



The Woodlands Primary Geography Curriculum

'navigate your place in an ever changing world'

Our Vision -

At Woodlands, we relentlessly strive to be 'Outstanding in All' in order to provide the best opportunities for the children in the community we serve.

We believe in a truly inclusive school where there are no barriers to participation and learning. We are ambitious in our drive to ensure all children achieve the highest outcomes. At Woodlands we believe in working collaboratively with our partners and stakeholders to enable all children to succeed.

Inspiring geographical explorers to be fascinated in the world and use their knowledge and skills to play a role in shaping its future

Our Intent

We would like to develop our children into inspiring geographical explorers that are fascinated by our world and can use their knowledge and skills to play a role in shaping its future.

Our Principles

1. Supporting an approach to enquiry-based learning in the teaching of geography
2. Linking key geographical processes and human and physical features with good locational knowledge.
3. Ensuring balance between exploration of places and people
4. Using different geographical scales: local, national and global
5. Focusing on securing strong skills to underpin critical thinking
6. Using fieldwork and outdoor learning to contextualise geographical understanding and to explore different places
7. Investigating the impact of people on the planet and implications of decisions in the past, present and future.



As a consequence of adopting these principles, Woodlands pupils will:

1. Look at the world in wonder
 2. Be curious about places and people
 3. Be an enquirer, able to investigate and to challenge assumptions
 4. Apply their skills and knowledge to a scenario to answer 'why is it like that?'
 5. Be a confident user of maps, data and different digital technologies
 6. Play an active role in shaping the world around them
 7. Have a strong locational knowledge, a broad general knowledge of the world and a grasp of "landmark numbers"
- The Woodlands Primary School the Geography Curriculum meets and exceeds the content of the National Curriculum, covering all aspects and adding in further concepts and a wider experience of places across the globe.



Curriculum Rationale

- The Woodlands Geography Curriculum is designed to give pupils a **broad and detailed knowledge of people and places from around the world.**
- It purposefully blends a focus on **place** with the exploration of **key geographical concepts**, drawing on examples at **local, national and international level** throughout.
- The knowledge of the curriculum is broken down into seven key strands:
 - Substantive Knowledge
 - Knowledge of Physical Geography
 - Knowledge of Human Geography
 - Locational and Place Knowledge at three scales: Local, National & Global
 - Disciplinary Knowledge
 - Understanding places and connections
 - Map and atlas skills
 - Geographical skills
 - Fieldwork
- The Early Years and Key Stage 1 programme is designed to start with children's immediate locality and gradually move outwards, considering in turn: a wider local area, contrasting areas within England, the United Kingdom, a contrasting world place (Antarctica) and then the wider world and its continents, oceans and countries including a detailed study of Australia.
- At Key Stage 2 children build on these fundamental ideas to study specific regions and countries in depth from the UK, Europe, the Americas and Asia. They also learn about big geographical ideas that transcend places including food production, settlement & urbanisation, biomes, latitude, longitude, water & rivers, natural disasters and sustainability & climate change.
- Every year group has a fundamental big idea that connects the units and a threshold concept that unlocks a key aspect of geography

Children thrive in this subject because

- it is taught with knowledge and enthusiasm
- it is relevant and has a local context



Knowledge Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge Local	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Name locations on a map</p> <p>Introduce appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'land', 'water', 'buildings'</p>	<p>Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike.</p> <p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</p> <p>Begin to name other countries and compare environments</p>	<p>Tell someone their address</p> <p>Names of key local places (Woodlands School, Kingsgate Park, Shopping Centre) photos and find on a local map</p> <p>- Types and locations of key physical features of own area (Kingsgate Park and Pond, Wapley Woods) photos and find a local map</p> <p>- Types and locations of key human features of own area (houses, roads, shopping centre) photos and find on a local map</p> <p>- Location of hometown on a map of the UK</p>	<p>Names of key local places (INSERT)</p> <p>- Types and locations of key physical features of own area (INSERT)</p> <p>- Types and locations of key human features of own area (INSERT)</p> <p>- Location of hometown on a map of the UK</p> <p>- Links between different features of own area (INSERT)</p> <p>- Details of location, features and users of specific local environment (INSERT)</p> <p>- Types and locations of key physical and human features of CONTRASTING area (INSERT)</p> <p>- Links between different features of CONTRASTING area (INSERT)</p> <p>- Details of location,</p>	<p>Names and locations of local food growers, producers, farmers or manufacturers</p>			



