

## Geography at Springfield

### Our Vision

At Springfield, we believe that a high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. We believe that there can be few things more fundamental than learning about the 'earth as our home'. Geography, when taught well, should fascinate and inspire children and nourish curiosity. Geography also deepens understanding of many contemporary challenges – climate change, food security, energy choices. As a subject, it impacts upon every aspect of our children's lives and plays a crucial role in developing caring and understanding citizens of tomorrow.

At Springfield we want children to realise that geography is about *them*, growing up in their world. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon. We carefully selected units which reflect the needs of our children: units which take them beyond the local area to explore the UK and the wider world, to develop a passion for learning so that they leave us excited about geography as a subject.

### How we plan and teach geography

Although we make meaningful links to other curriculum areas, we believe that children should see geography as a subject in its own right. When planning our curriculum, we have thought about its distinctive character as a discipline and ensured that we have woven the concepts that are fundamental to geographical thinking into our curriculum. Skills needed to be a geographer are taught progressively. Concepts are built upon, learning is revisited and children's locational knowledge is built on year on year.

Geography is taught once a term– children complete three units over a year. Teachers are clear about what they need children to learn and how this builds on prior learning. We draw on the expertise of The Geographical Association to ensure our units are well planned and use this organisation to develop our teachers' subject knowledge.

Fieldwork is a statutory part of the national curriculum and is undertaken on a regular basis. Our geography curriculum ensures children engage regularly with the outside world and develop skills in meaningful and current contexts. First hand experiences are really important for our children at Springfield. Fieldwork ensures children are engaging with the world around them, managing risks, navigating real landscapes and gathering data for real purposes.

Through our geography curriculum, we have thought about key threads that run through units. These threads of *My Place in the World, Sustainability and Connectivity* are revisited over time and add to the cohesiveness of our curriculum.

### How we evaluate learning in geography

The impact of our geography curriculum can be seen in work in children's books. Children have overviews for each unit, which outline what children will be learning, how this builds on previous learning and what the next steps in learning are. Leaders identify key assessment targets and children complete a short assessment at the end of each unit. Teachers use these assessments to evaluate whether a child is working at the expected standard and to plan for next steps.

Learning is revisited regularly. When teachers start new units, they recap on prior learning and use our threads to deepen children's understanding and knowledge of geography.

## EYFS

### Nursery

Geography begins in our Nursery with a focus on giving children experiences to enable them to make sense of the physical world. This is done through a curriculum which includes books carefully selected to represent different locations in the world.

These texts enable teachers to facilitate discussions about similarities and differences between diverse places. Through books, pictures used for discussion, videos, trips and visitors, children in Nursery learn that there are different countries in the world. Through our Nursery curriculum the children 'visit' North America (Snowy Day), Uganda (Anna Hibiscus, Song), the seaside (The Runaway Train and Billy's Bucket), the countryside (The Runaway Train) and cities (Through My Window and Oscar's Tower of Flowers). With each new text, children learn the key physical and human features of the settings and are supported to create 'small world' representations of the places from the stories. By incorporating learning about wildlife into each of the above units, children gain place knowledge in line with their interests and begin to develop an early awareness of how ecologically diverse our planet is.

Crucially, Nursery also learns that our ethnically and culturally diverse school includes families from all over the world. Children share images of holidays or visits to family in other countries, and these are mapped physically onto a world map.

Nursery also begin laying the foundational knowledge about weather patterns which continues into Reception and through to KS1.

### Reception


As with Nursery, Reception children are immersed into the diversity of our planet via carefully selected texts through which they 'visit' Antarctica (Blue Penguin), British Woodland (The Gruffalo), India (No Dinner), Africa (Anna Hibiscus, Splash!), a town (The EveryWhere Bear) , a pond (Bog Baby) and the moon (Astro Girl)! With each new text, children learn the key physical and human features of the settings and are supported to create 'small world' representations of the places from the stories. By comparing the places 'visited' in these texts, Reception children grow their awareness of our planet's ecological diversity and begin to understand the process of mapping. Beyond this, children are supported to compare and contrast these environments across the year, to begin to build an understanding of environments which differ from the one in which they live. In exploring the melting of ice caps in Antarctica, Reception also begin to explore how physical geography is impacted by climate change. When exploring The Everywhere Bear, children gain experience of looking at and creating their own maps.

