

## Whitley Village School

### Geography Curriculum

**Intent:** 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 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.

#### Key Stage One

##### Key Skills

##### Vocabulary

##### **Locational Knowledge**

- Name and locate the different continents and oceans.
- Name the four countries in the United Kingdom (and their capital cities) and locate them on a map, atlas and globe.
- Name the seas surrounding the United Kingdom and locate/identify them on a map, atlas and globe.

##### **Place Knowledge**

- Explain and identify the difference between human and physical geographical features in UK.
- Explain and identify the difference between human and physical geographical features in a contrasting non-European country.

##### **Human and physical geography**

- Identify seasonal and daily weather patterns.
- Locate hot and cold places in the world in relation to the equator and North and South poles.
- Explain how the weather changes throughout the year in the UK.

##### **Geographical skills and fieldwork**

- Devise a simple map and use/construct symbols in a key.
- Use simple compass directions and locational directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Observe and study the geography of the school and its grounds, and the key human and physical features.

Understand words and phrases like: (key physical features) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, equator. (Key human features) city, town, village, factory, farm, house, office, port, harbour and shop.

#### Year 1

##### Autumn

##### Spring

##### Summer

##### **What is it like where I go to school?**

- Devise a simple map and use/construct symbols in a key.
- Use simple compass directions and locational directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features in my local area.
- Observe and study the geography of the school and its grounds, and the key human and physical features.

##### **What is the weather like around the world?**

- Identify seasonal and daily weather patterns in the United Kingdom
- Identify the location of the Equator, North and South poles
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.

##### **What is Whitley different to Gambia?**

- 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.
- Devise a simple map and use/construct symbols in a key.
- Use simple compass directions and locational directional language to describe the location of features and routes on a map.

<p><b>Links:</b> Science / History – Remembrance</p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b></p>	<p><b>Links:</b> Science</p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b></p>	<ul style="list-style-type: none"> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</li> </ul> <p><b>Links:</b> Science</p> <p><b>Revisit/Comparison:</b> How does the weather in Gambia compare to the weather in Whitley?</p> <p><b>Trip:</b> Whitley Village</p>
<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Identify several human and physical features of the local area.</li> <li>• Use simple compass directions</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Recap geographical knowledge of our local area from Autumn term.</li> <li>• Explain where the equator, north and south poles are located</li> <li>• Explain where we could find hot and cold places in the world</li> </ul>
<b>Year 2</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p style="text-align: center;"><b><u>Study of Whitley Village</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the different continents and oceans.</li> <li>• Name the four countries in the United Kingdom (and their capital cities) and locate them on a map, atlas and globe.</li> <li>• Name the seas surrounding the United Kingdom and locate/identify them on a map, atlas and globe.</li> <li>• Describe human and physical features of a local area</li> <li>• Understand the effect of landscape features on the development of a locality</li> <li>• Describe how people have been affected by changes in the environment.</li> <li>• Explain about natural resources e.g., water in the locality.</li> </ul> <p><b>Links:</b></p> <p><b>Revisit/Comparison:</b> How does Whitley Village compare to where they live/Grandparents live/holiday destination? What is similar/different? Why could this be?</p> <p><b>Trip:</b> Village visit</p>	<p style="text-align: center;"><b><u>South America</u></b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting a place in the UK (Northwich) with the rainforest (Brazil)</li> <li>• Devise a simple map and use/construct symbols in a key.</li> <li>• Use simple compass directions and locational directional language to describe the location of features and routes on a map.</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Identify seasonal and daily weather patterns.</li> <li>• Name the seas surrounding the United Kingdom and locate/identify them on a map, atlas and globe.</li> <li>• Understand geographical similarities and differences of human and physical geography of a region of the United Kingdom, a region within South America (Brazil)</li> </ul> <p><b>Links:</b> Science / PSCHÉ – Fair Trade</p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Northwich Visit</p>	<p style="text-align: center;"><b><u>Rivers and The Water Cycle</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate key rivers in counties and cities of the United Kingdom looking at geographical regions and their identifying human and physical characteristics.</li> <li>• Describe and understand key aspects of human and physical geography in relation to rivers.</li> <li>• Use ordnance survey maps, symbols and key alongside four figure grid references.</li> <li>• Recognise some physical and human processes and explain how these can cause changes in places and environments.</li> <li>• Identify the effect of water on people and landscapes, including physical features of rivers.</li> <li>• Identify the effect of erosion and deposition on rivers.</li> <li>• Explore and identify the stages of the water cycle</li> </ul> <p>Settlement -how they differ and change, including why they differ in size and character and an issue arising from changes in land use.</p> <p><b>Links:</b> Science – The Water Cycle /English -Rivers</p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Boat trip along the River Weaver</p>

