

WOODLANDS PRIMARY SCHOOL GEOGRAPHY CURRICULUM OVERVIEW

EYFS

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 & Growing	Journeys	Dinosaurs	Under the Sea
<p>Exploring our learning environment inside and outside.</p> <p>Talking about our 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>Different types of homes.</p> <p>Caring for our environment (forest school).</p> <p>Autumn walk - explore the environment and the changes.</p>	<p>Programme beebots to go on a journey on a playmat.</p> <p>Endangered animals in the world.</p> <p>Winter walk - explore ice/environment.</p>	<p>Easter egg hunt around the school, 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>Local fossil finds - show on Google Maps where they were found.</p> <p>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>Introduce vocabulary:</p> <p>beach, shore, cliffs, sand, coast, waves, sea, water, seabed, seaweed, rockpools, shells, harbour, ships, fishing, nets, sea creatures (names and habitats/origins)</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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	Habitats / Local Area				Conservation	
	<p>Timothy Limpet (Troll Swap text) is moving to Ellesmere Port and needs our help!</p> <p>Consider how a habitat supports the animals living there – adopt an owl.</p>				<p>“The Last Wolf” literacy text – the wolf, lynx & bear live in the one remaining tree in the forest, what will happen to them?</p> <p>Delamere Forest – consider how the local environment has changed and how it will continue to change.</p>	
CYCLE B	Me and the world		On Safari			Houses and homes
	<p>“Lost and Found” literacy text – where is the penguin from (Antarctica)? Is it near Ellesmere Port? Is it the same or different to where we live?</p>		<p>“The Lion Inside” literacy text – the giraffe at Chester zoo wants to move to Kenya. Needs help to compare the zoo to where his family are from, in Kenya.</p>		<p>“Goldilocks and the One Bear” literacy text – the Bear is lost in Ellesmere Port. What will he see while he is here? What types of buildings/ landmarks will he find?</p>	

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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Oceans and Coastal Adventures	Belonging		Getting to know the UK	Europe	
	“Seal Surfer” literacy text - where do seals live (coast, oceans, seas)? What are the features there (including coastal erosion)? What is the human impact on marine life?	“Winter’s Child” literacy text – study of homelessness in the UK, starting with Chester and expanding to other major UK cities.	A study of land use; comparing rural, urban and topographical features of different parts of the UK, including an introduction to how they have changed over time.		“The Journey” literacy text – a journey through Europe: a study of the continent’s geographical features (physical and human, including mountains, volcanoes, rivers, lakes, countries, capital cities and famous landmarks).	
Y4	“Wild vs Captivity” & Rainforests		Local area study: Chester	Volcanoes	Natural World and seas/oceans	
	“Gorilla” literacy text (illegal trade in a gorilla) – does man have dominion over the Earth? Explore how trade links can sometimes be negative.		Cross-curricular with the History topic (Romans)	“When the Giant Stirred” literacy text - study of formation, location & impact of volcanoes & eruptions (including	“Where the forest meets the sea”, “Rainforest in 30 seconds” and “Blue John” literacy texts - includes a rainforests study and natural disasters study. Consider a range of natural disasters, how	

			historically – Pompeii, Herculaneum & Eyjafjallajokull	they are recorded/ measured and how we as humans can put measures in place to overcome them/ prevent them/ live alongside them. Includes study of historic earthquakes from past and present, and case study of the Tsunami in the Indian Ocean in 2004.	
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CREATIVE CURRICULUM YEAR 5 & 6:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Rivers / mountains				Conservation: Eco Warriors	Conservation: Illegal Wildlife Trade
	<p>“Queen of the Falls” literacy text – geography study of Niagara Falls. Studies of rivers and mountains in UK, Europe and the world, identifying physical geographical features, land use and water aspects of places studied.</p>				<p>“Paperbag Prince” literacy text (study of persuasion) – plan an expedition to South America to volunteer to help local people with their environmental conservation. Make comparisons to UK by looking at conservation schemes such as Chester Zoo’s.</p>	<p>“The Hunter” literacy text (located in Africa) – in-depth study of the illegal wildlife trade, where it happens around the world, its impact, conservation efforts and attempts to stop it.</p>
Year 6		Conservation			Explorers	
	<p>“Can we save the tiger?” literacy text - study of the problems facing endangered</p>				<p>“Sky Chasers” literacy text (travelling through Europe in a hot air balloon in the 1800s) – what if we were Sky Chasers like</p>	

	<p>species in South America (deforestation, climate change, illegal wildlife trade). Locate South American countries, their key physical and human characteristics and compare with our local region.</p>		<p>Magpie? Where could we go in Europe? What has changed over time? Could we fly to the UK? What would we see on our journey across Europe? Consider and compare how it looked at time of the book (1800s) and now – human and physical features.</p>
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