

## WOODLANDS PRIMARY SCHOOL GEOGRAPHY CURRICULUM OVERVIEW

### EYFS CYCLE A

Our EYFS topics and their links to Geography are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>All About Me</b>	<b>Marvellous Minibeasts</b>	<b>Journeys</b>	<b>Journeys</b>	<b>Amazing Animals</b>	<b>Super-veggies</b>
<p>Exploring our learning environment inside and outside.</p> <p>Talking about our homes and different types of homes.</p> <p>Layout of the house and different functions of each room.</p> <p>Who lives in our home?</p>	<p>Where do I live?</p> <p>Caring for our environment (forest school).</p> <p>Autumn walk - explore the environment and the changes.</p> <p>Bug hunts</p> <p>Introduce vocabulary: habitat</p>	<p>Programme beebots to go on a journey on a playmat.</p> <p>Share journeys that children have been on – modes of transport / pictures</p> <p>Winter walk - explore ice/environment.</p> <p>Use Google Earth to locate Ellesmere Port</p> <p>Compare London to Ellesmere Port</p>	<p>School walk, making and using maps/plans of the school site.</p> <p>Invite children from other countries to bring in photos/objects from their native countries; children/staff to bring in objects/photos from a special journey to a different country.</p> <p>Modes of transport – how we travel.</p> <p>Spring walk – explore the environment and the changes.</p>	<p>Use Chester Zoo interactive map prior to visit.</p> <p>Visit Chester Zoo.</p> <p>Create pictorial map of zoo after visit.</p> <p>Outdoor learning - habitats</p> <p>Walks to the local library.</p>	<p>Where do vegetables come from?</p> <p>Farm in a box resource.</p> <p>Visit to local farm.</p>

## EYFS CYCLE B

Our EYFS topics and their links to Geography are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Houses & Homes	Amazing Animals	Near and Far	Minibeasts	Under the Sea
<p>Exploring our learning environment inside and outside.</p> <p>Talking about our homes.</p> <p>Who lives in our home?</p> <p>Discuss family members and school community.</p> <p>Look at the location/geography of our school.</p> <p>Discuss Ellesmere Port.</p>	<p>Where do I live?</p> <p>Different types of homes.</p> <p>Think about their homes; layout of the house and different functions of each room.</p> <p>Programme beebots to go on a journey on a playmat.</p> <p>Caring for our environment (forest school).</p> <p>Autumn walk - explore the environment and the changes.</p>	<p>Locate Ellesmere Port using Google Earth.</p> <p>Use Chester Zoo interactive map prior to visit.</p> <p>Visit Chester Zoo.</p> <p>Create pictorial map of zoo after visit.</p> <p>Winter walk - explore ice/environment.</p>	<p>Outdoor learning - Easter egg hunt around the school.</p> <p>School walk, making and using maps/plans of the school site.</p> <p>Children to share countries they have been to in the world.</p> <p>Invite children from other countries to bring in photos/objects from their native countries;</p> <p>Modes of transport – how we travel.</p> <p>Spring walk – explore the environment and the changes</p> <p>Walks to local library.</p>	<p>Spring/Summer walk - explore the environment and the changes.</p>	<p>Invite the children to bring in photos/ objects from the seaside, sharing experiences and the places they have been.</p> <p>Beach visit.</p> <p>Discuss features of the seaside.</p>

## KEY STAGE ONE

Pupils develop their knowledge about the world, the United Kingdom and their locality. They learn to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation.

### CREATIVE CURRICULUM YEAR 1 & 2:

	Autumn 1 & 2	Summer 1
CYCLE A	<b>Where do I belong?</b>	<b>Conservation</b>
	<p><i>Learning about where we belong in the world by exploring the geography of our school, our local area, our country and then our world.</i></p> <p>Year 1 children will devise a simple map of their classroom, use a map to track a journey around school, go on a walk around the area surrounding school, identifying and observing local landmarks. They will learn to recognise landmarks in Ellesmere Port, Chester, and England using Google Earth, and they will recognise that we live in a country called England, as well as name and locate the four countries in the United Kingdom.</p> <p>Year 2 children will make a simple map based on a story location, learn how to use a basic key, follow routes and identify landmarks on prepared maps of school and the surrounding area, and will use locational and directional language when exploring these places. They will learn the names of the four countries of the UK and their capital cities, and compare two places in the UK. They will learn the names of the seven continents and five oceans of the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><i>Linked to “The Last Wolf” literacy text – the wolf, lynx &amp; bear live in the one remaining tree in the forest, what will happen to them? Studying Delamere Forest – we consider how the local environment has changed and how it will continue to change.</i></p> <p>The Year 1 children will develop their fieldwork skills through exploring woods in the area surrounding school (located adjacent to the school’s Key Stage 2 site) and in nearby towns/cities (including Eastham Woods). The children will also explore and learn the 7 continents of the world.</p> <p>Year 2 children will also use fieldwork skills to explore woods in the area surrounding our school and will learn about other woods in the UK and in Canada. They will consider and discuss how Eastham Woods (in our local area) has changed over time (for example the bear pit). They will compare a town in Canada with Ellesmere Port, thinking about the physical and human features.</p>

