

Whitegate Primary and Nursery School
Knowledge and Skills Progression Map
Geography



Developing Geography at Whitegate Primary

At Whitegate we follow the guidance of the national curriculum however, we make some alterations to suit our context and overall intent. In short, we match the curriculum but exceed the breadth. Technology is used to enhance the learning and as a further tool for engagement. We want to encourage children to become enlightened and think deeper.

We plan carefully for progression in both knowledge and skills from EYFS to Year 6.

We want our children to leave Whitegate curious about and understanding of, the way people live. They are curious to travel and explore – to see what is out there. They are motivated to engage with global issues and make a positive contribution to the world in which they live. They are confident to question and to be curious and have a strong foundational knowledge that can be built upon as they embark upon the next stage in their learning.

National Curriculum

Geography Programme of Study

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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

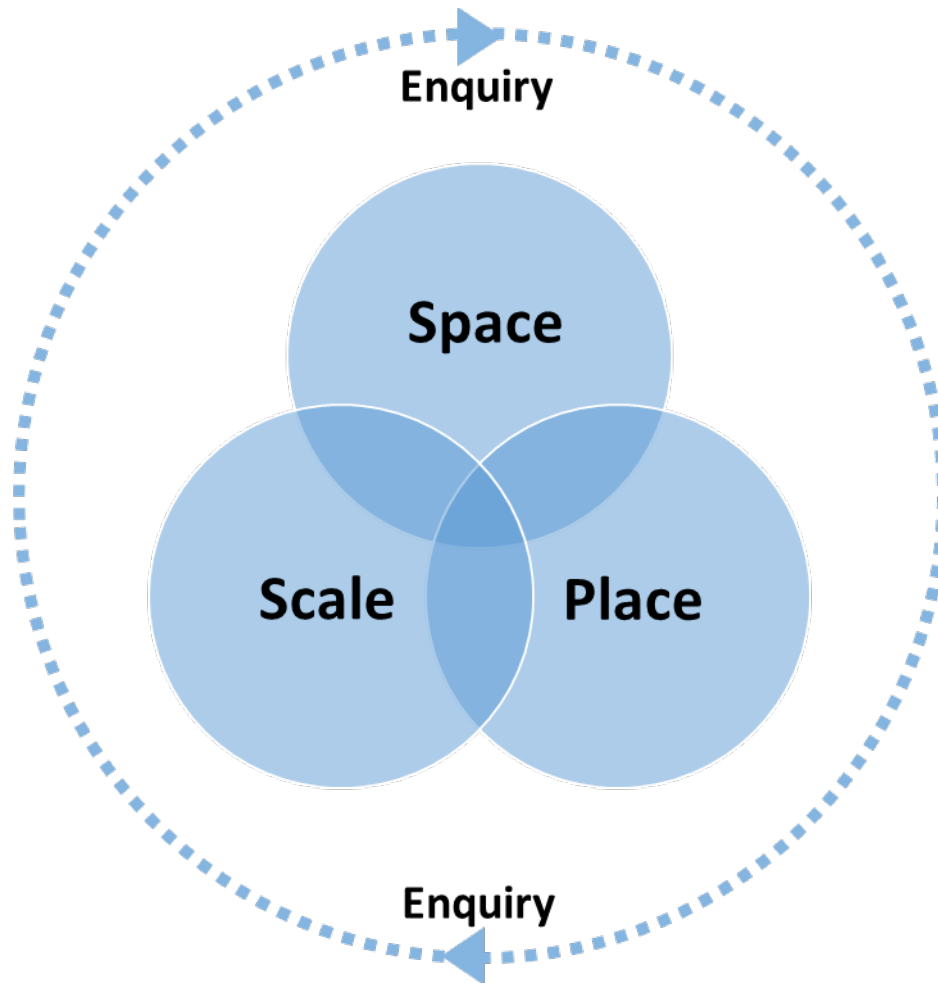


Developing spatial understanding to provide a sense of place.

Geography at Whitegate		
We aim to ignite fascination and foster passion and provide children with the twin pillars of modern geography: environmental and international knowledge. Children will develop essential and relevant knowledge which is foregrounded by an enquiry approach, supplemented by geographical imagination, creativity and purpose, and safeguarded by the application of critical thinking skills.		
Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
The UK and local area The world and continents	Physical themes Human themes Understanding places and connections	Map and atlas work Fieldwork and Investigation

Core Geography

Place, space and scale are concepts which stand at the heart of geography and which provide fundamental organising principles



Place

What is this place called?
What is it like?
What kind of features does it have (human and physical)
How and why is it changing?
What do people do here?
How do I feel about it?
How does it compare to other places?

Space

Where is this place?
How does it connect to other places?
How can it be mapped?
What is unique about its location?

Scale

How does my view of this place change when I zoom in or out?
How and why are places connected?
What is the local/global story?

Secondary concepts such as **pattern**, **change**, **movement** and **interaction** underlie these fundamental ideas. Exploring these concepts and the connections between them is an essentially geographical endeavour.



