

Geography Curriculum Sequence - September 2023

A fully grown Whitegate End geographer will be able to articulate and explain what Geography is. Equipped with extensive geographical knowledge and vocabulary, they will have a sense of curiosity about the world and people and an excellent knowledge of different places. Our geographers will have an excellent understanding of the ways in which places are organised, interdependent and interconnected. They will understand how human and physical environments are related. They will be fluent in geographical enquiry and presentational techniques and be able to reach clear conclusions and develop a reasoned argument to explain findings. Using their imagination and creativity to interpret and represent geographical subject matter, they will be able to competently develop fieldwork and other geographical skills and techniques. As they move to secondary education, they will be able to express well-balanced opinions, supported and evidenced with knowledge and understanding about current and contemporary issues in society and the environment.

My World – The Earth (North and South America)

In Year 6 we continue to develop our vocabulary for Physical and Human Geography, with a focus on features that can be found around the world. We will focus our research on The Tropics, in particular the geographical features of South America. This gives us a solid understanding of different physical features such as the Cotopaxi volcano and re Amazon Rainforest.

Opportunities for oracy will be key, considering the impact of developing natural land and the impact that deforestation has had on the Amazon rainforest. The children will have opportunity to use all of their Geographical knowledge to create their own county, using Minecraft Education, building different developments to meet the demands of the biome they are in.

My Continent - Europe

In Year 5 we learn new Physical and Human geographical vocabulary. Our focus is on the continent we live in – Europe. We use disciplinary knowledge to find countries on a map and can identify some of the key regions. We understand how mountain ranges are formed and can identify the tallest mountains in Europe – and compare them to other mountains around the world. We build on our knowledge of rivers and compare the rivers of the UK with the ode of the continent.

There will be opportunities to play and oracy, through role play opportunities, such as a class Travel Agency, and opportunities for debate.

My Country – The UK

In Year 4, we continue to build our geographical vocabulary. We focus on the whole of the UK and name and locate other cities from across the UK, identifying both physical and human features. The children will learn about the different geographical regions and their identifying what makes each region 'unique'. They will lean about the different biomes, climate ones, vegetation belts, rivers and mountains of the UK.

Year 4 children will also understand the water cycle and its impact on the human and physical Geography of the UK.

My City - Manchester

In Year 3, we continue to build our geographical vocabulary, identifying both physical and human features. We focus on the region of Manchester but also locate other cities from across the UK. The children will learn that there are both urban and rural areas in Manchester, and will understand the similarities and differences between them.

The children will learn about the 8 points of a compass and use these to support their own fieldwork. This will focus on the 3 major rivers of Manchester, including our nearest, the River Irk, and how the development of canals has impacted on the city and surrounding areas in recent history.

My Town - Oldham

In year 2, our Geography work will focus on comparing rural and urban areas of Oldham, our nearest town. We will compare the human and physical features of Oldham Town Centre and Castleshaw/Diggle and identify similarities and differences. We will learn how to read maps in further detail, using directional language and building on our understanding of simple compass points.

We use our knowledge of directions to plan or own journey. We will learn how to use maps, atlases and globes to identify and locate the world's seven continents and oceans. Some of this learning will take place in 'stand-alone' lessons, in order to meet the needs of the National Curriculum.

My School - Whitegate End

In Year 1, our Geography work will focus on the location of our school and planning directions around our school – for example, from Early Years to The Office. We will be able to use our Oracy skills and give directions such as, left and right. We will use simple compass directions both physically and also verbally and use basic symbols in a key to create our own map of our school. We will explore and use aerial photographs to recognise both human and physical features linked to this. Key Vocabular

Hemisphere, latitude, longitude, tropics, peak/summit, valley, cliff, ridge, plateau, terrain, tectonic plates, eruption, magma, lava, dormant, fault, grid reference, ordinance survey, continent, expedition

Key Vocabulary

Settlements, compass, trade, export, environment, hemisphere, economy, ordnance survey, co- ordinates, field work, resource, developing country, human geography, physical geography, Atlantic, Mediterranean

Key Vocabulary

Hemisphere, latitude, longitude, tropics, peak/summit, valley, cliff, ridge, plateau, terrain. Hills, mountains, coast, rivers, trade, climate, county, region, forest, wetlands, biomes

Key Vocabulary

Abrasion, attrition, banks, channel, coastline, condensation, corrosion, course, distribution, erosion, evaporation, precipitation, riverbed, source

Key Vocabulary

Continent, country, ocean, Human / Physical, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season, city, town, village, factory, farm, house, office, port, harbour, aerial, landmarks, fieldwork, maps, key, symbols, environment

Key Vocabulary

Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, key human features: city, town, village, factory, farm, house, office, port, harbour and shop

Some of this learning will take place in 'stand-alone' lessons, in order to meet the needs of the National Curriculum.

Reception Roots – Me, My Home, My Family

In EYFS, our Geography Curriculum will link closely to the EYFS Framework objectives in Understanding The World and provides children with the knowledge and experiences needed to embark on the Geography journey they will take in Key Stage 1. The theme of this work is 'Me, My Home, My Family'. The EYFS topic will work on 'Living In A Material World' and will provide the children with lots of opportunities to participate in construction, taking and hands on approach to building with man-made and natural resources. During this the children will explore the properties of materials and their appropriateness when building, such as insulating and waterproof. The children learn about the similarities and differences between their own house and the houses of others, and learn to recognise other famous landmarks. School study, seasons, compass directions, aerial photographs, equator, North and South Poles, continents and oceans

Key Vocabulary

Seasons, environment, changes, difference, similarities, compare, home, map, navigate, journey, travelling, transport, insulator, waterproof, home, houses, detached, terraced, apartment, windows, doors, material, plastic, wood, glass, metal, rough, sooth, bendy, rigid, build, construct





Key Stage One

Locational knowledge

name and locate the world's seven continents and five oceans

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a sma European country

Human and physical geography

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 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

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

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the a map

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct be 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 e

Key Stage Two

Locational knowledge

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmer characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographica coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic a Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Euro North or South America

Human and physical geography

describe and understand key aspects of:

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

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Geographical skills and fieldwork

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 world

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, platechnologies



all area in a contrasting non-	
n and South Poles	
e location of features and routes on	
asic symbols in a key	
environment.	
ntal regions, key physical and human	
l features (including hills, mountains,	
ind Antarctic Circle, the	
opean country, and a region within	
gy, food, minerals and water	
f the United Kingdom and the wider	
ans and graphs, and digital	