Within each of the locations 'visited', locational knowledge is gained by providing children with images, non-fiction books and video clips which support children to explain how children's lives in other countries may be similar or different in terms of how people travel to school, what they eat, the music enjoyed there and where they live.


Across the year, as children learn about the celebrations of Christmas, Hanukkah, Chinese New Year, Holi, Easter and Eid, attention is drawn to the special places of worship which contribute to the diverse human geography of our school's location.

Reception continues to lay the foundational knowledge related to weather patterns across seasons.




## Year 1

Unit	Sunshine to Storm	Great Explorers	All Around Me	Beach Combers
<b>Overview</b>	In this unit, you will use the changing of the seasons from summer into autumn as a stimulus to start exploring seasonal and daily weather patterns. You will become meteorologists when you construct your own instruments, such as rain gauges and wind vanes, to measure and record daily weather. You will build on your knowledge of the weather in our locality to look at weather across the United Kingdom; learning that the position of a country on the globe affects the weather. You will conclude the unit by learning about extreme weather events such as heat waves, droughts and hurricanes that affect people across the world.	In this unit, you will be immersing ourselves in learning about famous explorers who have shaped our understanding of the world and beyond, across the centuries. Before you begin your history learning, you will focus more on developing our geographical knowledge of the globe and the oceans, continents and countries it contains. This will help us to understand why the explorers, like Ibn Battuta and Robert Falcon Scott, are pioneers. They are women and men who explored the uncharted territory beyond their homelands and enriched our understanding of our planet.	Having used globes to help us learn about great explorers and maps of the United Kingdom to compare weather patterns across our island home, you are now ready to look at the purpose and use of maps in more detail. You will begin this unit by exploring what makes a map, a map. You will then bring this learning to life by plotting a route using a map and by creating our own maps of a familiar route. You will use maps to follow and give directions before starting to explore our locality as geographers, comparing and contrasting our immediate locality with the hustle and bustle of Stamford Hill.	In this unit, you will learn about the oceans and seas that surround our island home – the United Kingdom. You will then zoom into our home city of London to explore which seas are closest to us and how the mighty River Thames, which flows through our capital, meets the sea at the Thames estuary. To bring this learning to life, you will plan a route to Chalkwell in our neighbouring county Essex. You will take a train to the beach and spend a day immersing ourselves in coastal town life. Returning to our classroom, you will use photos and maps to compare and contrast this town with our local area in Hackney.
<b>Geographical Skills and Fieldwork</b>	We use maps to explore weather forecasts and learn that the position of a country affects its weather.	We learn the differences between a world map and a globe. We identify the location of the UK, as well as other countries, continents and oceans visited and crossed by famous explorers.	We use simple fieldwork and observational skills to study the geography of our school site and our local area. We observe the key human and physical features of our surrounding environment. We devise simple maps of our local area with basic symbols in a key.	We use aerial photographs and plan perspectives of the beach we visit to recognise landmarks and basic human and physical features.
<b>Thread</b>	My Place in the world. 	In the unit <i>All Around Me</i> , we build on our experiences in Reception to further develop our sense of place in our locality. We use maps to plot routes in our local area and then begin to follow and give directions. As we venture outside of our school into the surrounding area, we compare and contrast our immediate locality with the busier Stamford Hill area nearby. In our final geography unit of year 1, <i>Beach Combers</i> , we build on our local knowledge to make comparisons between our area and the area of Chalkwell that we visit on a fieldwork trip.		