<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Where is Gambia?</li> <li>• What is it like in Gambia (physical/human features)?</li> <li>• How does Gambia compare to Whitley?</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Name and locate the continents</li> <li>• Name the four countries of the UK and their capital cities</li> <li>• Locate Whitley on a map and identify several human and physical features</li> <li>• Identify how the local area has changed over time</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• List human/physical similarities and differences between Brazil and Northwich</li> <li>• Explain climate patterns in Brazil/Northwich</li> <li>• Name the surrounding seas of the UK and identify on a map</li> </ul>
<b>Lower Key Stage Two</b>		
<b>Key Skills</b>		<b>Vocabulary</b>
<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Identify and locate countries on a world map to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Name and locate counties and cities of the United Kingdom looking at geographical regions and their identifying human and physical characteristics.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America)</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of human and physical geography.</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use ordinance survey maps, symbols and key alongside four figure grid references.</li> <li>• Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass.</li> <li>• 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, graphs (pictogram, bar charts) and digital technologies (Google Earth, Digi-maps).</li> </ul>		<p>Understand words and phrases like: regions, countries, counties, characteristics, climate zones, biomes and vegetation belts, volcanoes, earthquakes, cycle, distribution, natural resources, Arctic and Antarctic Circle.</p>
<b>Year 3</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p style="text-align: center;"><b><u>Where does our food come from?</u></b></p> <ul style="list-style-type: none"> <li>• Identify and locate countries on a world map to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied.</li> </ul> <p><b>Links:</b> D.T – Cooking / Science – Healthy Eating</p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Tesco’s – Where does our food come from?</p>	<p style="text-align: center;"><b><u>Coasts</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate coastal areas of the United Kingdom looking at geographical regions and their identifying human and physical characteristics.</li> <li>• Describe and understand key aspects of human and physical geography in relation to coasts.</li> <li>• Use ordinance survey maps, symbols and key alongside four figure grid references.</li> <li>• Recognise some physical and human processes and explain how these can cause changes in places and environments.</li> <li>• Identify the effect of water on people and landscapes, including physical features of coasts.</li> <li>• Identify the effect of erosion and deposition on coasts.</li> <li>• Settlement -how they differ and change, including why they differ in size and character and an issue arising from changes in land use.</li> </ul>	<p style="text-align: center;"><b><u>The Mediterranean</u></b></p> <ul style="list-style-type: none"> <li>• Locate European countries, including the location of their environmental regions, key physical and human characteristics and major cities.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region within a European country.</li> <li>• Investigate types of settlement and land use, economic activity, including trade links</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe)</li> </ul>

