

Springbank Academy

Curriculum Overview Geography

Year	Discover Autumn Term- History Focus	Explore Spring Term - Geography Focus	Belong Summer Term
N	<p>All About Me Discuss the local area and our journey to school.</p> <p>Into The Woods Explore the school grounds including the forest school area. Talk about walks and journeys using positional and locational language. • Describe a familiar route.</p> <p>• Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><u>Handa's Surprise</u> What are the similarities and differences between Eastwood and Kenya? Similarities and differences - using pictures of Eastwood and Kenya. Flags of Kenya and UK Different animals found in Kenya and UK. Map work - making routes using the Bee-Bot Comparing shops in Eastwood to the village markets in Kenya. • Talk about what they see, using a wide vocabulary. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p><u>What is a Farm?</u> Life on the farm, What would you see? Animal care Sorting animals (farm / jungle)</p>	<p>Am I ready for school?</p> <p>Minibeasts and Growing Use all their sense to explore the world around them. Talk about what they see, using a wide vocabulary. Name different minibeast and look at their habitats. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Pirates and Seaside</p>

		<p>Farm features</p> <p>Who works on a farm?</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Create their own treasure maps for pirates using vocabulary to discuss locations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Use child or staff experiences abroad to introduce other countries.</p> <p>Compare our summer weather to other countries around the world.</p>
R	<p>Farm to Food</p> <p>How has farming changed?</p> <p>To know we live in Eastwood, Nottingham, England and UK.</p> <p>Locate the UK on a world map.</p> <p>Look at the local area of Eastwood and surrounding areas.</p> <p>Use food products to discuss different countries and where food comes from.</p> <p>Celebration (Medieval - Robin Hood)</p>	<p>African Adventure</p> <p>How is life different in Eastwood compared to life in Tanzania?</p> <p><u>Maps</u></p> <p>Map of Africa</p> <p>Maps of our route to school (Similarities and differences between Eastwood and Africa)</p> <p>Discussions - The impact of environment on health and how it can be improved.</p> <p><u>Country - Tanzania</u></p> <p>Ways of life and culture</p>	<p>What makes you special?</p> <p>Environments:</p> <p>Locate Switzerland on a map.</p> <p>Learn about the physical and human features of Switzerland.</p> <p>Focus on the weather/climate of Switzerland and how it differs to the UK.</p> <p>How do plants/animals adapt to live in Switzerland?</p> <p>Compare and contrast the school pond/ forest area / local park</p>

	<p>How did people live in medieval times?</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community.. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. 	<p>Explore and learn facts about the Serengeti and National Park. Compare African Plains to Eastwood. African animals <u>Homes</u> Similarities and differences in homes in Eastwood and Tanzania Homes around the world <u>Weather</u> Comparing weather in Eastwood and Tanzania Story - Bringing The Rain to Kapiti Plains Droughts and the affect on people, environmental, social and economic. (water use)</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live • 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. <p>Transport and our local area</p>	<p>(previously taught Tanzania National Park and India)</p> <p>Under the Sea Locate Australia and Great Barrier Reef. Discover the features of the Great Barrier Reef. Learn how we can protect the seas and oceans. Compare and contrast the school pond to the Great Barrier Reef. Compare Eastwood to a coastal town.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live • 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.
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Y1	The History of Us and Our Grandparents.	Posting and Places	To the Rescue

