

**Woodlands Park Primary - Geography Curriculum Map**

Woodlands Park primary school are beginning the implementation of the Opening Worlds Curriculum along with other WeST schools.

By way of preparation for the programme, Opening Worlds advise schools to do the Stone Age, Bronze Age and Iron Age in the summer term of Year 2, 3 & 4 as well as an introduction to the farming revolution that began in roughly 12000 BCE and was traditionally called the New Stone Age or 'Neolithic' revolution. T produced a booklet and lessons on the Stone Age, which schools who are new to Opening Worlds use during their 'Implementation Phase' when they are in training and preparation to join Opening Worlds properly. It goes up to the beginning of the Bronze Age. It includes Skara Brae and Stonehenge. It is available to all schools who are subscribing to Opening Worlds.

Foundation Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>(Understanding the World : The Natural World)</b></p>	<p><u>Baseline and Magnificent Me</u></p> <p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Explore our 5 senses.</p> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><u>All aboard the Woodlands Express</u></p> <p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Learn about road safety and road signs.</p> <p>Visit our local shop to develop an understanding of what is in our local community.</p> <p>Identify where Ivybridge is on a map and talk about the key amenities.</p> <p><u>Development Matter 3-4 years</u></p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> </ul> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><u>Incredible Inventors</u></p> <p>Discrete learning through continuous provision only</p>	<p><u>Once upon a time...</u></p> <ul style="list-style-type: none"> <li>Discuss the similarities and differences between winter and spring.</li> <li>To observe and record signs of winter through weekly welly walks</li> <li>To observe and record signs of spring through weekly welly walks</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<p><u>Woodland Explorers</u></p> <p>Discrete learning through continuous provision only</p>	<p><u>Swash Buckle Safari</u></p> <p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>Know what animals live in the Africa Know what animals live in England Be able to discuss similarities and differences between Africa and England</p> <p><u>Development Matter 3-4 years</u></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>
<p><b>Composite Concept</b></p>	<p>To describe what they see, hear and feel when they are outside.</p>	<p>To describe their immediate environment and draw information from a map and create their own.</p>	<p>To know that there are hot and cold places in the World.</p>	<p>To describe their immediate environment using knowledge from observations.</p>		<p>To know that there are different countries that make up the World.</p>

Year 1 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>		<p><u>Key Question: How do human and physical features differ?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale.</u></p> <p><u>Substantive Concepts: Land Use, Hazards, Development</u></p>	<p><u>Key Question: How does the weather changes during the year in the UK and around the World?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale, Environment.</u></p> <p><u>Substantive Concepts – Climate, Hazards</u></p>		<p><u>Key Question:</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale, Environment</u></p> <p><u>Substantive Concepts – Hazards, Tourism, Settlements</u></p>	<p><u>Key Question:</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale, Environment</u></p> <p><u>Substantive Concepts</u></p> <p><b>NB: This geography unit is a mini sequence and should be taught over a maximum of 3 sessions.</b></p>
<b>Locational Knowledge</b>  <b>C.L.O.C.C</b>		<p>To know that we live in Ivybridge which is small town in England.</p> <p>To know that England is a tiny part of the world.</p> <p>To know that a globe is a model of the world.</p> <p>To know that the globe shows the position and size of all the places in the world.</p>	<p>To know that we live in England which is part of the UK.</p> <p>To name and locate the four countries in the UK.</p>		<p>Develop key objectives for a unit on coasts – focus on fieldwork as part of trip (physical geography)</p>	<p>To name and locate the four countries, their characteristics and capital cities in the UK.</p>
<b>Place Knowledge</b>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To understand geographical similarities and differences.</p>	<p>To understand geographical similarities and differences.</p>		<p>To understand geographical similarities and differences.</p>	<p>To understand geographical similarities and differences.</p>
<b>Human and Physical Geography</b>		<p>To understand geographical similarities and differences through studying the human and physical geography of Ivybridge.</p>	<p>To understand where to find hot and cold areas around the world in relation to the Equator, North and South Poles.</p> <p>To identify seasonal and daily weather patterns in the UK.</p>		<p>To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coasts</p>	<p>To recap where to find hot and cold areas around the world in relation to the Equator, North and South Poles.</p> <p>To recap seasonal and daily weather patterns in the UK.</p>
<b>Geographical Skills and Fieldwork</b>		<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>To use locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.</p>	<p>To observe different types of weather.</p> <p>To use Google Earth to explore and create maps.</p> <p>To use World Maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To use simple compass directions (North South East and West) to describe the location of features and routes on a map.</p>		<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>To use World Maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Compare UK countries on political maps and physical maps.</p>
<b>Composite Concept</b>		<p>To describe human and physical geography in Ivybridge.</p>	<p>To identify seasonal and daily weather patterns in the UK and to know where hot and cold places are in the World.</p>		<p>To use fieldwork and observational skills to study the local environment and construct a map with a key.</p>	<p>To name and locate the four countries and capital cities in the UK using maps, atlases and globes.</p>

