CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

Geography Curriculum overview

Aims and Purpose

The geography curriculum is designed to provide pupils with a coherent, knowledge-rich and skills-based understanding of the world, enabling them to make sense of physical and human processes and how places are interconnected. Through a carefully sequenced curriculum, pupils build progressively on prior learning, developing strong locational knowledge, fieldwork skills, and the ability to think critically about environmental change, sustainability, and global inequality. The curriculum ensures all pupils access meaningful learning that is rooted in real-world contexts. As a Catholic school, geographical learning is enriched through Catholic Social Teaching, encouraging pupils to respect human dignity, care for creation, and work towards the common good, so that they are prepared not only for the next stage of education but also for responsible, compassionate citizenship.

Corpus Christi Catholic Primary School Geography Curriculum Overview

Geography progression				
	Early Years	**Year 1/2**	**Year 3/4**	**Year 5/6**
Locational knowledge	Understanding where places are and how they relate to each other. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between life in this country and life in other countries. • Key Vocabulary: near, far, here, there, map, globe, country, town, world	Name and locate the four countries of the UK and their capital cities. Identify the seven continents and five oceans. Use simple maps and globes to locate places. Begin to understand directional language (e.g., near, far, left, right). Key Vocabulary: • United Kingdom, England, Scotland, Wales, Northern Ireland • London, Cardiff, Edinburgh, Belfast • Continent, Ocean, Country, Capital • Map, Globe, Direction	Locate countries and cities within the UK and Europe. Identify key physical features (e.g., rivers, mountains). Use compass directions (N, S, E, W) and begin using grid references. Understand latitude and longitude in simple terms. Key Vocabulary: • Region, County, City, River, Mountain • Compass, North, South, East, West • Latitude, Longitude, Equator, Northern Hemisphere • Europe, British Isles • Hemisphere, Tropics, Time Zone, Biome, Climate Zone	Locate countries globally, including major cities and geographical zones. Understand climate zones, biomes, and time zones. Use six-figure grid references, OS maps, 8 points of a compass and digital mapping tools. Explore economic and environmental regions. Key Vocabulary: • Grid Reference, Ordnance Survey, Digital Map • Economic Region, Environmental Region • Global, International, Trade, Migration
Place knowledge	Understanding what places are like and how they compare. • Recognise some environments that are different to the one in which they live. • Talk about the lives of people around them and their roles in society. Key Vocabulary: place, different, same, home, school, park, city, countryside	Understand what makes a place unique or special. Compare a small area in the UK with a city around the world Recognise similarities and differences in physical and human features. Key Vocabulary: • Local area, place, features, compare, same, different, town, village, country, weather, buildings	Compare regions of the UK and European countries. Explore how physical geography (e.g. rivers, mountains) influences human activity. Begin to understand land use, settlement types, and economic activity. Key Vocabulary: • Region, settlement, land use, agriculture, transport, economy, physical features, human features • Biome, climate zone,	Compare places across the world, including climate zones, biomes, and economic regions. Understand how places are shaped by human and physical processes. Explore global interdependence and how places are connected. Key Vocabulary: • Biome, climate zone, interdependence, trade, global, development, environment, sustainability, culture

