



**St Vincent's Catholic  
Primary School**

*To love, serve and learn as Jesus shows us*

## **Geography Curriculum Document**

### **Intent**

In Geography, Pupils are equipped with knowledge about diverse places, people, resources and natural and human environment together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Within Geography, the subject specific aims are to ensure that all children:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## How is Geography taught at St. Vincent's

Learning in Geography links to the whole school curriculum core themes as outlined below:

Core theme	Key Geography links
Social justice and equity	Trade and Globalisation Migration and population
Globalisation and interdependence	Trade and Globalisation Continents, oceans Capital cities
Diversity and identity	Africa Study/ comparison South America Study/comparison Scandinavian Study/comparison United Kingdom Study/comparison
Power and governance	Trade Globalisation Migration and population Distribution of natural resources
Sustainable development	Seasonal Weather Rivers Mountains and the water cycle Climate change Distribution of resources.
Peace and Conflict	Migration and population Trade

Substantive knowledge

### Locational knowledge

For example: name and locate locations; positioning systems

### Place knowledge

The connection of location and physical and/or human geography processes with personal experience

### Environmental, physical and human geography

For example: migration; glaciation; climate change

### Geographical skills and fieldwork

For example: using maps and globes; collecting first-hand evidence

Disciplinary knowledge  
Insight into the ways geography experts think

### Pedagogy:

What a lesson looks like at St Vincent's:

### We begin by placing the lesson in context:

- recap of prior knowledge
- recap of knowledge organiser so far (referred to in books and on IWB)
- Identification of what is on the knowledge organiser we are focusing on today.
- Identification on the World / UK map about where this takes place (highlight) and how this compares on a local level. Where appropriate links to a timeline to show change over time.

### New content teaching:

- Teaching of new substantive knowledge (factual content).
- Teaching of new disciplinary knowledge
- Key vocabulary

## Curriculum Overview 2025 - 2026

<b>EYFS Cycle A - Autumn</b>	<b>EYFS Cycle A - Spring</b>	<b>EYFS Cycle A - Summer</b>
My local area: Penketh	Local Map Work: Hungry Caterpillar maps	Wider world: Towns and Beaches
<b>EYFS Cycle B - Autumn</b>	<b>EYFS Cycle B - Spring</b>	<b>EYFS Cycle B - Summer</b>
My local area: Home and School	Local Map Work: Where has the naughty bus been? Pirate treasure maps	Wider world: Where does fruit come from?
<b>Year 1/2 Cycle A - Autumn</b>	<b>Year 1/2 Cycle A - Spring</b>	<b>Year 1/2 Cycle A - Summer</b>
My local area: Warrington	UK	Oceans and Seas
<b>Year 1/2 Cycle B - Autumn</b>	<b>Year 1/2 Cycle B - Spring</b>	<b>Year 1/2 Cycle B - Summer</b>
Weather	Continents	Contrasting Locality: Australia (Where the Forest meets the Sea & Formby)
<b>Year 3/4 Cycle A - Autumn</b>	<b>Year 3/4 Cycle A - Spring</b>	<b>Year 3/4 Cycle A - Summer</b>
UK	Europe	Rivers and the Water Cycle
<b>Year 3/4 Cycle B - Autumn</b>	<b>Year 3/4 Cycle B - Spring</b>	<b>Year 3/4 Cycle B - Summer</b>
Africa	Mountains, Volcanoes and Earthquakes	South America
<b>Year 5/6 Cycle A - Autumn</b>	<b>Year 5/6 Cycle A - Spring</b>	<b>Year 5/6 Cycle A - Summer</b>
Scandinavia	Trade and Globalisation	Climate zones, Biomes and Vegetation
<b>Year 5/6 Cycle B - Autumn</b>	<b>Year 5/6 Cycle B - Spring</b>	<b>Year 5/6 Cycle B - Summer</b>
North America	Migration and Population	Sustainability