Year 2 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>	<p><u>Key Question: How are locations different across the world?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Environment</u></p> <p><u>Substantive Concepts – Climate, Distribution and Cultural Diversity</u></p>	<p><u>Key Question: What makes London the capital of the United Kingdom?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Change</u></p> <p><u>Substantive Concepts – Development, Inequality, Population</u></p> <p><b>NB: This geography unit is a mini sequence and should be taught over a maximum of 3 sessions.</b></p>	<p><b>NB: In the 22/23 academic year, the Autumn 1 unit (oceans and continents) will be taught in this half term.</b></p>	<p><u>Key Question: How is Banjul (The Gambia) similar and different to Ivybridge?</u></p> <p><u>Disciplinary Concepts – Space, Place, Scale and Environment</u></p> <p><u>Substantive Concepts – Cultural Diversity, Settlements, Land Use</u></p>		Opening Worlds Stone Age – Opening Worlds Humanities curriculum rationale and overall plan
<b>Locational Knowledge</b>	<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To name the 7 continents and have an understanding about where they are located on a map.</p> <p>Develop understanding of characteristics of human and physical geography of the 7 continents.</p> <p>To name the 5 major oceans and have an understanding about where they are located on a map.</p>	<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To name and locate the four countries and capital cities in the UK.</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To know and identify the four countries that make up the United Kingdom, name their capital cities and surrounding seas.</p> <p>Locate the UK on a World Map and globe.</p> <p>To know that Banjul is a coastal city The Gambia. To know that the Gambia is part of the continent of Africa and is next to the Atlantic Ocean.</p>		
<b>C.L.O.C.C</b>						
<b>Place Knowledge</b>				To compare Ivybridge with Banjul to understand geographical similarities and differences.		
<b>Human and Physical Geography</b>	To understand where to find hot and cold areas around the world in relation to the Equator, North and South Poles.			Identify human and physical features using appropriate vocabulary.		
<b>Geographical Skills and Fieldwork</b>	To use World Maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied in this Key Stage.	<p>To use a range of aerial photographs and plan perspectives of London to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p>To use World Maps, atlases and globes to identify the United Kingdom and its countries.</p>		<p>To use World Maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied in this Key Stage.</p> <p>To use simple compass directions (North South East and West) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		
<b>Composite Concept</b>	To know the 7 continents and 5 oceans.	To use aerial maps of London to recognise human and physical features and changes over time.		To describe similarities and differences between Ivybridge and Banjul (The Gambia).		

Year 6 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Concepts and Key Questions</b>		<p><b>Key Question:</b> How do the human and physical geographical features vary across the UK and why might this be the case?</p> <p><u>Disciplinary Concepts – Space, Place, Scale and Interconnections</u></p> <p><u>Substantive Concepts- Climate, Agriculture</u></p>		<p><b>Key Question:</b> How does the location of Ecuador and the UK affect their primary industries?</p> <p><u>Disciplinary Concepts – Space, Place, Scale and Environment.</u></p> <p><u>Substantive Concepts – Land use, Inequality, Trade, Cultural Diversity</u></p>		<p><b>Key Question:</b> How does Devon connect to the world?</p> <p><u>Disciplinary Concepts –Space, Place, Scale and Interconnections</u></p> <p><u>Substantive Concepts – Tourism, Climate, Land use, Settlements</u></p>
<b>Locational Knowledge</b>  <b>C.L.O.C.C</b>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To understand country groupings of 'British Isles', 'United Kingdom' and 'Great Britain.'</p> <p>To name and locate geographical regions of the UK, particularly in relation to agriculture and describe the key human and physical features.</p>		<p><i>Recap and develop understanding through 'My Space in Place'</i></p> <p>To understand that cocoa beans can only be grown in countries within 10° of the equator and locate these using an atlas.</p> <p>To identify lines of latitude on a globe, including the tropics of Cancer and Capricorn and the Arctic and Antarctic circles.</p> <p>To find the top 10 cocoa bean producing countries on a world map.</p>		To review where Devon is in the UK (From LKS2)
<b>Place Knowledge</b>		To compare and contrast the physical and human geography within the UK.		To compare and contrast the physical and human geography of Ecuador with the UK.		To understand how Devon has unique features to support its place in the world in terms of tourism (physical features) – link back to Devon leaflets created in Year 3.
<b>Human and Physical Geography</b>		<p>To interpret maps and data to find out about the UK climate and understand the difference between climate and weather.</p> <p>To investigate maps to discover the key topographical features of the UK including hills, mountains, coasts and rivers.</p>		To understand the difference between primary, secondary and tertiary jobs and the industries that thrive in the UK compared to Ecuador.		To study the physical geography of the local area (including Plymouth) and understand how the climate and environment affects our connectivity (especially tourism).
<b>Geographical Skills and Fieldwork</b>		<p>To use 6 figure grid references (building on from Year 3 – 4 grid references)</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		To use fieldwork to observe, measure and record the human and physical features in the local area.
<b>Composite Concept</b>		To use 6 figure grid references to investigate topographical features of the UK.		To name and locate Ecuador and other South American countries on a world map and to compare industry in the UK to Ecuador.		To evaluate how to climate and environment in Devon affects our connectivity to the UK and wider world.