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Geography progression				
	Early Years	**Year 1/2**	**Year 3/4**	**Year 5/6**
Physical and human geography	Recognising natural and man-made features and understanding how people interact with the environment. • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them. Key Vocabulary: tree, river, mountain, building, road, weather, season, change	Understand the difference between physical and human geography. Identify physical features (e.g. beach, cliff, forest) and human features (e.g. house, road, shop). Explore local area and contrasting non-European location. Key Vocabulary • Physical: hill, river, sea, beach, forest, weather, season, mountain • Human: town, village, house, shop, school, road, bridge, farm • Other: map, globe, aerial view, near, far, local, world	Understand the difference between physical and human geography. Identify physical features (e.g. beach, cliff, forest) and human features (e.g. house, road, shop). Explore local area and contrasting non-European location. Key Vocabulary • Physical: hill, river, sea, beach, forest, weather, season, mountain natural disaster • Human: town, village, house, shop, school, road, bridge, farm • Other: map, globe, aerial view, near, far, local, world • Physical: erosion, tectonic plates, climate zones, biomes,	Explain how physical processes (e.g. erosion, tectonics, climate) affect landscapes and people. Evaluate human impact on environments (e.g. urbanisation, deforestation). Study global geography including trade, natural resources, and sustainability. Key Vocabulary • Physical: erosion, deposition, tectonic plates, climate zones, biomes, • Human: urbanisation, deforestation, economy, trade, resource, sustainability, migration • Other: global, interdependence, development, environmental change, adaptation
Skills and fieldwork	Using tools and techniques to explore and investigate the world. • Draw information from a simple map. • Use gross motor skills to explore and move through environments. Key Vocabulary: map, route, observe, record, direction, left, right, north, south	Use simple maps and aerial photographs. Recognise landmarks and basic features in the local area. Use directional and locational language. Begin to collect and record simple data (e.g. weather, traffic). Key Vocabulary • map, globe, plan, aerial photo, near, far, left, right, forwards, backwards • local area, feature, landmark, observe, record, tally, weather, season • compass, north, south, east, west	Use maps, atlases, and digital mapping tools. Understand and use grid references and map symbols. Conduct fieldwork to observe, measure, and record geographical features. Begin to analyse patterns and changes in the environment. Key Vocabulary • atlas, digital map, OS map, grid reference, symbol, key, scale • survey, measure, data, chart, graph, observation, sketch, fieldwork • environment, change, pattern, impact	Use six-figure grid references and contour lines. Design and carry out fieldwork investigations. Analyse and present data using graphs, charts, and digital tools. Evaluate geographical impact and suggest solutions. Key Vocabulary • six-figure grid reference, contour, elevation, topography, transect • hypothesis, enquiry, conclusion, analysis, presentation, evaluation • GIS (Geographical Information Systems), data logger, survey tool, impact study

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Long term plan	Early Years	Year 1/2	Year 3/4	Year 5/6
Year A	**Seasons and Weather** **How to care for the world we live in?** **Cold environments** **Compare local area with Kenya** **Oceans and pollution**	**OA Y1 U5** **Local area** How do we read maps and plan routes? **OA Yr 2 U1** **The United Kingdom** What kind of place is the UK? **OA Y2 U6** **Contrasting Locality: Tanzania** What is it like to live in Tanzania?	**OA Y4 U1** **The UK:** What are the regions within the UK and how does the movement of people change it? **OA Y 4 U5** **Europe: Focus on Northern Italy** What is it like to live in northern Italy? **OA Y4 U2** **Mountains, Volcanoes** Why are there mountains and Volcanoes and what is it like to live near them?	**OA Y5 U6** **Sustainable world** Does it matter how we live? **OA Y5 U7** **Our school Sustainability:** How sustainable is our school? **OA Y6 U4** **Coasts** What happens where the land meets the sea?
Year B		**OA Yr1 U1** **Portsmouth:** Where do we go to school? **OA Yr2 U2** **Life in a capital city: London** **(link with history unit Great fire of London)** What is lifelike in the capital city of London? **OA Yr2 U3** **Cold places:** What is it like and the North and South Pole?	**OA Y3 U6** **Local Area: Portsmouth** How is our local area changing? **OA Y3 U3** **Rivers** How do rivers change the land as they flow? **OA Y3 U4** **Climate Zones** What are they and why do they matter?	**OA Y6 U3** **Farms and Factories:** Where does our food come from? **OA Y6 U5** **Global Trade** How do we get the things we use? **OA Y5 U4** **South America: The Amazon** Why is the Amazon important? **Yr 5 Oak hanger stream Study - Fieldwork & Mapping Skills**

