



Geography



**St Joseph's Catholic Primary School
Coundon**



Learning Journey

Welcome to
secondary
school!

Year 5/6
Cycle B



North America



Tsunami



Biomes - deserts



Climate change

Year 5/6
Cycle A



Rivers



Biomes – rainforests

Year 3/4
Cycle B



Angry Earth



Coasts

Year 3/4
Cycle A



Where I live



Exploring
the World

Year 1/2
Cycle B



Planet Earth



Beside the seaside

Year 1/2
Cycle A

Your
geography
starts
here!

EYFS

People and places and the world we live in: In EYFS children begin to develop their geographical knowledge by exploring features of their school and nursery. They begin to compare and contrast different places and environments using maps and atlases.

Geography at St. Joseph's

Intent

At St Joseph's, our geography curriculum inspires children to develop a deep curiosity about the world and its people. We aim for all children to understand that they **belong to a wider world** that goes beyond Coundon, exploring diverse places, cultures, and environments with respect and compassion. Through progressive teaching of geographical knowledge, skills, and vocabulary, pupils learn to investigate and interpret both the human and physical world around them. We encourage children to take opportunities to apply their learning through enquiry, fieldwork and exploration, developing a sense of responsibility as **stewards of God's creation**. We want our pupils to **achieve well, dream big** and **take opportunities** given to them to explore the world they belong to.



I AM AN EXPLORER Our Geography Vision

- Develop a curiosity, fascination and knowledge about the world, its people and its features
- Understand diverse places, people, resources and natural and human environments
- Investigate, interpret and explain the physical and human features of their local area and the wider world
- Apply learning through fieldwork, enquiry and meaningful experiences



Implementation

Our Geography curriculum is carefully designed to be progressive, engaging, and relevant to our children's lives. It is structured around four key **threshold concepts**:

- *Location and Place Knowledge;*
- *Geographical Skills and Communication;*
- *Physical Processes and Landscapes;*
- *Human Interaction with the Environment.*

These concepts provide the foundation for children's understanding and are revisited and built upon each year to ensure secure knowledge and progression.

Through these concepts, children develop a strong sense of place — beginning with their immediate surroundings and the **North East**, before exploring the **United Kingdom, Brazil, Australia and North America**, as part of our key geographical threads. These themes weave through the different units, allowing children to make meaningful connections between local, national, and global contexts.

Fieldwork opportunities are integral to our curriculum, providing pupils with hands-on experiences to investigate, observe, and interpret the world around them. Through purposeful enquiry and real-world application, children build their confidence, geographical vocabulary, and understanding of how humans interact with and influence their environment.

Impact

As a result of our Geography curriculum, pupils:

- Develop knowledge of significant places and understand how physical and human processes shape our world.
- Become skilled geographers, able to collect, analyse, and communicate information through fieldwork, maps, and digital tools.
- Use geographical vocabulary confidently, making connections to prior learning and expressing their understanding clearly.
- Leave St Joseph's with a lasting curiosity and understanding of the world, ready to think and act like geographers in the next stage of their learning.

Sequence of Learning

The Journey Begins... (EYFS)

In the Early Years, children begin to develop their understanding of the world around them. They learn about their home, school, and local area, recognising that there are other places beyond where they live. Through simple mapping and labelling activities, they start to use geographical language and begin to identify physical and human features in their environment.

Key Stage 1

As pupils move into Key Stage 1, their understanding of the world deepens. They study their local area in more detail and explore topics such as *The Seaside*, *Exploring the World* and *Planet Earth*. Children learn to name the countries of the UK, the seven continents, and the five oceans. They begin to compare contrasting locations including Brazil and Australia, understanding how climate, housing and landscape can differ to where they live in the North East. Pupils develop their mapping skills by creating and interpreting simple maps using symbols and keys, and begin to understand how humans interact with the environment.

Lower Key Stage 2

In Lower Key Stage 2, pupils extend their locational knowledge by studying the UK, Brazil and Australia in greater depth. They learn about cities, landmarks, and regions, and explore aspects of human geography such as population, migration and tourism. Physical geography becomes a key focus, as pupils study volcanoes, earthquakes, rivers and coasts through engaging case studies. These units help children understand the powerful natural processes that shape our world.

Upper Key Stage 2

In Upper Key Stage 2, pupils apply their geographical skills and knowledge to more complex global themes, including *North America*, *biomes*, *settlements*, and *natural resources*. They learn to interpret maps and graphs in greater detail, annotate information accurately, and analyse geographical data. Through extended writing and discussion, pupils use subject-specific vocabulary to communicate their understanding clearly. By the end of Year 6, children are confident, skilled geographers who are well prepared for the demands of Key Stage 3 and ready to explore the wider world they belong to.