## Year 2

Unit	Hackney	The UK and Beyond	Uganda
<b>Overview</b>	In this unit, you will continue to explore your locality, moving beyond our school to explore what is nearby. You will find where Hackney is on a map of London and understand that London is made up of different boroughs. You will also build on your mapping skills by exploring different maps and aerial photographs of the area. Water plays a key role in our local area. To understand this better, you will visit the nature reserves that make up the wetlands and marshes, the local marina and River Lee. This fieldwork will help you to compare and contrast what life is like living on the water and near the water.	In this unit, you will ‘fly’ around the United Kingdom, exploring the physical features and landscape. You will then spread your wings to fly further afield, around our continent of Europe and beyond, to the extremes of our globe. In taking flight, you will gain a sense of the physical diversity of our planet and the relative locations and sizes of different countries. You will build on prior learning by making connections and drawing contrasts between different places, making links to weather and climate linked to a place’s location relative to the Equator.	In this unit, you will begin to broaden your place knowledge of the world by exploring the continent of Africa. You will use maps and globes to locate the continent and describe the location of Uganda in relation to other countries and the equator. You will then zoom in to a deeper study of Uganda: its climate, varied landscape and wildlife. Building on your learning about water as a natural resource in your local area, you will learn about the challenges many Ugandan communities face in gaining access to clean water and how this can be improved.
<b>Geographical Skills and Fieldwork</b>	We use maps to locate London. We use maps to learn that London is divided into smaller parts (boroughs) and to identify which boroughs surround Hackney. We also locate the River Lee and local marshes on a map. We use four compass points to describe the position of Hackney and other boroughs within London. We use maps and aerial photographs to explore the location and route of the River Lee. We carry out fieldwork to interview members of our community who live on the water and find out what their life is like.	We use maps, atlases and globes to identify the United Kingdom, its four countries and the four capital cities. We use four compass points to describe where the countries and capital cities of the UK are in relation to each other. We use aerial photographs as well as maps with symbols to compare the physical features of different parts of the UK. We learn how symbols are used to show mountains and bodies of water on a map of the UK. We make links between location and climate when we revisit the location of the seven continents.	We use maps, atlases and globes to identify the location of the continent of Africa and the country of Uganda. We make links between its location and its climate. We use maps, atlases and globes to locate the surrounding continents and oceans, as well as the countries which border Uganda. We revisit the four compass points and apply them to describing the location of different African countries in relation to each other. We use aerial photographs and maps to explore the landscape of Uganda.
<b>Thread</b>	<p style="text-align: center;">My Place in the world.</p> <div style="text-align: center;">  </div>	<p>In the unit <i>Hackney</i>, we further develop our sense of our place in the world by learning more about our local borough.</p> <p>We then zoom out to the United Kingdom to gain a sense of our place within the UK and an appreciation of the physical diversity it offers.</p> <p>When we study Uganda, we make comparisons between city life and rural life like in Uganda and in the United Kingdom. Our comparisons help us to appreciate similarities and differences.</p>	