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Year A

Year 1/2 medium term plans			
	Year A		
Key question/focus	**Local area** How do we read maps and plan routes?	**The United Kingdom** What kind of place is the UK?	**Contrasting Locality: Tanzania** What is it like to live in Tanzania?
Threads	**Land use and settlement** **Local area** **Natural resources**	**Diversity** **Land use and settlement** **Natural resources** **The UK and regions** **Water and rivers**	**Diversity** **Economic activity** **Land use and settlement** **Natural resources**
Catholic Social Teaching links	  How can we care for and share our local playground so that it is a good place for all children to play?	  How should we treat everyone with respect across the four countries of the UK?	 How are we the same and different from people in Tanzania, and how can we respect and care for one another and God's world?
Teaching Sequence and assessment objectives	1. Locating places in our school grounds - I can talk about my favourite places to play in the school grounds and locate them on an aerial photograph. 2. Mapping our school grounds - I can plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map. 3. Planning a route -You can plan a route to your local play area using aerial images and a large-scale map. 4. Fieldwork: Observing geographical features on our route - I can observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area. 5. Making a map of our route - I can make a map of my route to a local play area. 6. Improving our school grounds - I can make a map or model to show my ideas for improving the school grounds.	1. The UK and its surrounding seas - I can locate the UK on a globe and world map and annotate a map with key information. 2. The countries and capital cities of the UK - I can locate the UK's capital cities and find out some information about cities. 3. Geographical features in Scotland - I can locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth. 4. Geographical features in England - I can locate and name some of England's geographical features using atlases, maps, photographs and Google Earth. 5. Geographical features in Wales - I can locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth. 6. Geographical features in Northern Ireland - I can locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth.	1. The location of Africa and UK connections - I can locate Africa and the UK on a map and describe the location of some African countries and ways to travel there. 2. Tanzania's climate and landscapes - I can use photographs to find out about the climate and landscapes of Tanzania. 3. Physical and human features of Tanzania - I can use aerial photographs and satellite images to find out about Tanzania's physical and human features. 4. Similarities and differences: Arusha in Tanzania - I can use photographs to identify similarities and differences between Arusha and the place where I live. 5. Jobs in Arusha, Tanzania - I can use role play to investigate some of the jobs that people do in Arusha. 6. Daily life near Arusha - I can identify similarities and differences between the life of a child living in Arusha and my own life.

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Year 3/4 medium term plans			
	Year A		
Key question/focus	**The UK:** What are the regions within the UK and how does the movement of people change it?	**Europe: Focus on Northern Italy** What is it like to live in northern Italy?	**Mountains, Volcanoes** Why are there mountains and Volcanoes and what is it like to live near them?
Threads	**Diversity** **Interconnection** **Land use and settlement** **The UK and regions**	**Diversity** **Europe and regions**	**Mountains, volcanoes and earthquakes** **Natural resources** **Physical processes**
Catholic Social Teaching links	  **How does the movement of people help the UK grow as a community where everyone belongs and contributes to the common good?**	  **How can tourist enjoy places like Venice in ways that care for the community and the environment?**	  **How can we care for the people affected by Volcanic eruptions when we live so far away?**
Teaching Sequence and assessment objectives	1. Regions and counties of the UK - I can name and locate some of the UK's regions and counties. 2. Images of the UK - I can use enquiry to understand how images can be used to describe people and places. 3. The UK: Moving in, moving out - I can describe what is meant by migration and begin to explain why different people have settled in the UK. 4. Impacts of the UK's changing population - I can begin to explain some of the changes in the UK's population, including its age, location and the impact of migration. 5. Moving within the UK - I can explain why people move within the UK and understand how we can plot movement on a map. 6. Revealing the UK's global links - I can describe the UK's global links,and explain how these contribute to the character of my local area.	1. Location and transport - I can locate northern Italy on a map and describe how far it is from where I live. 2. Geographical features in northern Italy - I can use maps to identify key physical and human geographical features of Northern Italy. 3. Village life in northern Italy - I can use different sources of information to investigate and compare different villages in northern Italy. 4. A city in northern Italy - I can use multiple sources of information to investigate what a city in northern Italy is like. 5. Venice: A popular tourist destination - I can describe the location and features of Venice and explain how it is affected by tourism. 6. Comparing northern Italy with my UK region - I can reflect on what I have learned about northern Italy and compare this area with the region of the UK where I live.	1. The formation of mountains - I can use geographical vocabulary to describe and explain how mountains are formed and shaped over time. 2. Mountains and their features - I can recognise and name the key features of a mountain landscape and describe the conditions found on Mount Everest. 3. The UK's peaks - I can name and locate the UK's highest peaks and use OS maps to identify major physical and human features of Yr Wyddfa. 4. Volcanoes and their features - I can recognise the key features of a volcano and can use geographical vocabulary to name and explain them. 5. Living near volcanoes - I can describe and explain the impact of volcanic eruptions on people and understand why some people choose to live near volcanoes. 6. The impact of eruptions: Eyjafjallajökull, Iceland - I can describe and explain the forces at work when volcanoes erupt, and how these may alter the landscape and environment.

