



Our approach to Geography at Whitegate

Our vision for Geography

At Whitegate End, our vision for Geography is to provide a positive and caring environment and learning opportunities for every child to engage fully within the geography curriculum. Our aim, with the implementation of high quality teaching and learning, provides a means of exploring, appreciating and understanding of the world in which we live and how it has evolved.

Alongside the national curriculum, the geography curriculum at Whitegate End develops children's knowledge and understanding of the importance of the interaction between physical and human features of the planet in which they **belong**. Each year group has key learning, sticky knowledge and key vocabulary that shows a clear progression and development of skills ensuring each child leaves with all the tools and knowledge to become **lifelong learners**.

Geography intent

The geography curriculum allows children to make sense of the world. Through their development of life skills and learning, geography allows children to learn about their area, compare life in their locality to other localities in the world. It allows children to develop and embed skills to promote curiosity and **lifelong learning** of the world and allows them to make sense of maps/locations, develop meaning through progressive vocabulary and make learning real through fieldwork.

The future of our planet is currently a world wide focus and we strive to develop children's **passion** for the planet. The geography curriculum here at Whitegate End allows children to link the impact of the human environment and physical environment. Areas of study in the curriculum allow the children to explore and gain knowledge of the **ever-changing world** and teaching for a sustainable future.

Key teaching principles – linked to National Curriculum and aims

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.



How it is taught

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 the 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 country, using Minecraft Education, building different developments to meet the demands of the biome they are in.

Key Vocabulary

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

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 ones 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.

Key Vocabulary

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

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 learn about the different biomes, climate zones, 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.

Key Vocabulary

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

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.

Key Vocabulary

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



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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 our 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.

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

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.

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

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

School study, seasons, compass directions, aerial photographs, equator, North and South Poles, continents and oceans

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 a 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.

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, smooth, bendy, rigid, build, construct



Our approach to Geography at Whitegate

Assessment

At Whitegate End, assessment is an integral part of the teaching process. This informs planning as part of our adaptive teaching approach. Every geography topic taught, children will have a pre and post assessment to assess their learning and will revisit their sticky learning throughout the year. This will allow the children to develop their recall. Children will receive feedback frequently, guided by the school's marking policy.

Links to other areas of the curriculum

As Geography is a Driver subject it will be linked to other Enhancer subjects such as, art, computing or music. This creates a broad and balanced curriculum, as well as providing a more creative, enjoyable approach to teaching and learning.