	<p>What has changed since my Grandparents were children? Explore where we live, looking at the UK, Eastwood and Nottinghamshire. Use online maps to show surrounding areas such as Heanor, Langley Mill, Brinsley etc. Explore any countries from children interests, holidays or shared story books.</p> <p>NC: 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>Local Church Fire Visit the local church and learn about why it is significant to the local community.</p> <p>The Great Fire of London What was the impact of The Great Fire of London?</p>	<p>Where in the world is The Arctic and what are the key features of life there? Where are the continents and oceans of the world?</p> <ol style="list-style-type: none"> 1. Find the Arctic Ocean on a world map 2. - Understand geographical similarities and differences of the human and physical features of the Polar Regions. Find the Arctic Ocean and continent of Antarctica. - Learn about the Arctic landscape. 3. Weather in the Arctic - Daily weather measurements - Seasons - Locate the equator, North Pole, South Pole. 4. Name and locate the 7 continents and 5 oceans on world maps, atlases, and globes. 5. Where is Eastwood in relation to the Arctic on a world map? 6. Compare and contrast to Eastwood: <ul style="list-style-type: none"> - Inuit homes - Transport - Physical and human features 	<p>Show UK coasts on a map Exploring the physical and human features of the coast and how aspects have changed over time. Compass points.</p> <p>NC: 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>NC: 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>
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	<p>Name and locate the 4 countries of the UK. NC: Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Life in Tudor Times (Tudor Houses) Was Henry VIII a good king? Look at the features of a Tudor house and what settlements were like in Tudor times.</p>	<p>- Key physical features - sea, mountain, ocean, soil, vegetation</p> <p>NC: Name and locate the world's 7 continents and 5 oceans</p> <p>NC: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>NC: 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</p> <p>NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>NC: 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>	
Y2	<p>The 2 Queens How have the achievements of Queen Victoria and Queen Elizabeth II impacted on our lives today?</p>	<p>Trading Places - Britain or Brazil What are the similarities and differences life in Eastwood to life in Brazil?</p> <ol style="list-style-type: none"> 1. Similarities and differences between town and country (UK) -Where is Eastwood? 	<p>Read All About It!</p> <p>China Physical and human features of a non-European country. Comparing the countryside and cities in China to compare to</p>

<p>Name, locate and identify the characteristics and capital cities of the UK.</p> <p>NC: Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Victorian Times -</p> <p>How have our lives been changed by the Victorians?</p> <p>Look at photos of Nottingham in Victorian time to explore changes over time.</p> <p>NC: 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>Significant people - DH Lawrence</p> <p>Explore and visit buildings of local significance such as DH Lawrence museum.</p> <p>NC: 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>2. Advantages and disadvantages of city, town, village life.</p> <p>3. Introduce the world map. Where is the UK in relation to the rest of the world?</p> <p>-Revisiting North and south poles / equator / oceans and continents.</p> <p>-Compass points</p> <p>4. Locate the Arctic (Revisit Y1) and Brazil on a world map. Record the weather in Arctic, Brazil recording seasonal and daily patterns.</p> <p>5. Eastwood and Rio De Janeiro - compare and contrast the human and physical features.</p> <p>NC: Name and locate the world's 7 continents and 5 oceans</p> <p>NC: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>NC: 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</p> <p>NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as</p>	<p>previous learning of UK countryside and cities.</p> <p>Look at the air quality in China.</p> <p>How does China impact the world globally?</p> <p>NC: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>
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Y3	<p>The Stone Age How did Britain change from The Stone Age to the Iron Age?</p> <p>Locate Stonehenge and other surviving UK monuments in the UK</p> <p>NC: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Locate countries linking to Set in Stone.</p> <p>NC: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Source To Sea What are the countries, cities and regions of the UK? Where does rain come from?</p> <p>1.Name and locate countries and cities of the UK. Geographical regions and identifying their human and physical characteristics. Key topographical features.</p> <p>2 Rivers - UK rivers, changes over time, land use patterns (Eastwood canal for transport and trade), the water cycle, from source to sea (River Trent)</p> <p>3 Coasts - coastal erosion, land use patterns (tourism, Eastwood High Street use to be mining fields)</p> <p>4 Locate Mountain ranges (UK, tip into Europe and the world) Differences between hills and mountains.</p>	<p>Health/Lifestyles and Wellness What facilities or classes are available locally to support a healthy lifestyle? Can you create a map showing an obstacle course or physical challenge circuit around school to promote a healthy lifestyle? Can you write directions to each station using compass points.</p> <p>NC: Use fieldwork 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> <p>NC: 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</p>

	<p>Find out where the best place to build settlements were and why.</p> <p>NC: Describe and understand types of settlements.</p>	<p>NC: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>NC: To describe and understand the water cycle.</p> <p>NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>NC: Use fieldwork 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>	
Y4	<p>The Vikings Settlements, country, land use Britain's settlement by Anglo Saxons and Scots Raiders or Settlers - How should we remember the Vikings?</p> <p>Locate the countries within Europe and plot the movements of Vikings, Anglo Saxons and</p>	<p>The Amazon Are Rainforests really that important? 1. Peru Location on a world map, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>NC: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on</p>	<p>Let's Educate Ourselves! Are all people born equal?</p> <p>Locate the Tropics Locate the Northern and Southern hemisphere Transatlantic Slave route.</p> <p>NC: Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p>

