

WOODGRANGE INFANT SCHOOL KS1 Geography Curriculum

Our geography curriculum aims to inspire curiosity about the world we live in and to help children begin to understand the natural and manmade world we live in and also that where we live is very different to other places, both in the UK and the rest of the world. Our curriculum is enriched through visits to places beyond our immediate location to develop this understanding and to provide a stimulus for further learning and understanding.

EYFS

People, Culture & Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Locational knowledge	Place knowledge/ Geog skills	Physical geography	Locational/ place knowledge	Human / physical geography	Locational knowledge
Find way around the school (immediate environment)	Look at bus maps. Follow a simple map to the grocery shop	Explore different settings for stories- use relevant vocabulary	Grocers - local environment - talking about what we know about where we live and our home within Forest Gate	Contrasting farms in different countries. Draw a simple map of Mudchute farm - use symbols and photos	Look at globes and Atlases- mark where parents and grandparents come from Look at flags Create fictional maps using own symbols

YEAR 1	Locational/ Place knowledge	Human and physical	Skills and Fieldwork
<p style="text-align: center;">TERM 1</p> <p style="text-align: center;">A Mouse called Julian British wildlife /Woodland habitat</p>	Walk to Wanstead Flats (or local venue	Observe, name and discuss what is seen on the route	Make a simple map plotting route and trees
ENDPOINT	Use beebots to follow a route around map of school/ route to Wanstead Flats		
<p style="text-align: center;">TERM 2</p> <p style="text-align: center;">The last wolf Trees / Wolves/Autumn</p>	Understand where we live in relation to station/ wanstead flats/ school	Describe the local area Use directional language to direct from school to St Mark's church	Follow map to find church for visit
ENDPOINT	Use beebots to follow a route around map of local area- station/ shops/ school/ church etc		
TERM 3 Traction man			Create a story map of a Traction man adventure- use symbols and create a key

ENDPOINT			Create a map with a key to symbols
TERM 4 Prince Cinders	Places in UK- castles	Looking at pictures of castles of the UK identify physical features	
ENDPOINT	Identify countries and capital cities	Describe physical features and suggest why the castle is built there	
TERM 5 Pattan's pumpkin	Where is India on the map?	What is lifelike in India? How does it compare to London? Physical features	Visit to Thames Barrier park Look for human and physical features
ENDPOINT	Compare and describe similarities and differences seen in photographs of different locations- cities and rural/ coastal in India & UK Complete a simple table listing key characteristics of each location		
TERM 6 Leila & the secret of the rain	Where is Kenya on the map?	What is it like in Kenya? How does it compare to London? Physical features	Visit to Hampstead Heath Look for human and physical features
ENDPOINT	Compare and describe similarities and differences seen in photographs of different locations- cities and rural/ coastal in India & UK Complete a simple table listing key characteristics of each location		

YEAR 2	Locational/ Place knowledge	Human and physical	Skills and Fieldwork
TERM 1 LEAF	Name seas, oceans, poles and continents Find them on globes and maps Link to habitats Visit to Maritime Museum- workshop on explorers	Impact on forests - deforestation. What would happen to the woodland creatures if the trees were cut down? Link to habitats? Geographical language	Compass directions- link to explorers Visits to local area- Wanstead Flats mapping / treasure hunt
ENDPOINT	Weather chart used for data handling Visit to Maritime Museum- workshop on explorers recount/ written work uses geographical terminology		
TERM 2 Moth	Recap countries of UK. Add capital cities Features of cities (vocabulary)	How is the local area changing?- development on the high street Local walk to look at changes	
ENDPOINT	Annotated photographs (class learning journal) link to History		
TERM 3 & 4	Recap countries of UK.	Using Significant landmarks in different locations- natural and manmade eg Edinburgh castle/	

Lights on Cotton Rock	Add surrounding seas	London Eye etc Use Google maps/ earth and aerial photos Identify different locations eg desert/ rainforest/ lakes etc	
ENDPOINT	Draw maps. Make maps using lego		
TERM 5 & 6 The Secret of Black Rock	Sense of far away places Name oceans and seas	Use geographical vocabulary to describe impact of humans on the environment	Describe the weather in different locations studied
ENDPOINT	Written recording in various genres- stories/ letters/ speeches using knowledge and vocabulary		