Whiteshill Primary School

Geography Curriculum

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 taught each year in line with our knowledge organisers. The knowledge attached to each year group will be expressly taught, knowledge from previous year groups will be recalled through retrieval quizzes to allow ***all pupils*** to commit it to their long-term memory:

Progression of geographical skills and locational knowledge - using maps, atlases, globes, aerial photographs and plans:							
	Positional language	Create maps	Map reading (world and local maps, atlases and globes)	Directions	Key	Aerial photographs and Plans	Statistics
Elm Class	Know how to use locational and directional language including near and far, left and right, inbetween, up and down, above and below and next to, to describe the location of features and routes on a map. Know what and where the equator is.	Know that places they have seen in real life can be represented by pictures or models. Know how to devise a pictorial map of a known place in plan view.	Know how to use a map to navigate a small known and unknown area. Know how to identify places studied on world maps, atlase s and globes.	Know how to use the simple compass directions (NESW) to describe the location of features and routes on a map.	Know how to use basic symbols to understand a pictorial map. Know how to use and construct basic symbols in a key for their own simple map.	Know how to recognise landmarks and basic human and physical features on aerial photos and plans.	Know how to gather basic geographical data and present it as a tally chart.
Maple Class	Know the position and significance of the Equator, Northern and	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 interpret commonly used map symbols and keys.	Know how to recognise y3/4 human and physical	Know how to present geographical statistics as

	Southern Hemisphere.		Know how to use maps, atlases and globes to locate countries and describe features studied.	Know how to use four figure grid references to describe a position on a map.		geography on aerial photos and plans.	graphs and tables.
Oak Class	Know how the Prime/Greenwich Meridian and Time Zones work (including day and night). Know the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the 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 maps, atlases, globes and digital mapping to locate countries and describe features studied.	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 how to interpret symbols and keys in an atlas.	Know how to recognise y5/6human and physical geography on aerial photographs and plans.	Know how to present geographical statistics through digital graphing.

Progression of human and physical geography:			
	Physical	Human	
Elm Class	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, natural landmarks.	city, town, village, factory, farm, house, office, port, harbour, shop, landmarks.	Similarities and differences between the human and physical geography of different places studied will always be considered.
Maple Class	Topographical features including hills, mountains, coasts and rivers.	Types of settlement and land use	
Oak Class	climate zones, biomes and vegetation belts, volcanoes and earthquakes and 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.

Progression of Fieldwork during local geography enquiry:		
	Where?	What?
Elm Class	School grounds and Whiteshill	Observation, map work as above, identify human and physical features, daily weather patterns.
Maple Class	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.
Oak Class	Gloucestershire	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 two 6 week terms of 'We are Geographers' where the main focus is geographical 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. With the added bonus that the whole school is buzzing with an enthusiasm for geography. Everyone is discussing and sharing ideas and joy for the subject together in line with our school vision.

Each enquiry is based around the following locational and place knowledge to ensure knowledge progression:

		Year A	Year B
Elm Class	Term 1	**Local Geography** The geography of their school and its grounds. The key human and physical geography of Whiteshill.	**UK Geography** The seasonal and daily weather patterns in 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. The name and location of the United Kingdom's surrounding seas.
	Term 2	**Regional Geography** The human and physical geography of a small area of a contrasting non-European country.	**World Geography** The location of hot and cold areas of the world in relation to the equator. The location of the north and south poles.

		The similarities and differences between the key physical and human geography of this region and their local area.	The name and location of the world's seven continents and five oceans.
Maple Class	Term 1	**Local Geography** The human and physical geography of Stroud.	**UK Geography** The key human and physical characteristics of the United Kingdom. Know the name and location of counties and cities of the United Kingdom.
	Term 2	**World Geography** 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.	**Regional Geography** The human and physical geography of a region in a European Country. The similarities and differences between the key physical and human geography of this region and Gloucestershire.
Oak Class	Term 1	**Local Geography** The human and physical geography of Gloucestershire and the South West.	**UK Geography** The key human and physical characteristics of the United Kingdom. How some of these aspects have changed over time. Know the name and location of geographical regions of the United Kingdom.
	Term 2	**World Geography** 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 similarities and differences between the key physical and human geography of this region and Gloucestershire.	**Regional Geography** The human and physical geography of a region within North or South America. The similarities and differences between the key physical and human geography of this region and Gloucestershire.