	<p>Scots. NC: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Look at counties of the UK, in the particular those in the East Midlands and their geographical regions and their links to Vikings/AngloSaxon/Scots. NC: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p>	<p>their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>2. Label layers of a Rainforest</p> <p>3. De-forestation (Economic activity) from different view points, debate the advantages and disadvantages. Links back to Eastwood (Iceland shops banning palm oil)</p> <p>4. Vegetation belts of Peru. Food growth Avacados (link to economic activity, the advantages and disadvantages.</p> <p>NC: Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: biomes and vegetation belts and mountains, • human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Compare similarities and differences of human and physical features of Caribbean, Africa, UK (South West)</p> <p>NC: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>
Y5	<p>Local history, Changes over time, land use over time. (Transport links, railways, mining etc)</p> <p>How has local transport links affected Eastwood over time?</p>	<p>The Americas</p> <p>The land of opportunity...North or South America?</p> <p>Similarities and differences in trade, tourism and human and</p>	<p>Healthy Relationships</p> <p>Ancient Greece</p> <p>-Locate Mountains around the world.</p> <p>-Compare to UK mountains.</p>

	<p>Locating transport links and their importance. Looking at maps of the local area throughout the years to spot the land-use patterns. Create land-use maps of 2/3 streets in Eastwood to compare the different land-use. Use local people to discuss the changes in Eastwood over the years. Visit to the library to research the local area.</p> <p>NC: land-use patterns; and understand how some of these aspects have changed over time</p> <p>Nc: Use fieldwork 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> <p>World War 2 A study of an aspect or theme - changes throughout wartime (The roles of women) How did WWII affect British People?</p>	<p>physical features between North and South America?</p> <p>1. World map Locate North and South America. Concentrate on their environmental regions, key physical and human characteristics, countries and major cities. Revisit the Rainforest (Y4) when concentrating on environmental regions.</p> <p>2. Similarities and differences through the study of human and physical features: UK - South West (links to trade) economic activities. (Know why ports are important) European - Catalonia (Tourism) North America - Mountainous West (Mountain ranges)</p> <p>NC: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>NC: Describe and understand key aspects of:</p>	<p>Physical and human features of Greece.</p> <p>NC: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
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	<p>Why was the role of women significant during WWII?</p> <p>-Locate the countries involved in WWII.</p> <p>-Use maps to plot and show movements during WWII</p> <p>NC: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. • human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
Y6	<p>Achievements of early Civilisations</p> <p>Ancient Egypt</p> <p>Medicine through time.</p> <p>What did Ancient Egypt have in common with other civilisations at the time?</p> <p>-Locate Egypt on a world map, including the continent in which it belongs.</p>	<p>The Voyage of Discovery</p> <p>What was the impact of Darwin's journey of discovery?</p> <p>1.Following Darwin's journey - plotting different countries around the world. Looking at environmental regions, key physical and human characteristics. (Revisiting learning from Y4)</p> <p>-Compass points</p> <p>-Ordnance Survey maps</p> <p>-6 figure grid references</p> <p>NC: 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</p>	<p>My Body, My Choice</p> <p>Angry Earth</p> <p>Revisit latitude, longitude, equator, northern/southern hemispheres, prime/Greenwich meridian and time zones.</p> <p>NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>

	<p>-Research the human and physical features of Egypt and major cities.</p> <p>-Explore the ancient civilisations and if they have any links to the physical features of Egypt.</p> <p>-Ports in Egypt</p> <p>-Research and investigate the distribution of natural resources including energy, minerals and water.</p> <p>NC: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>NC: Describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>knowledge of the United Kingdom and the wider world</p> <p>2. Equator Longitude and latitude Tropics of Cancer / Capricorn Time zones - working out the difference Greenwich Meridian zones Northern and Southern Hemisphere NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>3. Climate zones Biomes -Different environments NC: Describe and understand key aspects of: physical geography, including: climate zones, biomes</p> <p>4. Know the main human and physical differences between developed and developing countries. Focus on economic activity and the distribution of natural resources. (Revisit trade links from autumn term) NC: Describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including economic activity including trade 	<p>Describe and understand key aspects of volcanoes and earthquakes.</p> <p>-Ring of fire</p> <p>-Tornado</p> <p>-Looking at Hawaii, America and their links to volcanoes and earthquakes.</p> <p>-How they impact the lives of people.</p> <p>NC: Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: volcanoes and earthquakes
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		links, and the distribution of natural resources including energy, food, minerals and water	
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