



Our **vision** at Whiteshill is to ensure *all* of our pupils become passionate, successful, lifelong learners who are self-confident and ambitious and go on to create their own unique future and impact positively on the wider world.

Our school **values**, which underpin this vision, are 'we are **curious**, we are **unique**, we are **together**, we are Whiteshill'.

Our Intent:

In order to achieve our school vision, our geography curriculum is designed so that you will see ***all pupils:***

Being curious:

- They are part of the planning process and help shape the course of their learning
- They understand what they do and don't already know and recall previously learnt knowledge in order to make links and commit knowledge to their long-term memory
- They ask and answer their own questions
- They demonstrate a growth mindset including taking risks and making mistakes
- They try new things which they have not experienced before and take part in regular outdoor and real-life experiences
- They use a wide and effective vocabulary
- Demonstrating a fascination about the world and its people

Feeling unique:

- They make independent choices about their learning
- They work confidently on their own without support
- They are given equal opportunity to learn and work to their full potential
- They bring their own experiences and knowledge to the learning and know that these are valued
- They respond to effective individual feedback from the teacher which allows them to learn more effectively
- They take pride in their work and have high expectations for presentation

Working together:

- They share their knowledge with a real-life audience in the school community, local area and the wider world.
- They are prepared for the future through the use of innovative technology and up to date resources and techniques
- They work as part of a team and know how to use effective social skills
- They articulate confidently what they have learnt
- They understand the role of geographers in society
- They show empathy and respect for all

The intent of our geography curriculum is to ensure that **all pupils** who leave Whiteshill Primary School at the end of year 6 will know:

- The location of all continents and oceans, as well as the names, locations and capital cities of a large range of countries that are significant to them.
- How to identify and compare physical and human geography and processes
- How landscapes and environments are formed and used and how they change over time.
- How to identify seasons and weather patterns.
- How to collect, analyse and communicate a range of geographical data through fieldwork and observation.
- How to interpret maps, atlases, diagrams, globes, aerial photographs and geographical information systems.
- How to communicate their geographical knowledge in a variety of ways including mapping, statistics and written work.
- The correct geographical vocabulary needed to talk about all of the above.

To achieve this, the following knowledge will be recalled and used each year. The knowledge attached to each year group will be expressly taught, all knowledge from previous year groups will be recalled to allow **all pupils** to commit it to their long-term memory:

Geographical skills and locational knowledge - using maps, atlases, globes, aerial photographs and plans:								
	Positional language	Create maps	Map reading	Directions	Key	World map, atlas and globe	Aerial photographs	Statistics
Year 1	Know how to use locational and directional language including near and far, left and right, up and down, above and below and next to, when describing a physical area.	Know that places they have seen in real life can be represented by pictures or models.	Know how to use a map to navigate a small known area.	Know the names of the compass directions NESW.	Know how to use basic symbols in a key to understand a pictorial map.	Know the name of the world's seven continents and the name of the United Kingdom and its countries.	Know that an aerial photograph and plan shows the view from above an area.	Know how to gather basic geographical data by counting.
Year 2	Know how to use locational and directional language, as above, when describing places on a map.	Know how to devise a pictorial map of a known place in plan view.	Know how to use a map to navigate a small unknown area.	Know how to use simple compass directions (NESW) when talking about places on a map.	Know how to construct basic symbols to form a key for their map.	Know the name and location of the world's seven continents and five oceans. The name and location of the United Kingdom, its countries and its surrounding seas.	Know how to recognise landmarks and basic human and physical geography on aerial photos and plans.	Know how to gather basic geographical data and present it as a tally chart.

Year 3/4	Know how the Prime/Greenwich Meridian and Time Zones work (including day and night).	Know how to create and use sketch maps and plans.	Know how to use a map to navigate a large known area.	Know how to use the eight points of a compass. Know how to use four figure grid references to describe a position on a map.	Know how to interpret commonly used map symbols and keys.	Know the name and location of counties and cities of the United Kingdom.	Know how to recognise y3/4 human and physical geography on aerial photos and plans.	Know how to present geographical statistics as graphs and tables.
Year 5/6	Know the position and significance of latitude, longitude, the Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Know how to create a detailed digital map of a known place.	Know how to use a map (including digital mapping) to navigate a large unknown area.	Know how to use six-figure grid references to describe a position on a map.	Know how to interpret symbols and keys on an OS map.	Know the name and location of geographical regions of the United Kingdom.	Know how to recognise y5/6 human and physical geography on aerial photographs and plans.	Know how to present geographical statistics through digital graphing.

