Becoming a Geographer at Wellstead - topic overviews

Wellstead Primary School
Sowing the Seeds of Success

Key ideas:
Place and locational knowledge (PL)
Physical geography (PG)
Human geography (HG)
Environment and sustainability (ES)

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All About Me
Talking about our environment (home, house, garden, places we know (where family live in Hedge End or elsewhere in the UK. Explore stories from other countries (diversity).

Seasons
Observe and talk about a focus tree and how it changes to explore different seasons.

Hedge End
Explore the key features of Hedge End and look at similarities and differences to other places in different countries.

1

Our local area – Autumn 2 What is our school like? **PL**
Where is our school located; human and physical features of our school site; creating a simple map with symbols and a key.

Percy the Park Keeper – Spring 1 How do we use our local park during different seasons? **PG**
Compass skills;; human and physical features; seasons and weather (UK and world); new park layout accessible for all in different seasons (diversity).

My geography – Sum 2 Where in the world are you? **PL**
The geography from my window; local geography, personal geography beyond our local area and outside the UK; present their personal geography.

2

Hedge End – Autumn 2 What's in Hedge End? **HG**
Human geography. UK countries and cities; human and physical features of Hedge End; compass and map reading skills; creating map symbols and a key using Digimaps.

Africa – Spring 1 How different is Toamasina, Madagascar to Hedge End? **PL**
Compare the physical & human features and climate of Hedge End to Toamasina; key facts about Madagascar; what is life like for a child living there?

Coasts – Summer 2 Are all coasts the same? **PG**
Key features of coasts around the UK and how they have changed over time; create a map of a local coastline with key physical and human features.

3

UK – Autumn 2 How is the UK divided up? **PL**
Countries and key cities and counties in the UK;; key physical and human features; Southampton and Hampshire; map and compass skills; grid references.

France – Spring 1 Is Le Havre a world away from our local area? **PL/HG**
Key facts about France; map and locational knowledge; human and physical characteristics; place (similarities and differences to Southampton - twin cities).

Mountains – Summer 1 Are all mountains the same? **PG**
A day in the like of a child in Scotland, Alaska, Brazil and Russia. Locational knowledge; time zones; what is the same/different (climate, economy)

4

Rivers – Autumn 1 How does a river change on it's journey from source to mouth? **PG**
Features of a river across its course; settlement and land use; local (R. Itchen) & national (R.Severn); 3D model.

Biomes – Spring 1 The Tundra is changing – why should we care? PG/**ES**
Climate, biomes and vegetation belts; key features of Alaska (North America); climate change in the Arctic (causes and effects)

Sustainability – Summer 1 How can we be part of a sustainable future? **ES**
Where do our food and goods come from? Economic activity and trade links; fair trade; map and locational knowledge (Digimaps)

5

Volcanoes and Earthquakes – Autumn 2 Which is more deadly? **PG**
Map and location knowledge (Ring of Fire); key features of both (physical and human aspects and impacts); grid references; North American city.

Natural resources – Spring 2 How can we use our natural resources more sustainably? **HG/ES**
Types of natural resources and distribution; sustainability of resources; renewable resources; is every country equal (trade)?

6

Amazon – Autumn 1 The Amazon is disappearing - what should the World do? **PL/ES**
Map and locational knowledge; physical and human features of S.America; climate change and deforestation; environmental, economic and social impacts.

Fairtrade – Spring 2 Why choose fairtrade? **ES**
Locational and map knowledge; economic activity and trade links (food miles); sustainability.

Hedge End– Summer 1 What facilities are missing in our local area and where should they be located? **HG**
Physical and human features of Hedge End; land use map in Digimaps; collect and analyse data; evaluate and justify where a new facility could be located

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Curriculum Intent

We immerse ourselves in an exciting and ambitious geography curriculum that develops children's curiosity and fascination about the world they live in, both locally and worldwide, so that our children are able to make connections, identify similarities and differences and think critically about our ever changing planet. The curriculum provides opportunities for children to develop the key geographical skills of identifying, describing, explaining, comparing and evaluating whilst obtaining deep substantive and disciplinary knowledge through a series of enquiries to enable them to answer/address a key question or statement.