	Year 1/2	Year 3/4	Year 5/6
Year A	Beside the Seaside (North East & the UK) 	Coasts (North East & Climate Change) 	Climate Change 
	Planet Earth (North East, UK, World & Climate Change) 	Angry Earth 	Deserts (North America) 
Year B	Where I Live (Coundon, North East & Brazil) 	Rivers (North East, Brazil & Australia) 	North America 
	Exploring the World (Australia & Brazil) 	Rainforests (Brazil & Australia) 	Japanese Tsunami 

CURRICULUM NARRATIVE

Progression through the Threshold Concepts

Within geography, there are 4 key threshold concepts, which when combined, ensure that our students can access a deep understanding of the subject. The threshold concepts relate to core aspects of disciplinary knowledge and substantive knowledge. For example, when 'thinking like a geographer', students need a deep understanding of place, knowledge and geographical skill to enable their understanding of physical and human geography. As students progress through the curriculum narratives, so should their understanding of the threshold concepts:



Location and Place Knowledge

Location and place knowledge is not simply about knowing where a place is in the world. It includes:

- Location Knowledge: world countries, regions, environments, continents, physical features (rivers and mountains)
- Physical Knowledge: similarities and differences between places (physical and human), cultures, cities, capitals
- Map Literacy: latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones



Geographical Techniques

The use of geographical techniques such as fieldwork, but also the use of terminology and geographer traits, such as:

- Map literacy, Ordnance Survey maps, grid references, latitude and longitude, atlases, globes, GIS (Google maps), aerial photos.
- Numeracy and graphicacy, manipulating data, interpreting graphs and tables, constructing graphs.
- Literacy skills using key terminology, constructing and writing arguments, writing persuasively.
- Annotating diagrams/photos, using case studies, causes, effects, responses, processes leading to landforms, inferring information and making judgements.



Physical Features and Processes

Looking at the natural landscapes, features and the processes which create them. This is done in two stages:

1. Characteristics (describe) What does the feature look like? What makes it unique? What are its dimensions? Observations (figures, photos, diagrams).
2. Processes (explain) Why does the feature/event occur? Step-by-step formation, directly link how the processes create the characteristics.



Human Interaction with the Environment

Humans interact in a number of ways including:

- Land use, types of settlement, economic activity including trade links, distribution of natural resources.
- Human impacts on the natural environment, human induced hazards, impacts of natural hazards on people.
- Human responses to natural hazards and to human induced hazards.

Common Threads

To ensure the units are cohesive, the curriculum has been developed with key threads underpinning the different units. These threads run through the different units to ensure pupils build an in-depth knowledge of places and can make comparisons.

North East	UK	Brazil	Australia	North America	Climate Change
					

Knowledge of Places:

It is important our pupils learn about places in an appropriately nuanced and complex way. They should encounter the same places at different times and in different contexts throughout units of work. Throughout these units of work, where possible, pupils will develop knowledge of the North East of England and the United Kingdom. They will also use comparative skills to develop their knowledge of Australia and Brazil. As they move into Year 5, they will develop an understanding of North America which will continue into Year 6.

Geography Skills and Fieldwork:

Throughout the units of work geography skills and fieldwork opportunities have been built into the curriculum. Geography skills within the units include using maps, atlases and digit mapping to locate countries, as well as using compasses, symbols and keys. Fieldwork opportunities include observing, measuring, recording and presenting, which includes labelling and sketching maps. It is important to remember fieldwork does not always mean going out of school. It can involve collecting data within the school and the classroom and presenting and analysing data that has been given to them.



		Year 1/2	Year 3/4	Year 5/6
Year A	Topic	Beside the Seaside (North East & the UK)	Coasts (North East & Climate Change)	Climate Change
	Threads			
	Topic	Planet Earth (North East, UK, World & Climate Change)	Angry Earth	Deserts (North America)
	Threads			
Year B	Topic	Where I Live (Coundon, North East & Brazil)	Rivers (North East, Brazil & Australia)	North America
	Threads			
	Topic	Exploring the World (Australia & Brazil)	Rainforests (Brazil & Australia)	Japanese Tsunami
	Threads			

Curriculum Coverage – Key Stage One

National Curriculum Statement	Geography Unit
name and locate the world's seven continents and five oceans	- Where I live - Exploring the World - Planet Earth
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge	Where I live
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	- Where I Live - Beside the Seaside - Planet Earth - Exploring the World
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	- Exploring the world - Planet Earth - Science
use basic geographical vocabulary to refer to - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	- Where I Live - Beside the Seaside - Planet Earth - Exploring the World
Fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	- Where I Live - Beside the Seaside - Planet Earth - Exploring the World
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	- Where I Live - Beside the Seaside - Exploring the World
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Where I Live
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Where I Live

Curriculum Coverage – Key Stage Two

National Curriculum Statement	Geography Unit
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 cities	• Biomes Rainforest • North America • Japanese Tsunami • Angry Earth • Biomes Deserts
name and locate counties and cities of the United Kingdom, 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	• Europe • Rivers
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)	• Europe • Biomes Rainforest • North America • Japanese Tsunami • Angry Earth • Biomes Desert
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	• North America • Europe • Japanese Tsunami
describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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	Europe Biomes Rainforest North America Japanese Tsunami Angry Earth Biomes Deserts Climate Change
Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• Europe • Biomes Rainforest • North America • Japanese Tsunami • Angry Earth • Biomes Deserts
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	• Europe
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.	• Biomes Deserts • North America

