



Geography Long-Term Overview at Woodstock CE Primary School

Phase	Cycle	Autumn		Spring		Summer	
NURSERY		THIS IS ME! <ul style="list-style-type: none"> Get to know where resources are kept in the Nursery Become familiar with regular journeys within the premises, e.g. Class to cloakroom, toilets, hall, Use small world and role play to explore other lives and environments European Day of Languages & Festivals round the world - know that there are different countries in the world and talk about the differences and similarities they have experienced or seen in photos. 		I LIVE HERE! <ul style="list-style-type: none"> Identify different types of Homes e.g. Boats, Bungalows, Huts, Palace etc Down our Road – walk in the local area Types of buildings and services in our local area Occupations in our locality -Fire station, police station, doctors, vets, shops etc Where do I Live? Do I live in a town or village? 		THE GREAT OUTDOORS! <ul style="list-style-type: none"> Holidays – know that there are different countries in the world and differences Journeys – Ways to travel Going to the beach Trip to the playground 	
		OUR COMMUNITY <ul style="list-style-type: none"> Local geography, walk round Woodstock School community People who help us in Woodstock: vicar, librarian, vet, doctor, head teacher, dentist and fire fighter 	FOLLOW THE STAR <ul style="list-style-type: none"> Global awareness – our solar system, naming the planets Nativity – traditional story with Christian heritage Diwali – link to India Solar power link (Turn it Off Fortnight) 	ONCE UPON A RHYME <ul style="list-style-type: none"> Traditional stories from around the World Origins of Nursery rhymes 	SPLISH SPLASH SPLOSH <ul style="list-style-type: none"> Water cycle – river and mountains ‘The Journey’ Water Aid link – children in developing countries without clean water and schemes to help them. 	AT THE BOTTOM OF THE GARDEN <ul style="list-style-type: none"> Map of own garden or outside area where we will put the bug house. Research bugs around the world in different habitats e.g. rainforest, tundra and savannah Trip to Butterfly House at Blenheim Palace 	WHEELS, WINGS AND OTHER THINGS <ul style="list-style-type: none"> Story maps of The Naughty Bus’ adventures and travels around London and beyond. Amelia Earhart solo journey across the Atlantic and attempted flight around the world
RECEPTION							

KEY STAGE 1: Years 1 & 2

		INTO THE WOODS	PASSPORT TO BRITAIN	MEMORY BOX
KS1	A	<p>Children will study local environment on visits to local woodland; making use of our own Forest School and visiting Blenheim Sawmill. The geography of the school grounds (The Nature Trail) will be observed. Children will observe key physical features. Locational language will be used throughout the topic to describe the local environment. Children will develop their map making skills including a key and compass points.</p>	<p>Children will name and locate the four countries and capital cities of the UK. Maps will be studied and a giant map of the UK will be made in the playground. Children will become familiar with the seas that surround the UK and will be able to name and locate them, also discussing oceans. Teachers to move the giant map and add large bowls/ paddling pools to represent the seas. Linking in with literacy work, children will observe key human features including lighthouses, cliffs, coast, beaches, bays, hills mountains. Children will study the physical and human geography of each country within the UK.</p>	<p>Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. We will look at photographs of Woodstock and also old aerial photographs of London so that the children can compare and contrast. Children will use the four compass directions: N, S, E and W to describe the location of features and routes on a map and using directional vocabulary including near & far and left & right. Children will devise simple maps using basic symbols and a key.</p>
	B	<p>Children will learn about the seven continents and five oceans of the world. They will study human and physical features in different continents comparing climate and weather patterns. Children will discuss the equator and the North and South poles. Children will conduct a comparative study of the UK and a non-European country.</p>	<p>Children will study castles around the world before moving on to castles in the UK. Children will find UK on a map (all children must be able to find UK on a map, globe and in an atlas). Map work (locating castles in the UK). Trip to Warwick Castle to look at the castle and the surrounding area. Children will use geographical words for human features when discussing the castle and its surroundings.</p>	<p>A geographical focus on the seven continents of the world (link to the Olympics). Climate- children consider why certain sports take place in certain seasons. Look at seasonal daily weather patterns and observe weather- learn to chart the weather and ways to measure aspects of our weather – temperature, pressure, wind speed.</p>

