



Whiteshill Primary School
Geography
Progression and Two-year Rolling Programme

Our **vision** at Whiteshill which drives our curriculum is ‘We are **curious**, we are **unique**, we are **together**, we are Whiteshill’.

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

Being curious:

- 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 outdoor and real-life experiences
- They use a wide and effective vocabulary
- They demonstrate 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 make links in their learning to the school community, local area and the wider world.
- 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 aim 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, weather and climate 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: | | | | | | | |
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| | 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, in between, 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, atlases 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 plan perspectives. | 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 |

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| | 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 | <p>Know how the Prime/Greenwich Meridian and Time Zones work (including day and night).</p> <p>Know the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle.</p> | Know how to create a detailed digital map of a known place. | <p>Know how to use a map (including digital mapping) to navigate a large unknown area.</p> <p>Know how to use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> | Know how to use six-figure grid references to describe a position on a map. | <p>Know how to interpret symbols and keys on an OS map.</p> <p>Know how to interpret symbols and keys in an atlas.</p> | Know how to recognise y5/6 human and physical geography on aerial photographs and plans. | Know how to present geographical statistics including through digital graphing. |

| Progression of human and physical geography: | | | |
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| | 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 be considered. |
| Maple Class | Topographical features including hills, mountains, coasts and rivers and the water cycle (science link – Year B Summer 2 – So where did the ice really go?) | Types of settlement and land use | |
| Oak Class | Describe and understand key aspects of: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. | 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 local 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, progression will also be planned in to ensure challenge at each stage, as outlined below.

| Progression of Fieldwork during local geography enquiry: | | |
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| | 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 enquiry is based around the following locational and place knowledge to ensure knowledge progression:

| | | Year A | Year B |
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| Elm Class | Enquiry 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. |
| | Enquiry 2 | Regional Geography The human and physical geography of a small area of a contrasting non-European country. The similarities and differences between the key physical and human geography of this region and their local area. | 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 name and location of the world's seven continents and five oceans. |
| Maple Class | Enquiry 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. |
| | Enquiry 2 | World Geography The location of European countries including Russia. | Regional Geography The human and physical geography of a region in a European Country. |

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| | | <p>The environmental regions of these countries.</p> <p>The key physical and human characteristics of these countries.</p> <p>The name and location of major cities within these countries.</p> | <p>The similarities and differences between the key physical and human geography of this region and Gloucestershire.</p> |
| Oak Class | Enquiry 1 | <p>Local Geography</p> <p>The human and physical geography of Gloucestershire and the South West.</p> | <p>UK Geography</p> <p>The key human and physical characteristics of the United Kingdom.</p> <p>How some of these aspects have changed over time.</p> <p>Know the name and location of geographical regions of the United Kingdom.</p> |
| | Enquiry 2 | <p>World Geography</p> <p>The location of countries within North and South America.</p> <p>The environmental regions of these countries.</p> <p>The key physical and human characteristics of these countries.</p> <p>How some of these aspects have changed over time.</p> <p>The name and location of major cities within these countries.</p> <p>The similarities and differences between the key physical and human geography of these countries and Europe.</p> | <p>Regional Geography</p> <p>The human and physical geography of a region within North or South America.</p> <p>The similarities and differences between the key physical and human geography of this region and Gloucestershire.</p> |