

Geography



We see Geography as a journey of discovery through which we seek to stimulate children’s curiosity to explore and engage in the world around them. It equips them to explore and gain knowledge about a range of different places, people, resources and environments; enabling them to make comparisons and identify links. It also gives them a structure with which to understand the key physical and human processes which shape and change our landscapes over time; capturing the vibrancy of people and place. We put geographical enquiry at the heart of each topic studied, and support this with relevant fieldwork to enable children to apply a range of skills and techniques. As children progress through the school their focus moves from the school and its grounds to the wider Woodford Valley and then on to more distant places; so building up their broader understanding of place. We aim to encourage children to think about their own place in the wider world and to ask questions about the global community in which they live. We challenge them to be independent thinkers and problem solvers; this enables them to consider their own values, responsibilities and commitments both to other people in their local and global community and to their environment.

Autumn	Spring	Summer
Lower Woodford: Year One		
<p>Wheels, wings and moving things</p> <p>Begin to understand geographical similarities and differences through looking at different types of transport around the world (global link)</p> <p>Seasonal weather patterns.</p>	<p>Woodford Valley and farming</p> <p>Use aerial photos to identify features of our school and using this to make our own picture map of our school grounds with own symbols, direction and location.</p> <p>Looking at plan view map of our school grounds and comparing to our map.</p> <p>To use the directions north, south, east and west to describe the location of our valley compared to local towns and it’s position in the UK.</p> <p>What geographical words can we use to describe our local area?</p> <p>Where does our food come from? (local)</p> <p>Seasonal weather patterns. Geographical vocabulary.</p> <p>Locate the UK on a globe.</p>	<p>Africa</p> <p>Similarities and differences between life in the UK and life in Africa.</p> <p>Importance of Fairtrade.</p> <p>To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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 and South Poles. How does different weather patterns affect where our food comes from?</p> <p>Seasonal weather patterns. Geographical vocabulary.</p> <p>Where does our food come from? (global)</p>

Netton Class: Year Two		
<p>Space Develop an understanding of our place in the world. Our wonderful world. Aerial photos and plan perspectives to look at human and physical features including use of Google Earth. Understand keys using Beebot maps of space.</p> <p>The space race and the moon landings.</p> <p>TRIP: Intech</p> <p>Role Play: Space station</p>	<p>Once Upon a Time Understanding our culturally diverse world by looking at ‘hats of faith.’ Use simple compass directions and locational and directional language. Giving directions to Jack to escape the castle.</p>	<p>Down by the Sea Threats to the planet’s oceans and sustainability. Use maps and atlases to look at UK. Features of a specific seaside town. Look and name other countries, continents and oceans.</p>
Wilsford Class :Year Three		
<p>Victorians Travel and transport Explorers</p>	<p>Weather Learn about different types of weather Make clouds in jam jars. How do environmental factors affect the planet? Global learning How is weather predicted? Present weather reports. Locating features on maps and atlases Extreme weather Global learning.</p>	<p>Stone Age Geographical features of the Stone Age Stonehenge Mapping Stonehenge</p>
Durnford Class: Year Four		
<p>Rainforests Global link: deforestation- effect on climate and habitat.</p> <p>Where in the world are rainforests? How do animals and humans adapt to the environment?</p> <p>Using maps and atlas to identify where in the world there are Rainforests.</p> <p>Identifying the layers of the Rainforest.</p> <p>What is the climate like? Weather patterns?</p> <p>Researching animals which live in the Rainforest- how do they adapt to their habitat?</p> <p>How do people live in the Rainforest?</p>	<p>Florida Global link: conservation and pollution and effect on habitat and wildlife.</p> <p>Why do people and sea turtles enjoy visiting the ‘sunshine state’?</p> <p>Using maps and atlas to identify where in the world Florida is.</p> <p>Comparing temperature/climate to England.</p> <p>Longitude and latitude</p> <p>Studying and comparing the different landscapes in Florida.</p> <p>Turtle conservation.</p> <p>Extreme weather British values link: respect for those with different cultures, faiths and beliefs, rule of law.</p>	<p>World War 1 Global link: mapping skills and remembrance Why did WW1 Begin and how did affect people in that time?</p> <p>Reasons why war began- map work</p>

<p>Deforestation</p> <p>The Water Cycle</p> <p>The Carbon Cycle</p> <p>Food from the Rainforests.</p> <p>British values link: mutual respect for those with different beliefs and faiths and individual liberty link to work on tribal living and people living in Rainforest areas. Rule of law.</p>		
Upper Woodford Year 5		
<p>Chocolate (Global and British value links)</p> <p>Where does the cacao bean come from?</p> <p>Can we grow cacao trees?</p> <p>What is like to work on a cacao farm?</p> <p>Fair Trade and chocolate</p> <p>How important is chocolate in our society today? (P4C)</p> <p>Who were the first people to have chocolate?</p> <p>Aztecs-who were they?</p> <p>Aztec society</p> <p>Tudors and chocolate</p> <p>Cadburys-when was it founded?</p>	<p>The Tudors (British Values link)</p> <p>Trade and travel</p>	<p>The Caribbean (Global and British Value links)</p> <p>Where is the Caribbean?</p> <p>Finding features on maps eg. equator</p> <p>Weather in the Caribbean</p> <p>Physical features of the Caribbean</p> <p>Human features of the Caribbean</p> <p>Plan a holiday to the Caribbean</p> <p>St Lucia-where is it?</p> <p>St Lucia-physical/human features</p> <p>St Lucia-weather and climate</p> <p>Tourism in St Lucia (P4C)</p> <p>Rainforest in St Lucia</p> <p>Food in St Lucia</p> <p>Celebrations and culture</p> <p>Education and children in St Lucia</p> <p>What jobs do people do?</p> <p>Homes in St Lucia</p> <p>Mutual respect Tolerance of those of different faiths and beliefs</p>
Salterton Year 6		
<p>World War Two</p> <p>Geography link; mapping WW2</p>	<p>Planet Earth (Global Links)</p> <p>Explore a range of the planet's geographical features, which may include:</p> <ul style="list-style-type: none"> - Mountains and Volcanoes - Rivers, Coasts and Seas - Natural Disasters - Environmental issues P4C - Locating features on maps and atlases -Research projects <p>Mutual respect</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> - Geographical features of Egypt - Importance of the River Nile