	<p><b>Links:</b></p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Visit the coast of Wales (Anglesey)</p>	<p><b>Links:</b> French</p> <p><b>Revisit/Comparison:</b> How does the coast of the UK compare with the Mediterranean coast?</p> <p><b>Trip:</b></p>
<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Name and locate several rivers in the UK.</li> <li>Explain physical and human impacts of rivers.</li> <li>Identify ways settlement and land use in areas with large rivers can change e.g., transportation of goods on the river</li> <li>Explain the water cycle</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Identify countries in Europe and name several physical and human features.</li> <li>Explain where our food comes from and why it originates from that destination e.g., climate etc.</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Name and locate several coastal areas in the UK</li> <li>Explain physical and human impacts of coastal areas</li> <li>Identify ways settlement and land use in coastal areas change</li> </ul>
<b>Year 4</b>		
<b>Autumn</b>	<b>Autumn</b>	<b>Autumn</b>
<p style="text-align: center;"><b><u>Where shall I settle?</u></b></p> <ul style="list-style-type: none"> <li>Identify and locate countries on a world map to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Name and locate counties and cities of the United Kingdom looking at geographical regions and their identifying human and physical characteristics.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America)</li> <li>Describe and understand key aspects of human and physical geography that could have influenced the Romans, Vikings, and Anglo-Saxons to settle in Britain.</li> </ul> <p><b>Links:</b> No Outsiders – Refugees/ History – WW2 Evacuees</p> <p><b>Revisit/Comparison:</b> How do people choose a place to settle in today?</p> <p><b>Trip:</b> Chester</p>	<p style="text-align: center;"><b><u>Why did the Egyptians farm on the Nile?</u></b></p> <ul style="list-style-type: none"> <li>To locate and describe key features of the river Nile.</li> <li>Explain that the Ancient Egyptians settled along the banks of the river Nile.</li> <li>Locate Egypt and the River Nile on maps.</li> <li>Describe the climate of Egypt.</li> <li>Describe the three seasons in the Ancient Egyptian farming year.</li> <li>Explain the importance of the Nile in providing both water &amp; fertile soil for the Ancient Egyptians.</li> <li>To understand that boats on the river Nile were the main transport system used by Ancient Egyptians and describe and explain their uses.</li> </ul> <p><b>Links:</b></p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Liverpool World Museum</p>	<p style="text-align: center;"><b><u>Journey across the seas</u></b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom looking at geographical regions and their identifying human and physical characteristics.</li> <li>Identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Links:</b> History – Anglo Saxons</p> <p><b>Revisit/Comparison:</b> How did the Greeks/Mayans/Egyptians decided where to settle?</p> <p><b>Trip:</b></p>
<b>Previous Knowledge Recap...</b>	<b>Previous Knowledge Recap...</b>	<b>Previous Knowledge Recap...</b>

<ul style="list-style-type: none"> <li>Identify several places located in the Mediterranean.</li> <li>Identify key physical and human features of places in the Mediterranean.</li> <li>Explain similarities and differences between locations in the Mediterranean.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key settlement locations in the UK and explain their attraction to different settlers.</li> <li>Identify physical and human features of initial UK settlements e.g., Yorkshire for the Vikings</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Locate and describe key features of the river Nile.</li> <li>Explain the importance of the River Nile to the Egyptians</li> <li>Identify why the Egyptians settled on the banks of the river Nile</li> </ul>
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**Upper Key Stage Two**

**Key Skills**

**Vocabulary**

**Locational Knowledge**

- Identify and locate countries on a world map to focus on Europe (including location of Russia) and North and South America concentrating on their environmental regions, key physical and human characteristics countries and major cities.
- Understand land-use patterns; and how some of these aspects have changed in the UK over time.
- 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.
- Place Knowledge**
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America)

**Human and physical geography**

- Describe and understand key aspects of human and physical geography.

**Geographical skills and fieldwork**

- Use ordinance survey maps, symbols and key alongside six figure grid references.
- Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied.
- Use the eight points of a compass.
- 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, graphs (line graphs) and digital technologies.