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Year 5/6 medium term plans			
	Year A		
Key question/focus	**Sustainable world** Does it matter how we live?	**Our school Sustainability:** How sustainable is our school?	**Coasts** What happens where the land meets the sea?
Threads	**Economic activity** **Sustainability and climate change**	**Sustainability and climate change**	**Physical processes** **Sustainability and climate change** **The UK and regions**
Catholic Social Teaching links	Stewardship The Common Good **In what ways can we live to help protect God's creation for future generations?**	The Common Good **How could choosing renewable energy, like solar power for our school impact people beyond our community?**	Stewardship The Common Good **When coasts are changing, should protecting people always come before protecting nature?**
Teaching Sequence and assessment objectives	1. Introducing sustainability - I can explain what sustainability means to me and start to identify choices that can be made with this in mind. 2. Carbon footprints - I can explain what a carbon footprint is and identify changes likely to make a positive difference. 3. Using energy wisely - I can identify ways to reduce use of fossil fuels and explain why this matters. 4. Tackling food waste - I can explain which foods have the highest carbon footprint and suggest choices that can lower this. 5. Biodiversity and sustainability - I can explain what biodiversity is and give some reasons why nature matters for a sustainable world. 6. Making cities more sustainable - I can research, identify and give examples of some ways in which cities can become more sustainable.	Field work study: Where would be the best place to put solar panels in our school? 1. Planning to do fieldwork - I can use my understanding of renewable energy to plan a fieldwork enquiry. 2. Writing a fieldwork enquiry question - I can write a fieldwork enquiry question about solar power and my school. 3. Collecting our geographical data - I can collect data in my school grounds that will help me answer my enquiry question. 4. Presenting our geographical data - I can present data in a way that will help me answer my enquiry question. 5. Examining our geographical data - I can answer my enquiry question using the data I have collected and presented. 6. Reflecting on our fieldwork enquiry - I can reflect on my fieldwork enquiry and find strengths and weaknesses.	1. Mapping the coasts of the UK - I can describe what a coast is and how people's lives are affected by it. I can use maps and other sources to recognise, locate and describe a range of coastal features in the UK. 2. Coastal erosion - I can understand how coastal erosion affects people's lives. 3. The changing coastline - I can use geographical vocabulary to describe coastal processes. 4. Protecting the land - I can name and describe different types of coastal protection and discuss their effectiveness. 5. Coastal habitats and ecosystems - I can identify some threats to coastal habitats around the world and explain why these places matter to wildlife. 6. Coasts and tourism - I can research and present information about a coastal place using geographical enquiry and sources. 7. Coasts and the future - I can discuss the impacts of climate change on the coast and explain what we can do to protect it.

