compass points (8), city, country, continent, South America, region, Brazil and other South American countries, southern hemisphere. skyscrapers, Pacific Ocean, Atlantic Ocean, Regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes, Caribbean), itinerary,</p>
<p>RIVERS AND THE WATER CYCLE: How does the water go round and round?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle 	<p>river, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, evaporation, condensation, clouds, transpiration, sun, heat, sea, evaporate, evaporation, water vapour, droplets, rain, land, precipitation – rain, snow and hail, hydrological cycle, source, mouth, estuary, valley, (Thames) basin, urban, rural, village, town, city, capital city, gradient, meander, Three Gorges Dam, hydro-electric power, dam, reservoir, flood control, irrigation, water extraction, sacred river, Glacier, scree; mountain ranges including Himalayas, Andes, Atlas, Rockies, Pyrenees, Alps, Great Dividing Range, Urals, Appalachians, North West/Scottish Highlands, Tianshan, Snowdonia, Drakensburg, Antarctic Mountains,</p>
<p>EARTHQUAKES AND VOLCANOES: How does the Earth shake, rattle and roll?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • be introduced to plate tectonics. 	<p>earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, Java and Sumatra (both Indonesia), Philippines, Mid-Atlantic Ridge, Iceland, active, dormant, extinct, Popocatépetl, Iztaccíhuatl, Mexico, 'Ring of Fire', hazard, risk, danger, tsunami, Cotopaxi, Ecuador, advantages, disadvantages, social,</p>

	<ul style="list-style-type: none"> • learn about the 'Pacific Ring of Fire' 	environmental, economic, Tigua, Quechuan, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy
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Year 5	Learning objectives	Key Vocabulary
		Famous People
<p>CHANGES IN OUR LOCAL ENVIRONMENT: How is the UK changing?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate counties and cities of the UK, 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods 	<p>Continent, country, region, city, county, borough</p> <p>Locational language, compass points</p> <p>Physical and human features</p> <p>British Isles, Great Britain, UK</p> <p>sustainability, legacy, region, city, regeneration, Development, physical features, human features – roads, houses, canals, cathedral, city, Enquiry, local area,</p>
<p>EUROPE – A STUDY OF THE ALPINE REGION: Where should we go on holiday?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of 	<p>Continent, country, region, town, village, Human features, Physical features, river, mountain, lake, longitude, latitude, tropic of cancer, north, south, east, west,</p>

	<p>another European country</p> <ul style="list-style-type: none"> • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features. 	<p>Names of continents and relevant European countries and regions, fold mountains, tectonic plates, climate, natural resources, industry, agriculture, tourism, avalanche, mountain, physical and human features/processes,</p>
<p>JOURNEYS – TRADE: Where does all our stuff come from?</p>	<p>In this unit, the children will:</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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>import, export. trade, raw materials, man-made, native, season, biome, climate, recycle, reuse, fair trade, country of origin, producer, retailer, consumer, sustainability, imported, locally sourced, consumers, retailers and producers</p>

Year 6	Learning objectives	Key Vocabulary Famous People
<p>SOUTH AMERICA: THE AMAZON: What is life like in the Amazon?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and 	<p>continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west, weather, climate, seasons, forest, rainforest, primary and secondary source, human and physical features, city, state, settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic, deforestation</p> <p>Pacal the Great</p>

	<p>physical geography of a region in South America</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical and human geography 	
<p>PROTECTING THE ENVIRONMENT: Are we damaging our world?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • 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>sustainability, habitat destruction, endangered, extinction, conservation, mineral, renewable, non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil, gas, coal), marine, ocean (and the names of the world's oceans), endangered species, enquiry, biodiversity, recycle, waste,</p> <p>Greta Thunberg David Attenborough</p>
<p>OUR WORLD IN THE FUTURE: How will our world look in the future?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p>human/physical features, topographical features, region, enquiry, future, Housing: detached, semi-detached, terraced housing, flats/apartments, bungalow, industry, employment, primary, secondary, tertiary or quaternary, amenities, accessible, public services, public spaces, Community spirit</p>