				features and users of specific local environment (INSERT				
Locational knowledge National			Identify the four countries making up the United Kingdom and locate them on a map. Name some of the towns and cities in the United Kingdom.	Revisit - <i>Identify the four countries making up the United Kingdom and locate them on a map.</i> Name and locate the capitals cities of England, Scotland, Wales and Northern Ireland.	Revisit - <i>Identify the four countries making up the United Kingdom and locate them on a map.</i> Name and locate major UK cities using an atlas, map or globe.	Revisit - <i>Identify the four countries making up the United Kingdom and locate them on a map.</i> Name and locate UK cities using an atlas, map or globe, with awareness of features such as hills, rivers, coastlines.	Name and locate UK counties, cities and other locations using an atlas, map and digital mapping, with awareness of land-use patterns over time Have an understanding of the British Isles (ie the physical geography, including its surrounding islands) and the United Kingdom (ie the political geography)	Have an understanding of the British Isles (ie the physical geography, including its surrounding islands) and the United Kingdom (ie the political geography) and explain the difference. Name and locate UK, European and international locations using an atlas, map and digital mapping, with awareness of land-use patterns over time.
	Locational knowledge Global							
Maps and Atlas Skills	Become aware that there are other countries in our world,		Locate on a map or globe some hot and cold countries.	Name the seven continents of the world and find them using an atlas, map or globe Name the world's five oceans and find them using an atlas, map or globe.	Name and locate countries and major cities using an atlas, map or globe. Know some global regions / features eg where the Equator, the Northern and Southern Hemispheres, and the Arctic and Antarctic	Know some global regions / features eg where the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic are.	Know the position and significance of latitude and longitude. Awareness of different time zones.	Know the position and significance of latitude and longitude. Explain time zones (including day and night.) Use maps, aerial photos, plans and web resources to describe what a locality might be like.
Mapping			Make a simple map with a key.	Use simple compass directions and locational language.	Use some basic OS map symbols and use the eight points of a compass.	Use some basic OS map symbols and use the eight points of a compass.	Use four and six figure grid references.	Use four and six figure grid references and OS maps to answer questions.



<p>Understanding places, comparisons and connections</p>		<p>Recognise some environments that are different to the one in which they live and that some places are special to members of their community</p>	<p>Say what they like and don't like about their locality and another locality like a village (eg comparing Yate with Chipping Sodbury and an African or Asian village.)</p> <p>Based on observational skills, suggest things that spoil or improve their locality.</p>	<p>Making comparisons to a UK location, describe and compare a non-European place using geographical words (eg an African or Asian village compared to a village in South Gloucestershire.)</p>	<p>Compare a region in the UK with a region in Europe (eg the South coast to a Mediterranean coast such as the Amalfi coast)</p>	<p>Compare a region in the UK with a region in Europe (eg the South coast to a Mediterranean coast such as the Amalfi coast)</p>	<p>Compare a region in the UK with a region in North or South America.</p>	<p>Compare a region in the UK with a region in North or South America.</p>
<p>Fieldwork</p>			<p>Walk around the local area identifying</p>		<p>Use fieldwork to answer questions about the local area (eg observe, measure, record.)</p>	<p>Use fieldwork to answer questions about the local area using a range of methods.</p>	<p>Use fieldwork to answer questions about the local area using a range of methods.</p>	<p>Use fieldwork to answer questions about the local area using a range of methods.</p>
<p>Weather</p>			<p>Explain how the weather changes on a daily and seasonal basis</p>		<p>Revisit - <i>Explain how the weather changes on a daily and seasonal basis</i></p>		<p>Revisit - <i>Explain how the weather changes on a daily and seasonal basis</i></p>	
<p>Human Geography</p>		<p>Encourage children to express opinions on built environments and give opportunities for them to hear different points of view on the quality of the environment.</p>		<p>Explain what facilities a town or village might need.</p> <p>Use photographs to describe the physical and human geography of a place.</p> <p>Ask and answer questions about the geography of the school and its surrounding environment.</p>	<p>Identify human characteristics from a map or aerial photograph</p> <p>Describe and understand basic aspects of human geography (eg land use) and physical geography (eg rivers and mountains)</p>	<p>Using an atlas, map or globe, name and locate countries and major cities, with particular regard to the European Union, and show awareness of some human features of these locations</p> <p>Identify human and physical characteristics from a map or aerial photograph</p> <p>Describe and understand basic aspects of human geography (eg land use) and physical geography (eg rivers and mountains)</p>	<p>Show understanding of human geography (eg economic activity, trade links, distribution of natural resources)</p>	<p>Show understanding of human geography (eg economic activity, trade links, distribution of natural resources) and physical geography (eg climate zones, biomes, vegetation belts)</p>



Physical Geography		Encourage children to express opinions on natural environments and give opportunities for them to hear different points of view on the quality of the environment.		Describe a place referring to both physical (eg beach, coast, forest) and human (eg village, factory, port) features.	Identify physical characteristics from a map or aerial photograph	Using an atlas, map or globe, name and locate countries and major cities, with particular regard to the European Union, and show awareness of some physical features of these locations	Show understanding of physical geography (eg climate zones, biomes, vegetation belts)	
Ethnic Groups	Continue to develop positive attitudes about the differences between people.	Recognise some environments that are different to the one in which they live and that some places are special to members of their community		Name the areas of origin of the main ethnic groups of the UK.		Name the areas of origin of the main ethnic groups in the UK.		With regard to the main ethnic groups in the UK, demonstrate an awareness of reasons why people may have moved to the UK.