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Year B

Year 1/2 medium term plans			
	Year B		
Key question/focus	**Portsmouth:** Where do we go to school?	**Life in a capital city: London** **(link with history unit Great fire of London)** What is life like in the capital city of London?	**Cold places:** What is it like and the North and South Pole?
Threads	**Land use and settlement** **Local Area**	**Economic activity** **Land use and settlement** **The UK and regions** **Water and rivers**	**Climate and weather** **Earth geometry** **Land use and settlement** **Physical processes**
Catholic Social Teaching	 **How does our school help us to belong to our community?**	 **How can people in London care for the parks so they can be used by everyone?**	 **How can we care for the Animals that live in the Arctic?**
Teaching Sequence and assessment objectives	1. Our school - I can talk about my school and different places in its buildings and grounds. 2. Our school from above - I can find the features of my school grounds on an aerial photograph and a map. 3. Our school in ten photos - I can find the features of my school grounds on an aerial photograph and a map. 4. Describing locations I can use locational language to describe where things are. 5. Fieldwork: Autumn in the school grounds - I can use geographical vocabulary to identify seasonal signs in the school grounds.	1. Locating London - I can locate London and identify its features, including the River Thames on maps and aerial photographs. 2. London as a capital city - I can explain what is special about a capital city and locate, name and describe some of London's most significant landmarks. 3. London travel and transport - I can identify and name different types of transport used in London and describe some good and bad points about them. 4. London parks and green spaces - I can explain why it is important for cities like London to have parks and green spaces. 5. The River Thames - I can explain the importance of the River Thames to London. 6. Planning a day out in London I can explain how to travel to London, describe the landmarks you would like to visit on a day out and how to plan a route around them, using maps and geographical vocabulary.	1. The world's cold places - I can explain what affects temperatures locally and why it is cold at the North and South Poles. 2. Locating the North and South Poles - I can locate the North and South Polar regions and describe some of their icy features. 3. The North Pole and the Arctic - I can locate and talk about the Arctic Circle using maps and globes, and describe seasonal changes. 4. The South Pole and the Antarctic - I can use a range of geographical sources to describe Antarctica and its extreme weather and climate. 5. Arctic and Antarctic wildlife - I can identify some of the wildlife found in the Arctic and Antarctic and explain how it is affected by seasonal change. 6. Living in the Arctic - I can understand how people adapt to living in the harsh environments like the Arctic and can give an example

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Year 3/4 medium term plans			
	Year A		
Key question/focus	**Local Area: Portsmouth** How is our local area changing?	**Rivers** How do rivers change the land as they flow?	**Climate Zones** What are they and why do they matter?
Threads	**Human processes** **Land use and settlement** **Local area** **Physical processes**	**Climate and weather** **Natural resources** **Physical processes** **Water and rivers**	**Climate and weather** **Earth geometry** **Physical processes** **Sustainability and climate change**
Catholic Social Teaching	  **How can changes in our local area help everyone to live well together?**	 **If water gives life, who is responsible for caring for rivers?**	 **Is it fair if animals lose their homes because of our human actions?**
Teaching Sequence and assessment objectives	1. Our changing place - I can create enquiry questions about how my local place has changed. 2. Measuring settlement change - I can use maps to measure and investigate settlement growth over time. 3. Recording local views - I can use enquiry to find out what people think about local changes. 4. Evidence from fieldwork - I can collect data to investigate current changes in my local area and evaluate the impact of these changes. 5. Mapping changes - I can interpret fieldwork data to find out more about where I live and how it is changing.	1. Introducing rivers and their features- I can describe the key features of a river system and explain how rivers drain the land. 2. The river's journey and the landforms I can describe changes in a river and its landforms as it flows along its course. 3. Flooding rivers - You can identify some causes and impacts of flooding and give recent examples. 4. Flooding impacts and solutions - I can explain the short and long term impacts of flooding and describe ways that flooding can be reduced. 5. Rivers in the UK - I can locate different rivers in the UK on a map and describe the features found along the River Severn.	1. Introducing climate - I can understand the position of the Earth in space in relation to the sun and how this affects climate. 2. Using lines of latitude to locate the main climate zones - You can understand what the main climate zones are and describe where they are found. 3. Climate data and patterns - I can read information from climate graphs and identify patterns in data 4. The differences between climate zones and biomes - I can understand and explain the difference between climate zones and biomes. 5. Adaptations of plants and animals in different biomes - I can understand how plants and animals have adapted to live in different biomes. 6. Climate change - You can recognise that sudden changes in climate have an effect on living things.