Working like a geographer at Whitegate

Key Geographical Concepts:



The Physical world:

The land, water, air and ecological system; landscapes; and the processes that bring them about and change them.



Human environments:

Societies, communities and the human processes involved in understanding work, home, consumption and leisure – and how places are made.



Interdependence:

Crucially, linking the physical world and human environments and understanding the concept of sustainable development.



Place and space:

Recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns.



Scale:

The 'zoom lens' through which the subject matter is 'seen', and the significance of local, regional, national, international and global perspectives.



Young people's lives: using their own images, experiences, meanings and questions; 'reaching out' to children and young people as active agents in their learning.

Geographical Skills:



Asking geographical questions



Finding geographical information



Organising geographical information



Analysing geographical information



Answering geographical questions

Foundation 1

	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
Whitegate Skills and Knowledge Progression Points	The UK and Local Area Show our school on a map. Look at photos of our school. The world and continents Show the seas and oceans on a map. Discuss that they are represented as blue.	Physical Geography Can talk about some of the things they have observed such as plants, natural and found objects- what is in the sea? Talk about pictures of their school environment- using vocab about objects that is important to them Human Geography Shows interest in the lives of people who are familiar to them. Shows interest in different occupations (e.g a zoo keeper). Interdependence What is the same/different to different areas of our school? What is the same/different about different people in our school?	Map and Atlas Work Introduction to maps, children will know that the sea is blue and the land is (often) green on a map. Fieldwork and Investigation <u>Fieldwork question- "What natural objects can we find on the school grounds?"</u>- collect items as a group. Create a simple tally chart and count the objects found. Take photos of the objects found. Mark making opportunity- draw the items they have found or make marks with the items they have found. Make marks linking to a familiar space in school and talk about them. Use some positional language
	Map, sea, ocean, land, island, job, school, classroom, corridor, behind, next to, under, on top, in front, plant, tree		
Vocabulary			
Geographical Topics	Whitegate and me, Journeys, At the Zoo and on the farm		

Foundation 2

	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
Whitegate Skills and Knowledge Progression Points	The UK and Local Area To know where I live (Clifton). The world and continents Discuss how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes.	Physical Geography Look at similarities and differences in local environment (Clifton high street vs the flower park). Talk about Clifton- differences and similarities? Looks closely at patterns and change-linking to day and night. Human Geography Shows interest in different occupations and ways of life- discuss occupations of people in Clifton. Interdependence Discuss sustainability issues within Clifton- e.g litter. How can we look after our environment?	Map and Atlas Work Look at Clifton on a map- discuss it's locality within Nottingham. Fieldwork and Investigation Fieldwork question- "What is the favourite coloured door on Middlefell Way?"-children will gather this data through a simple tally questionnaire. Draw a simple map of the street- where is school, the shop, the houses?
Vocabulary	City, town, road, street, park, shops, trees, weather, rain, hot, cold, sunny, cloudy, windy		
Geographical Topics	Clifton and me, Around the world		

Year 1

	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
Whitegate Skills and Knowledge Progression Points	The UK and Local Area Know the names of the four countries that make up the UK and name the three main seas that surround the UK. The world and continents Know the names of the four countries that make up the UK and name the three main seas that surround the UK.	Physical Geography Understand geographical similarities and differences through studying the physical geography of a small area of the UK (Lyme Regis) Human Geography Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Know the main differences between city, town and village- link to "The world and my school" topic. Interdependence Discuss how the location of Lyme Regis is similar/different to Nottingham.	Map and Atlas Work Know where the equator, North Pole and South Pole are on a globe. Know which is N E S and W on a compass. Know their address including postcode. Locate Nottingham on a map. Fieldwork and Investigation <u>Fieldwork question-</u> "Which direction does the wind blow most of the time?"- Create a wind measurer and gather simple data about the wind on the school grounds. Collect quantitative data and record on simple graph.
Vocabulary	Country, sea, ocean, continent, Europe, season, weather, North and South Pole, equator, beach, cliff, coast, forest, hill, mountain, soil, valley, city, town, village, factory, farm, port, harbour, shop, map, globe, compass, postcode, location.		
Geographical Topics	The world and my school, Explorers (mainly history), Dinosaurs		

Year 2

	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
Whitegate Skills and Knowledge Progression Points	The UK and Local Area Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.	Physical Geography Study the physical geography of a place in England (Clifton) and compare its features to that of another non-European location (Luxor). Know which is the hottest and coldest season in the UK Know and recognise the main weather symbols.	Map and Atlas Work Construct a simple map using aerial photos (Clifton highstreet). Revisit the points on a compass.
	The world and continents Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world. Know features of hot and cold places in the world. Know the main differences between a place in England and that of a small place in a non-European country (Luxor).	Human Geography Study the human geography of a place in England (Clifton) and compare its features to that of another non-European location (Luxor).	Fieldwork and Investigation <u>Fieldwork question-</u> "What types of buildings are in our local area?"- fieldtrip to Clifton high street. Look at the use of the buildings, take photos. Create a simple labelled map of the highstreet. Know and use the terminologies: left and right, below, next to.
		Interdependence How can we look after our seas and oceans?	
Vocabulary	Capital city, human, physical, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory farm, house, office, port, harbour, shop, atlas, globe, map, left, right, below, next to, key, compass, (recap of previous years' vocabulary will be needed).		
Geographical Topics	The United Kingdom and Luxor, Egypt, Weather Fieldwork, London's Burning (mainly history based).		