Human and physical geography:			
	Physical	Human	
Year 1/2	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, natural landmarks amongst others.	city, town, village, factory, farm, house, office, port, harbour, shop, landmarks amongst others.	Similarities and differences between the human and physical geography of different places studied will always be considered.
Year 3/4	rivers, mountains, volcanoes and earthquakes. Topographical features including hills, mountains, coasts and rivers.	Types of settlement and land use	
Year 5/6	climate zones, biomes and vegetation belts, the water cycle.	economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.	

Fieldwork:

Fieldwork will be an integral part of learning in geography at Whiteshill for all pupils. Fieldwork involves getting children out of the classroom to experience geography first hand. Fieldwork will be used to explore locational and physical and human geography, as outlined above, out in the real world. Although all classes will use the local area of Whiteshill to experience fieldwork regularly throughout the term, progression will also be planned in to ensure challenge at each stage, as outlined below.

Fieldwork progression:		
	Where?	What?
Year 1/2	School grounds and Whiteshill area	Observation, map work as above, identify human and physical features, daily weather patterns.
Year 3/4	Stroud area	Observation, map work as above, observe and compare human and physical features, types of settlement and land use, topographical features, gathering statistics and creating graphs.
Year 5/6	Gloucestershire and beyond	Observe, measure, record and present human and physical features using a range of methods including gathering statistics and using digital technologies.

Each year, all pupils at Whiteshill experience a term of ‘We are Geographers’ where the main focus of the term is geography knowledge. This decision to spend one term each year becoming geographers ensures that teacher subject knowledge is developed and becomes a strength. Training for that term is focussed on geography teaching and learning. It allows teachers to plan together, giving them chance to learn from each other and share expertise. It also means that the whole school is working on becoming geographers at the same time, meaning that we can involve the whole school community, benefitting from family and friends of all pupils who have appropriate knowledge and useful expertise to enhance our curriculum.

As well as all of the above, the following place knowledge is learnt during these terms:

	Year A	Year B
Year 1/2	The human and physical geography of a small area of a contrasting non-European country. The location of hot and cold areas of the world in relation to the equator. The location of the north and south poles	The seasonal and daily weather patterns in the United Kingdom. The geography of their school and its grounds. The key human and physical features of Whiteshill. The human and physical geography of a small area of the United Kingdom. The name, location and characteristics of the four capital cities of the UK. The name, location and characteristics of the four countries of the UK.
Year 3/4	The location of European countries including Russia. The environmental regions of these countries. The key physical and human characteristics of these countries. The name and location of major cities within these countries. The human and physical geography of a region in a European Country.	The key human and physical characteristics of the United Kingdom. The human and physical geography of Stroud.
Year 5/6	The location of countries within North and South America. The environmental regions of these countries. The key physical and human characteristics of these countries. The name and location of major cities within these countries. The human and physical geography of a region within North or South America.	The key human and physical characteristics of the United Kingdom. How some of these aspects have changed over time. The human and physical geography of Gloucestershire.

Assessment:

Geographical skills, locational knowledge and human and physical geography will be assessed throughout the term through recall activities, ensuring knowledge enters the pupils’ long-term memory over time. **All pupils** will be expected to recall the knowledge from previous year groups throughout the term and recall the current year group knowledge by the end of the term. Those on my-plan+ or EHCP who are working below the level of their year group will be assessed on the relevant year group knowledge. This recall of previous knowledge will ensure it has entered long-term memory and has truly been learnt, so all children achieve the given expectation for the end of year 6 as they build on their knowledge each year. Where gaps in previous

knowledge are identified, feedback will be given by teachers and children will have opportunity to close these gaps through discussion, practical activity and research before moving on.

Exercise books will show a story of the knowledge learnt. There will be evidence in each book of children recalling and using their locational knowledge. There will be vocabulary assessment to show the progress made in their knowledge of human and physical geography. There will be a record of fieldwork undertaken in line with expectations.

Place knowledge will be assessed at the end of each term through presentation of children's knowledge to an audience. This will give chance for children to recall their knowledge about each place, demonstrating that they have gained knowledge in line with the year group expectations. Children will be given choice in how they record and present their work, but all relevant knowledge must be covered during this presentation. Progression of audience will be as follows:

	Community	Online
Year 1/2	Elm class parents, whole school pupils	Newsletter
Year 3/4	Whole school parents and pupils, relevant people from the local community.	School website
Year 5/6	Whole school parents and pupils, local and wider community.	school social media, wider online community e.g. video, email

No extra evidence will be required in books, just a record of the presentation given. This can include online or technology-based evidence e.g. a video or online presentation.

Feedback given will be verbal during the lesson to impact on children's learning in line with school policy. This will be recorded in the books to demonstrate impact.