Curriculum Continuity – EYFS TO KS1

A team of Primary teachers and Secondary Heads of Department within BHCET have worked together to produce high quality units, following the threshold concepts. An effective geography curriculum must cover all four of these concepts and within one lesson, at least three of these concepts should be covered. Writers of these units have worked to identify sufficient breadth of content and ensure that pupils learn in sufficient depth. The units are written for Year 1 pupils up to Year 6. This document captures the progression from EYFS into Key Stage One and gives suggested texts that could be explored with Early Years pupils to support the geography threshold concepts.

Threshold Concepts

How does the Early Years Framework fit within the four threshold concepts?

Location and Place Knowledge	Physical Features and Processes	Human Interaction with the Environment	Geographical Techniques
Understanding the World, People, Culture and Communities			
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts rhymes and poems. Know that there are different countries in the world and talk about the differences they have experienced, seen in photos or read about. Begins to ask questions and can compare features of different environments. Develop an understanding of the position of other countries in the world. Observe and compare features in the environment by pointing/looking closely. Naming simple features eg. trees, wall, grass, road. Using some descriptive vocabulary to describe features eg. tall trees.	Understand that the weather changes with the seasons (linked to walks in school/local area). Make observations of plants and weather in their environment and talk about changes. Enrich and widen children's vocabulary through the use of geographical language: forest, sea, ocean, river, road. Design and build small world areas.	Know there are different types of housing. Make observations about their local environment eg. park, school, home. Introduce vocabulary to help express opinions e.g. busy, quiet, pollution Begin to make marks to represent buildings, roads and trees. Show an awareness of the different shapes of buildings when drawing. Design and build small world areas.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Draw information from a simple map. Visits to the local park, high street, church etc and local area walks to notice features of the geographical environment. Use a camera or iPad to take still and moving images of the local environment. Add detail to a map of a familiar place - bedroom, classroom, local area. Use positional language through stories e.g. Rosie's Walk Describe their relative position e.g. next to, behind. Can follow positional instructions. Using stories as a basis, draw simple maps to show journey taken eg. Red Riding Hood. Use road mats for small world play. Show an interest in maps eg. treasure maps, road maps Use a simple map with a programmable toy. Design and build small world areas. Use road mats for small world play.

Curriculum Continuity – EYFS TO KS1

What are the Key Stage One Geographical Skills?

Location and Place Knowledge	Physical features and processes	Human interaction with the environment	Geographical Techniques
Name and locate the four countries and four capital cities of England, Wales, Scotland and Northern Ireland.	Use basic vocabulary to refer to physical features, including beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, winter.	Use basic vocabulary to human features: city, town, village, factory, farm, house, office, port, harbour and shop.	Use maps and atlases, including Google Earth.
Name and locate the seven continents of the world and the five oceans.	Understand what is meant by physical geography and physical features.	Understand what is meant by human geography and human features.	Devise simple maps with common keys.
Label features of a coastal place and compare the features to where they live.	Sort human and physical features.	Sort human and physical features.	Explain why it is important for all streets to have a name, including post code.
Locate hot and cold areas of the world using the equator and the poles.	Identify human features found in their local area and the UK.	Identify human features found in their local area and the UK.	Follow a simple road map and recognise key landmarks/features.
Use atlases, globes, maps, aerial photographs and videos.	Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.	List some advantages and disadvantages of living in a city, town or village.	Make a model using road strips and toy buildings that show features of an area.
Compare their town to a non-European country.	Explain why features may occur and what they are used for.	Explain why features may occur and what they are used for.	Talk about the main differences between a world map and a globe.
		Know what impact humans are having on the local area/the world.	Use simple compass directions (North, East, South, West).
		Name different types of settlements and explain some differences between them.	Use locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map.
		Know that weather patterns are different in different parts of the world, in relation to the equator and the poles and begin to explain why.	Talk and ask questions about their local area and the features found there.
		Explain how weather can impact the way of life of different people.	Observe and record information.
		Explain how we can have a positive impact on the environment/climate.	Use a range of geographical resources to investigate questions they are asked.

SEND

The BHCET History curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning.

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

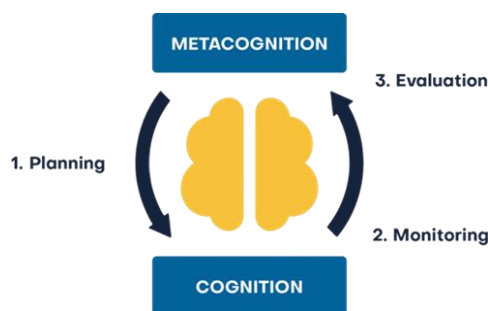
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Metacognitive Regulation Cycle
(EEF Metacognition & Self regulation Guidance)

Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

