



Whitley Village School



Whole School Long-Term Rolling Programme

Overview

Curriculum Intent Geography

At Whitley Village School our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. As pupil progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes. We also develop the children's ability to apply geographical skills so that they are equipped and ready for the next phase of their learning. In doing this, we use the essential skills of Mathematics and English and also provide a rich variety of topic reading books from the county library service. We want our children to have the opportunity to read and learn more about the world beyond Whitley.

Geography Knowledge and Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Field Work	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale print, pictorial etc.</p> <p>use locational language (e.g. near and far, left and right) to describe the location of features and routes</p> <p>make simple maps and plans e.g. pictorial place in a story</p>	<p>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.</p> <p>use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>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</p> <p>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</p>	<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. recognise that different people hold different views about an issue and begin to understand some of the reasons why</p> <p>communicate findings in ways appropriate to the task for the audience</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>Make more detailed fieldwork sketches/diagrams</p> <p>Use fieldwork instruments e.g. camera, rain gauge.</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.</p> <p>Use four figure grid references Use the 8 points of a compass.</p> <p>Make plans and maps using symbols and keys.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>Measure straight line distances using the appropriate scale</p> <p>Explore features on OS maps using 6 figure grid references</p> <p>Draw accurate maps with more complex keys.</p> <p>Plan the steps and strategies for an enquiry</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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 his/her knowledge of the United Kingdom and the wider world.</p> <p>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</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass.</p>
Locational knowledge	<p>Understand how some places are linked to other places e.g. roads, trains</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p>Identify where countries are within the UK and the key topographical features</p> <p>name and locate the cities of the UK</p>	<p>Recognise the different shapes of the continents.</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>Identify where countries are within Europe, including Russia.</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Know how the locality is set within a wider geographical context.</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p> <p>Recognise the different shapes of countries</p> <ul style="list-style-type: none"> Identify the physical characteristics and key topographical features of the countries within North America <p>Know about the wider context of places e.g. county, region, country.</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.</p>	<p>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</p> <p>Name and locate countries 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</p> <p>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)</p>
Human and Physical Geography	<p>describe seasonal weather changes</p>	<p>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.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe.</p>	<p>Describe human features of the UK regions, cities and/or counties.</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Explain about natural resources e.g. water in the locality.</p> <p>Explore weather patterns around parts of the world.</p>	<p>Know about the physical features of coasts and begin to understand erosion and deposition.</p> <p>Understand how humans affect the environment over time.</p> <p>Know about changes to the world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of 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.</p>
Place knowledge	<p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment.</p>	<p>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</p>	<ul style="list-style-type: none"> Understand why there are similarities and differences between places Develop an awareness of how places relate to each other 	<p>know about the wider context of places – region, country</p> <ul style="list-style-type: none"> Understand why there are similarities and differences between places 	<p>compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences</p>	<p>understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America</p>

Year 1

	Autumn Term	Spring Term	Summer Term
Year 1	<p>The UK and beyond Locational knowledge: Pupils should be taught to: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.</p>	<p>City, town and village</p> <p>Geographical skills and fieldwork: Pupils should be taught to: 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</p> <p>Human and physical geography: Pupils should be taught to use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Same or different? Place knowledge: Pupils should be taught to: 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.</p>

Year 2/3/4 -Class 2

	Autumn Term	Spring Term	Summer Term
Year 2/3/4 Rolling Programme A	<p>Delamere Forest and North Eastern Australia</p> <p>Place knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Human and Physical Geography</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>WRITING FOCUS – Report writing (news or non-chron)</p>	<p>Explorers</p> <p>Locational knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans <p>WRITING FOCUS – Fact writing</p>	<p>Link to an event/ news in North/South America</p> <p>Place knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>WRITING FOCUS – Letter writing</p>
Year 2/3/4 Rolling Programme B	<p>Kingdom of England & Volcanoes</p> <p>Location Knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Human and physical geography</p> <p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes. <p>WRITING FOCUS – Letter writing</p>	<p>Study of Whitley Village</p> <p>Locational knowledge</p> <p>Pupils should be taught to:</p> <p>identify physical and human geography</p> <p>WRITING FOCUS – Fact writing</p>	<p>The Geography of the Great Fire of London</p> <p>Human and physical geography</p> <p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including trade links, buildings being close together (population density) Lack of access, taller buildings. lots of wood <p>WRITING FOCUS – Report writing (news or non-chron)</p>
Year 2/3/4 Rolling Programme C	<p>Coasts</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean.</p> <p>Identify human features.</p>	<p>Weather</p> <p>Compare and contrast to localities. New York and UK</p>	<p>UK Counties and Seas</p> <p>Human and Physical.</p> <p>Changes over time. Hills and mountains</p>

	<p>Name and locate the world's seven continents and five oceans</p> <p>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</p>	<p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map KS1</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. KS2</p> <p>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</p> <p>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) KS2</p> <p>use basic geographical vocabulary to refer to: key physical features, including: season and weather</p> <p>WRITING FOCUS- explanation text</p>	

Year 4/5/6 -Class 3

	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<p>Year 4/5/6</p> <p>Rolling Programme A</p>	<p>Skara Brae and Stonehenge</p> <p>Location Knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> locate the world's countries and cities using maps to focus on Britain concentrating on environmental regions, key physical and human characteristics. <p>WRITING FOCUS</p> <p>SOMEWHERE TO SETTLE</p>	<p>The Spread of the Roman Empire (Pompeii)</p> <p>Location Knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 	<p>Where my Wellies Take Me</p> <p>Location Knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. (Tithe Maps)
<p>Year 4/5/6</p> <p>Rolling Programme B</p>	<p>Study of North America (compare with UK)</p> <p>Location Knowledge</p> <p>Pupils should be taught to:</p> <p>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</p> <p>Place knowledge</p> <p>Pupils should be taught to:</p> <p>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</p> <p>WRITING FOCUS - recount</p>	<p>Study of South America (compare with UK)</p> <p>Place knowledge</p> <p>Pupils should be taught to:</p> <p>Study of South America (compare with UK)</p> <p>Place knowledge</p> <p>Study of South America (compare with UK)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 <p>WRITING FOCUS – persuasive letters – formal and informal</p>	<p>Location Knowledge</p> <p>Link to another subject</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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) <p>WRITING FOCUS-non-chronological report and instructions</p>

<p>Year 4/5/6</p> <p>Rolling Programme</p> <p>c</p>	<p>Egypt – Ancient and Modern</p> <p>Human and physical geography</p> <p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>WRITING FOCUS- persuasion</p>	<p>Transport and Inventions</p> <p>Location Knowledge</p> <p>Pupils should be taught to:</p> <p>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. (Tithe Maps)</p> <p>Human and physical geography</p> <p>Pupils should be taught to describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</p>	<p>Sch-Fi Theme</p> <p>Location Knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) <p>Place knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.