Understand words and phrases like: The Tropic of Cancer and the Tropic of Capricorn, latitude, longitude, Northern Hemisphere, Southern Hemisphere, cycle, trade, energy, time zones, Arctic and Antarctic Circle, Prime/Greenwich Meridian

**Year 5**

**Autumn**

**Spring**

**Summer**

**Case study- What human/ physical impact did the war have on the North of England?**

- Understand land-use patterns; and how some of these aspects have changed in the UK over time.
- Describe and understand key aspects of human and physical geography

**Links:** History – WW2

**Revisit/Comparison:**

**Trip:** Stockport Air Raid Shelter

**Earthquakes and Volcanoes**

- To understand the structure of the Earth.
- To understand that the Earth's crust is split into tectonic plates.
- To locate the world's famous volcanoes.
- To understand what causes an earthquake.
- To locate the world's biggest earthquakes.
- Explore the human and physical impacts earthquakes and volcanoes have on their local area.

**Links:** Science -Rocks

**Revisit/Comparison:**

**Trip:**

**Local area study – SALT**

- Use ordinance survey maps, symbols and key alongside six figure grid references.
- Use the eight points of a compass.
- Understand land-use patterns; and how some of these aspects have changed in the UK over time.
- Describe and understand key aspects of human and physical geography
- 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, graphs (line graphs) and digital technologies.

**Links:** History – The history of Salt

		<b>Revisit/Comparison:</b> <b>Trip:</b> Saltworks Museum, Anderton Boat Lift
<b>Previous Knowledge Recap...</b> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom and identify human and physical characteristics.</li> <li>Identify types of settlement, land use and economic activity that would have influenced settlers to settle in a chosen area.</li> </ul>	<b>Previous Knowledge Recap...</b> <ul style="list-style-type: none"> <li>Identify key physical and human features of the North of England.</li> <li>Identify why the North of England was targeted during WW2</li> <li>Explain the impact WW2 had on the North of England.</li> </ul>	<b>Previous Knowledge Recap...</b> <ul style="list-style-type: none"> <li>Explain the structure of the Earth</li> <li>Identify how volcanoes and earthquakes are caused</li> <li>Identify the physical and human impact of earthquakes and volcanic eruptions</li> </ul>
<b>Year 6</b>		
<b>Autumn</b>	<b>Autumn</b>	<b>Autumn</b>
<b><u>Where was Ancient Greece?</u></b> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe)</li> <li>Identify the key states of Ancient Greece</li> <li>Identify physical and human features that played an important part in Ancient Greek life</li> <li>Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied.</li> </ul> <b>Links:</b> History – Ancient Greeks / English – Myths <b>Revisit/Comparison:</b> <b>Trip:</b> World Museum Liverpool	<b><u>Climate Change</u></b> <ul style="list-style-type: none"> <li>Understand how humans affect the environment over time.</li> <li>Know about changes to the world environments over time.</li> <li>Understand why people seek to manage and sustain their environment.</li> </ul> <b>Links:</b> Science / English – The Promise / Rights <b>Revisit/Comparison:</b> <b>Trip:</b>	<b><u>Time Zones</u></b> <ul style="list-style-type: none"> <li>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.</li> <li>Understand, identify, explain and compare time zones.</li> </ul> <b>Links:</b> Science – Space <b>Revisit/Comparison:</b> <b>Trip:</b>
<b>Previous Knowledge Recap...</b> <ul style="list-style-type: none"> <li>Explain the meaning of 'wich' to the local area</li> <li>Identify key events in the discovery of salt in the local area</li> <li>Identify the human and physical impact to the local area on the discovery of salt</li> <li>Explain the locational benefit for transportation of salt</li> </ul>	<b>Previous Knowledge Recap...</b> <ul style="list-style-type: none"> <li>Identify where Ancient Greece was on a map</li> <li>Discuss the difference in land use between then and now</li> <li>Identify the name of several city-states.</li> <li>Identify the importance of Greece's physical features of the Ancient Greek's way of life</li> </ul>	<b>Previous Knowledge Recap...</b> <ul style="list-style-type: none"> <li>Explain the meaning of climate change</li> <li>Identify and use a range of key scientific vocabulary to explain the process of climate change</li> <li>Give causes and effects of global warming (human and physical)</li> <li>Identify ways to combat climate change</li> </ul>