	Autumn 1	Spring 1	Summer 1
	Me and the world	On Safari	Houses and homes

<p><b>CYCLE B</b></p>	<p><i>The children will think about their homes, their local area and where they belong in the UK.</i></p> <p>Year 1 children will devise a simple map of their classroom, use a map to track a journey around school, go on a walk around the area surrounding school, identifying and observing local landmarks. They will learn to recognise landmarks in Ellesmere Port.</p> <p>Year 2 children will make a simple map based on a story location, learn how to use a basic key, follow routes and identify landmarks on prepared maps of school and the surrounding area, and will use locational and directional language when exploring these places. They will learn the names of the four countries of the UK and their capital cities, and compare two places in the UK. They will learn the names of the seven continents and five oceans of the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><i>Linked to “The Lion Inside” literacy text – the giraffe at Chester Zoo wants to move to Kenya. Needs help to compare the zoo and its surrounding area/country to where his family are from, in Kenya.</i></p> <p>Year 1 children will learn to recognise landmarks in Chester and England using Google Earth. They will recognise that we live in a country called England, as well as name and locate the four countries in the United Kingdom. The children will also explore and learn the 7 continents of the world, including Africa.</p> <p>Year 2 children will learn the names of the seven continents and five oceans of the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will look at physical and human features of Kenya and compare to their local area.</p>	<p><i>Linked to “Goldilocks and the One Bear” literacy text – the Bear is lost in some woods in Ellesmere Port. What will he see while he is here? Where could he be?</i></p> <p>Year 1 children will develop their fieldwork skills through exploring woods in the area surrounding school (located adjacent to the school’s Key Stage 2 site) and in nearby towns/cities (including Eastham Woods).</p> <p>Year 2 children will also use fieldwork skills to explore woods in the area surrounding our school and will learn about other woods in the UK and in Canada. They will consider and discuss how Eastham Woods (in our local area) has changed over time (for example the bear pit). They will compare a town in Canada with Ellesmere Port, thinking about the physical and human features.</p>
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## KEY STAGE TWO

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes learning the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### CREATIVE CURRICULUM YEAR 3 & 4:

	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	“Wild vs Captivity”	Study: Chester	Volcanoes	Natural World - Rainforests	Natural World –Seas & Oceans
	<p><i>Linked with “Gorilla” literacy text (illegal trade in a gorilla) and exploring both our local area and the DRC, home to wild gorillas, before considering the pros and cons of zoos.</i></p> <p>Year 3 children will draw simple sketch maps of the area around school, learn to name, identify and start to use the eight points of the compass, locate and learn some key geographical features of the Democratic Republic of Congo and be introduced to natural resources the need for countries to trade. They will discuss positive and negative aspects of zoos</p>	<p><i>A brief study of Chester as part of the History topic of the Romans.</i></p> <p>As well as the history objectives in this unit, the children will learn how and why the Romans invaded and settled in Chester, and understand the impact the Romans had on life in Chester, both at the time and in modern day. They will use google maps to discuss and label Roman landmarks still evident in Chester and during a trip to the city they will follow a Roman soldier around Chester taking in the Roman landmarks first hand. Finally, they will complete a comparison study between key roman landmarks in Chester (e.g.</p>	<p><i>Linked with “When the Giant Stirred” literacy text and studying the formation, location &amp; impact of volcanoes &amp; eruptions (including in the past).</i></p> <p>Through research, experiments and hands-on learning, the children will become knowledgeable volcanologists. They will investigate what the earth is made of, explore what a volcano is and how they are formed, as well as investigating their internal and external structure.</p> <p>The children will learn the names of different types of volcanoes, locate where they are on a</p>	<p><i>Linked with “Where the forest meets the sea”, “Rainforest in 30 seconds” and “Blue John” literacy texts and involving a study of rainforests.</i></p> <p>The children will be introduced to the world's climate zones, biomes and vegetation belts, and will locate rainforests on a world map. , identify the different layers of the rainforest, identify and understand the significance of the equator, hemispheres and tropics and investigate the climate zones where rainforests are found. They will look in more detail at the Amazon Rainforest, identify animals which</p>	<p><i>Studying and considering a range of natural disasters from around the globe.</i></p> <p>All children will learn how earthquakes and tsunamis occur, how they are recorded/measured and how we as humans put measures in place to overcome/prevent/live with their dangers. Includes the study of historic earthquakes from past and present, and a case study of the Tsunami in the Indian Ocean in 2004.</p> <p>Can I identify and describe the climate zones of the world?Can I describe what a biome</p>