KEY STAGE 2: Years 3 & 4

		FIELD TO FORK	TOMB RAIDERS	EUROPE EXPLORED
KS2 Y3&4	A	<p>Food & farming – where does our food come from?</p> <ul style="list-style-type: none"> Children will learn about where food comes from. They will find out about the journey from 'field to fork' and will map out the journeys in the UK and globally using atlases and globes. Children will describe some aspects of human geography e.g. biomes and climate zones and vegetation belts. School Trip- Farm visit. Children will consider global food that is found in supermarkets and map out the journey to gain an insight into the distance some food travels before going on sale and the impact on the environment. 	<p>This topic is primarily a historical study of the early civilisation - The Ancient Egyptians. The geography skills involved are:</p> <ul style="list-style-type: none"> Children will consider the human and physical characteristics of Egypt, including the River Nile. How are they different today to Ancient Egyptian times? Are there any similarities? Locate Egypt on map and atlas Children will identify areas for settlements and explore the land usage over time Link to art and D+T and design and build pyramids 	<p>Comparing & contrasting countries within Europe with our own country. A study of who we are, where we are from and making comparisons to other people in our multi-cultural society</p> <ul style="list-style-type: none"> Children will use maps to find countries of Europe, including Russia, continents and oceans. Children will focus on the continent of Europe and will learn about the climate zone and geographical landmarks of interest. Children will select a European country to carry out an in-depth study, considering rivers, mountains, landmarks, physical and human geography etc. and will use geographical language to describe the physical geography. Children will explore culture and think about the lifestyle of people living in different European countries. All children to take part in cooking a European dish. All children will be able to name and locate the European countries and also any major cities. Children will make passports and 'stamp' the passports when they have visited a European country and can recall key facts about it.
	B	<p style="background-color: #003366; color: white; padding: 2px;">EARTH MATTERS</p> <p>GEOGRAPHY FOCUS: Environmental Education & the study of our Extreme Earth – including earthquakes and volcanoes</p> <ul style="list-style-type: none"> Identify the 3 R's (reduce, reuse, recycle). Understand how human activities can impact the local and wider environment. Identify how people impact on their environment - Collect, record and present data. Analyse data effectively. Explain how we can better manage our environment to create a more sustainable future. Respond to and ask geographical questions. Understand and identify the 8 points of a compass. Apply skills for eight points of compass and grid 	<p style="background-color: #003366; color: white; padding: 2px;">CITY OF SPIRES</p> <p>LOCAL AREA STUDY: Oxford City Visit: Christchurch College, Alice in Wonderland, Walking Tour, Story Museum:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied Use the 8 points of a compass, 4- and 6-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 Use fieldwork, including questionnaires, to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p style="background-color: #003366; color: white; padding: 2px;">INVADERS & RAIDERS</p> <p>HISTORY FOCUS</p> <ul style="list-style-type: none"> Identify locations on maps and digital mapping of prime areas for settlements, invasion and land use Fieldwork - local hill fort Geographical features of Roman Towns and developments – Cirencester Identify trade links and the design of Roman roads

	<ul style="list-style-type: none"> references. Locate features on a map. Understand different types of natural disaster Use research skills to present information about a recent natural disaster Volcanoes & Earthquakes Workshop Three R's Workshops from Ardley in school Oxfordshire Museum Autumn Exhibition 	<ul style="list-style-type: none"> What is a city? Why do people come to Oxford? Landmarks, geographical features, including the River Thames and trade links with London Locate and name counties that surround Oxfordshire Identify links with Science and the water cycle 	
--	---	---	--

KEY STAGE 2: Years 5 & 6

KEY STAGE 2: Years 5 & 6				
		MEET THE GREEKS	AMAZON ADVENTURE	WAR & PEACE
KS2 Y5&6	A	<p>Exploring Modern Greece and Ancient Greece - looking at traditions, landmarks and Greek Islands.</p> <ul style="list-style-type: none"> Locate Greece and describe its physical features and population using maps, atlases and Google Earth Ask questions about the culture of Greece, using a variety of sources Identify land use patterns and how they have changed over time 	<p>Study of the Amazon Rainforest and Amazon River – linked to River Glyme study.</p> <ul style="list-style-type: none"> Locate the River Glyme on a map of Woodstock and surrounding areas. River Glyme study. Locate the Amazon river on a map and identify the different stages, from sea to source. Understand definition / location of rainforests. Name and describe the four layers of vegetation in a rainforest and identify the animals that live in each one. Describe the climate of a tropical rainforest and compare to climates in other parts of the world. Understand that there are settlements in the rainforest, describe the way of life of traditional tribes people and explain how people use the rainforest sustainably to survive. Explore why the rainforest is under threat and the measures taken to protect it. Compare and contrast North and South America and the UK Visit to Newbury Living Rainforest. Understand that the Maya people are still in existence in modern culture and investigate 'modern Maya'. Pitt Rivers Maya workshop. 	<p>Investigating our local area. Identify and describe a range of physical and human features of the locality.</p> <ul style="list-style-type: none"> Identify buildings of local importance on a map of the town centre. Town Trail. Suggest reasons for the changing uses of historic buildings over time. Ask and answer geographical questions to find out about local area. Identify the physical and human features of local area by reading six figure grid references, symbols and keys on a map Plan and carry out a fieldwork activity to investigate a question about the local area. Record and organise results accurately. Present findings/argument in a clear and concise manner. Justify opinions using first hand evidence.
	B	<p style="text-align: center;">RULE BRITANNIA</p> <p>Exploring the British Isles – countries & counties, flags and traditions.</p> <ul style="list-style-type: none"> Recall key facts about the British Empire. Research origins of Union Jack. Identify and locate countries of the British 	<p style="text-align: center;">IN THE BEGINNING</p> <p>What is the Earth made of? Name and locate countries of the World.</p> <ul style="list-style-type: none"> Describe what Inge Lehmann discovered about the Earth's core. Put data into a graph and use it to draw 	<p style="text-align: center;">GOING GLOBAL</p> <p>Environmental Education & the study of our renewable energy and how we should preserve our natural resources.</p> <ul style="list-style-type: none"> Explain the difference between renewable and non-renewable energy sources.

		<p>Empire.</p> <ul style="list-style-type: none"> • Name the countries, flags, counties and customs of the British Isles. • Name the major cities of the British Isles and locate them on a map identifying mountains and coasts 	<p>conclusions about the Sun at different times of the year.</p> <ul style="list-style-type: none"> • Investigate night and day in different parts of the Earth (International Time Zones). • Identify position and significance of latitude, longitude, equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles. Prime/Greenwich Meridian and time zones (including day and night) • Present findings from enquiries. 	<ul style="list-style-type: none"> • Use persuasive language to encourage an audience to make environmentally friendly choices. • Develop their research skills to evaluate different energy sources, giving reasons. • Visit to Ardley Energy Recovery Facility. • Investigate the advantages and disadvantages of producing renewable energy at Westmill Wind Farm. • Explain how electricity is generated using solar panels – visit to Solar Farm, Kidlington. • Explore human geography and describe the distribution of natural resources including energy, food, minerals and water.
--	--	--	--	---