Year 3

	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
Whitegate Skills and Knowledge Progression Points	The UK and Local Area Know at least five differences between living in the UK and a Mediterranean country.- e.g.: link to Italy (Mount Vesuvius). The world and continents Know the names of and locate at least eight European countries. Know the names of and locate at least eight counties and six cities in England. Know the names of four countries from the southern and four from the northern hemisphere. Know what is meant by the term 'tropics'.	Physical Geography Know what causes an earthquake. Label the different parts of a volcano- case study Mount Vesuvius, Label layers of a rainforest. Human Geography Know what deforestation is. Interdependence Understand how the environment is at risk from factors such as climate change and deforestation.	Map and Atlas Work Use maps and globes to locate the equator and the Tropics of Cancer and Capricorn. Fieldwork and Investigation <u>Fieldwork question-</u> How can we make our school grounds more bee friendly? Know and name the eight points of a compass.
Vocabulary	Names of countries and major cities (worldwide), , land-use, region, latitude, longitude, equator, Northern and Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, larva, magna, ash, crater, vent, seismograph, tectonic plates, magnitude, Richter scale, aftershock, epicentre volcanoes, Ordnance survey map, climate, deforestation, (recap of previous years' vocabulary will be needed).		
Geographical Topics	UK and regions (East Midlands), Volcanoes and Earthquakes, Bee Fieldwork		

Year 4

	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
Whitegate Skills and Knowledge Progression Points	The UK and Local Area Know where the main mountain regions are in the UK. Know, name and locate the main rivers in the UK. The world and continents Know the names of and locate at least eight major capital cities across the world.	Physical Geography Know and label the main features of a river. Know the name of and locate a number of the world's longest rivers. Know the names of a number of the world's highest mountains. Explain the features of the water cycle. Human Geography Know why most cities are located by a river. Interdependence Discuss flooding linking to rivers- who is to blame?	Map and Atlas Work Use maps to locate European countries and capitals.(including Russia) Fieldwork and Investigation <u>Fieldwork question- "What is the environmental impact of human actions on our local river?"</u> - Visit the Embankment and discuss how the river is used and the impact this has on the environment. Know how to plan a journey within the UK, using a road map (E.g.: how to get to Eyam).
	Vocabulary Names of rivers, tropics, equator, river, meander, flood plains, inter-locking spurs, bank, waterfalls, rapids, v-shaped valley, atmosphere, condense, evaporates, clouds, precipitation, trade, energy, minerals, topography, land use (recap of previous years' vocabulary will be needed)		
Geographical Topics	Italy (Campania-region, rivers and locality study fieldwork), weather fieldwork		

Year 5

	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
Whitegate Skills and Knowledge Progression Points	The UK and Local Area Recap from KS1- locate London on a map. Identify the position and significance of the Prime/Greenwich Meridian. The world and continents Know the names of, and locate, a number of South or North American countries, including Caribbean countries.	Physical Geography Know key differences physical between living in the UK and a region elsewhere. Know what is meant by biomes. What are the features of a specific biome? Human Geography Know key human differences between living in the UK and a region elsewhere (push and pull factors). Interdependence How do immigrants impact on Britain today?	Map and Atlas Work Know how to plan a journey within the UK, using a road map (to London). Fieldwork and Investigation <u>Fieldwork question-</u> What trees, plants and animals are in our local ecosystem?
Vocabulary	Temperature, rainfall, precipitation, time zones, GMT, economy, pull factors, push factors (linking to the Wind Rush immigrants), Celsius, biome, tundra, desert, grassland, flora, fauna, (recap of previous years' vocabulary will be needed)		
Geographical Topics	Biomes (fieldwork), Mexico		

Year 6

	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
Whitegate Skills and Knowledge Progression Points	The UK and Local Area Understand key topographical features of an area of the UK and land use patterns, understanding how these have changed over time. The world and continents Know about time zones and work out differences. Know the names of and locate some of the world's deserts. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (recap from previous years)	Physical Geography Know main physical differences between developed and third world countries. Human Geography Know why industrial areas and ports are important. Know main human differences between developed and third world countries. Interdependence How does the development of third world countries effect climate change?	Map and Atlas Work Know what most of the Ordnance survey symbols stand for Know how to use six-figure grid references. Fieldwork and Investigation <u>Fieldwork Question-</u> Can our school reduce it's plastic waste?
Vocabulary	Developing, developed, industrial, third world, first world, source (river), estuary, precipitation, humidity, evaporation, economic, income, life expectancy, infrastructure, trade, (recap of previous years' vocabulary will be needed)		
Geographical Topics	Our Planet: Our Future (Economic, Trade & distribution of natural resources.), sustainability fieldwork		