	<p>and present their learning in an information leaflet.</p> <p>Year 4 children will draw sketch maps of the wider local region and use eight compass points to locate features in that region. They will locate and describe some key geographical facts about the Democratic Republic of Congo, including its capital city. They will learn to explain in simple terms what natural resources are and why countries need to trade and will identify, explain and form their own opinion on the positive and negative aspects of zoos before presenting information using a media of their choice.</p>	<p>roman baths) and the usage of this land today.</p>	<p>world map and discover when these volcanoes last erupted before deciding whether they are extinct, dormant or active.</p> <p>Can I understand the positive and negative aspects of living near a volcano?</p>	<p>live in this rainforest and be able to discuss how the land is used in the amazon rainforest, including how the rainforest is under threat from humans.</p>	<p>is and name the main ones?Can I research and present information about rainforests and how to protect them?</p> <p>Can I identify and locate the continents and oceans on a world map?Can I explain how tectonic plate movement creates mountains and causes earthquakes?</p> <p>Can I show the 'Ring of Fire' and the tectonic plate boundaries on a world map?Can I create a poster/film to inform about earthquake safety?</p> <p>Can I understand how buildings are adapted to survive an earthquake?</p>
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Summer 1</b>
<b>Cycle B</b>	<b>Oceans and Coastal Adventures</b>	<b>Europe</b>	<b>Change over time in our locality</b>

	<p><i>Linked to “Alba the 100 Year old fish” literacy text - a study of the human and physical features of the UK and surrounding coastlines, including the impact of humans on marine life.</i></p> <p>Children will use maps, atlases and Google Maps to locate cities and seas around the United Kingdom. Children will identify the 9 regions of England using maps and they will investigate the impact of humans on the environment in the form of the seas and marine animals (eg through overfishing and pollution).</p>	<p><i>A study of the continent’s countries, landmarks and geographical features (physical and human).</i></p> <p>The children will use an eight-point compass, simple grid references, symbols and keys to build their knowledge of the UK before using maps, atlases and Google maps to locate and name countries in Europe and some of their capital cities.</p> <p>They will learn to identify some of the flags of European countries and some of the famous physical and human features of the continent.</p>	<p><i>A survey of our local woods to answer an inquiry question; and a study of how and why the local land use has changed over time.</i></p> <p>The children will determine a question to answer; collect data, draw a sketch map from life, analyse their findings to answer their inquiry question and use research and presentation skills to communicate the results using geographical vocabulary.</p>
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# CREATIVE CURRICULUM YEAR 5 & 6:

	Autumn 1 & 2	Summer 1 & 2
CYCLE A	<b>Rivers / mountains</b>	<b>Eco Warriors / Illegal Wildlife Trade</b>
	<p><i>Linked with “Queen of the Falls” literacy text includes geography study of rivers and mountains in the UK and the world, identifying physical geographical features, land use and water aspects of places studied.</i></p> <p>Children will learn about the water cycle, use maps and atlases to locate some of the main rivers and mountains of both the UK and the world, as well as conduct in depth studies of rivers and mountains. They will learn the key features of a river, how rivers change over time, and compare the way rivers are used by people, and they will learn how mountains are formed, their topography, before comparing the features of mountains and exploring mountain climates.</p>	<p><i>Linked with “The Paper Bag Prince” shared reading text.</i></p> <p>Children will discover the countries, capital cities and physical features of South America and learn why environmental conservation there is of global importance. They will use maps and atlases to locate areas in South America, use research methods to collate facts about conservation in South America and will describe human geographical features of a chosen area. They will consider the economic needs of local people vs. the need for environmental conservation and finally will compare the physical and human geography of Brazil to areas of the UK.</p> <p><i>Linked with “The Hunter” literacy text (located in Africa) – a study of the illegal wildlife trade, where it happens around the world, its impact, conservation efforts and attempts to stop it.</i></p> <p>Children will explain what global trade links are, what the illegal wildlife trade is and why it is illegal. They will locate areas where the illegal wildlife trade is taking place using maps and atlases and learn to use longitude and latitude in conjunction with google earth to obtain accurate coordinates for desired locations linked to the topic. They will investigate how humans are trying to stop the illegal wildlife trade and the positive impact on endangered wildlife. Finally, the children will create a campaign video to persuade people to stop the illegal wildlife trade across the globe.</p>

	Spring 2	Summer 2
CYCLE B	<b>Study: North America</b>	<b>France / Fieldwork</b>



	<p><i>Linked with “The Place for Me” (stories about the Windrush generation) literacy text, children undertake a study of the physical and human geography of the Caribbean Islands in North America, and ultimately compare it with their local region.</i></p> <p>Children will locate the continent of North America on a variety of maps and learn how it is organised into areas, as well as identify its different countries and comparing some different climate zones and biomes there. They will research some of the varied landforms found in the Caribbean and learn why there are so many volcanoes located there, as well as comparing the physical geography of their local region to an area of the Caribbean. They will also explore the human geography of the Caribbean, including how its colonial past has affected the culture, land use, exports and populations of the Caribbean islands.</p>	<p><i>Linked with the "Sky Chasers" reading text and 'Manfish' literacy text (subject to potential change due to moderation needs), children will investigate changes in landscapes and land use over time in an area Europe as well as the UK.</i></p> <p>Children will complete an in-depth comparison of a region of France (including the city of Sens which is twinned with Chester) and our local region, including Chester. Children will compare the physical geography in both regions and how it has changed over time before investigating the human geography of the two regions and in particular the two twinned cities, with a focus on tourism and migration patterns. In a fieldwork project, children will visit Chester, using maps to locate its famous landmarks and surveying tourist activity around the city.</p>
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