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Year 5/6 medium term plans				
	Year A			
Key question/focus	**Farms and Factories:** Where does our food come from?	**Global Trade** How do we get the things we use?	**South America: The Amazon** Why is the Amazon important?	**2 Day fieldwork project** **Oak hanger stream Study**
Threads	**Climate and weather** **Economic activity** **Human processes** **Land use and settlement** **Natural resources** **Physical processes** **Sustainability and climate change**	**Economic activity** **Human processes** **Physical processes** **Water and rivers**	**Americas and regions** **Climate and weather** **Diversity** **Economic activity** **Interconnection** **Natural resources** **Sustainability and climate change** **Water and rivers**	**Water and Rivers** **Physical processes**
Catholic Social Teaching	 **Is it fair that the people who grow our food are often the poorest?**	 **Should we pay more for the things we use if it helps people and the planet?**	 **If the Amazon is essential for the whole world, who has the right to destroy it?**	 **Do people have a responsibility to protect rivers like Oak Hanger Stream, even if it limits how the land around them is used?**
Teaching Sequence and assessment objectives	1. The geography of food - I can describe the processes involved in commercial bread production. 2. Changes in the foods we eat - I can describe how food production, processing and distribution has changed over time and identify potential positive and negative impacts of these changes. 3. Sourcing our food - I can explain the impact that climatic and seasonal differences have on food availability. 4. The distance food travels - I can explain what food miles are and analyse the positive and negative impacts of both locally produced and imported food. 5. World food supplies - I can understand and explain reasons why some people don't have enough to eat and share my opinions about potential actions that	1. Global trade - I can investigate how we are linked to other people and places through global trade in clothing. 2. Imports and exports - I can use import and export data to investigate global trade in commodities and manufactured goods. 3. Supermarkets and global supply chains - I can understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains. 4. Patterns of production - I can investigate the production of a mobile phone and describe some of the effects the manufacturing process has on people's lives. 5. Global transportation of goods - I can describe how different types of goods are transported from producers to supermarkets and evaluate the costs	1. Tropical and temperate rainforests - You can explain what a rainforest is, describe the distribution of tropical and temperate rainforests, and make comparisons between these two rainforest types. 2. Location of the Amazon rainforest - You can locate the Amazon rainforest on a world map and describe some of its geographical characteristics. 3. Features of the Amazon rainforest - You can use geographical and scientific vocabulary to describe key features of the rainforest. 4. People of the Amazon rainforest - You can compare different types of settlement and traditional lifestyles of indigenous peoples living in the Amazon rainforest. 5. Debating the future of the Amazon rainforest - You can explain factors which inform the deforestation	**1.** Key river features and location on a map - I can describe the key features of the Oak hanger stream **2.** The impact of the river on the landscape - I can explain how water shapes the river through physical processes such as erosion, transportation and deposition **3.** River velocity - I can use simple fieldwork techniques (such as observing flow, measuring width or depth, and taking photographs or sketches) to collect information about Oak Hanger Stream. **4.** River case study presentation- I can use geographical vocabulary, maps and diagrams to present what I have learned about Oak Hanger Stream and explain why rivers are important.

	can be taken to help end world hunger. 6. Food and climate change - I can describe ways in which food systems contribute to climate change and investigate possible actions that can be taken to reduce the carbon footprint of food. 7. The future of food production - I can describe ways in which farming and food production have changed over time and investigate ways of taking action to make food systems fairer and better for our planet and its people.	and benefits of different forms of transport. 6. Ethical trading - I can explain how the choices we make can affect other people, places and environments, and reflect on my own opinions about ethical trade.	debate and recognise that some people have more opportunity than others to influence decision making. 6. Protecting our rainforests - You can explain why rainforests are important, identify some of the threats to rainforests, and describe some ways in which people are taking action to protect rainforests.	