## Year 3

Unit	Journey to Scotland	Food and Farming	Europe
<b>Overview</b>	In this unit, you will extend your knowledge of the United Kingdom through a depth study of Scotland. By exploring a range of maps and using symbols and keys, you will learn about the physical features of Scotland including its mountain ranges and remote islands. You will compare and contrast life in London to life on a Scottish island making links to its physical features and location. You will also learn to use four figure grid references to find and describe the location of both cities and points of interest.	In this unit, you will learn about farming – where land is farmed in the UK and why some parts of the country are more suited to farming than others. You will learn about the differences between arable and pastoral farming and also learn about the journey of food from ‘farm to fork’. You will make links between what happens on a farm in different seasons as a result of the weather.	In this unit, you will learn about the continent of Europe. Using maps and atlases, you will explore this vast and varied continent to learn about its countries and capital cities. Building on your previous learning about hot and cold regions, you will explore the different climate zones and biomes within Europe and make comparisons about life in different parts of the continent. As you study different countries in Europe, you will learn about their physical and human features. Finally, you will deepen your understanding of what it means to belong in the continent of Europe, with European neighbours, despite no longer being a part of the European Union.
<b>Geographical Skills and Fieldwork</b>	We use maps and digital mapping to locate Scotland and describe its physical features. We use 8 compass points to describe the location of cities and the location and physical features in Scotland.	We use maps and atlases to find out where in the UK the most farms are located and make links to the landscape. We use maps, atlases and globes to locate where the food we consume originates and what its journey is to our plate.	We use maps, atlases, globes and digital maps to locate different European countries and describe the physical features. We use maps and atlases to locate European capital cities. We make links between location and climate within different regions of Europe. We learn what a biome is and use atlases to identify the different biomes found in Europe.
<b>Threads</b>	<b>Interconnectivity</b> 	<b>Sustainability</b> 	<b>My Place in the world</b> 
	In our unit <i>Food and Farming</i> , we learn how connected landscape is to food production. In our unit <i>Journey to Scotland</i> , we learn how Scotland and England are connected and how you can reach Scotland from London in different ways.	In our unit, <i>Food and Farming</i> , we consider the link between sustainability and food miles. We learn about sourcing some food locally and the positive environmental impact these choices as consumers can have.	In our unit, <i>Europe</i> , we develop our understanding of our place within the wider continent of Europe. We celebrate its diversity in physical and human features and explore the fact that many of our school community feel a sense of belonging and to more than one ‘home’ within Europe.




## Year 4

Unit	The Amazon	Exploring the Alps	Rivers
<b>Overview</b>	In this unit you will learn all about the Amazon rainforest – its location, its climate, what lives there and the challenges it faces. You will consider the vast biodiversity of this rainforest and make links to your understanding about adaptation and habitat. Once you understand the threats to the Amazon, you will learn about ways in which humans can protect it with more sustainable approaches.	In this unit, you will learn about the features of a mountain and how they are formed. You will develop your locational knowledge by learning which countries in Europe are spanned by the Alps and you will develop your map reading skills by understanding what contour lines tell us. Once you are familiar with where the Alps are located and what they are like in different seasons, you will consider why so many tourists visit and what impact this has, as well as the risks of mountain climbing and the dangers faced by some animals in the area.	In this unit you will learn about rivers – how they are formed, how they change as they journey from source to mouth and how they are used. You will also learn about flooding and the impact it can have on a community, as well as the impact we can have on rivers in our local area.
<b>Geographical Skills and Fieldwork</b>	In this unit, we use maps, atlases, globes and digital mapping to locate the Amazon region in South America and describe the physical features. We make links between the location and the climate and location of the Amazon.	We use maps, atlases and digital maps to identify the location of the Alps mountain range in Europe. We use digital mapping to explore the landscape of the Alps. We use contour lines to describe the elevation of the mountains.	We use maps, atlases and digital maps to identify the location of rivers around the world. We carry out fieldwork on a local walk to investigate the impact humans have on our local canalised river and the surrounding marshes.
<b>Threads</b>	Sustainability and Interconnectivity 	Sustainability 	Interconnectivity 
	We learn about how and why the Amazon Rainforest is being damaged by humans and the impact this has on the living things and local communities. We also learn about the global impact of deforestation and how a more sustainable approach can be achieved.	We learn about the impact of tourism of Chamonix in the Alps region and about the conservation of at-risk species.	We learn how vital rivers are to connecting different parts of the world and how they are used for farming, transport, leisure and power sources. We learn about how human activity can affect rivers and what humans can do to protect wildlife in and around rivers.

## Year 5

Unit	Restless Earth	Trade around the world	Frozen Kingdoms
<b>Overview</b>	This unit concentrates on the study of earthquakes and tsunamis and combines the physical geography of the Earth's crust with the human geography of living in an area prone to natural disasters and coping with the impact. You will learn how an earthquake is caused, where they are most likely to happen and the human and physical impact. You will compare the impact of two different earthquakes in different regions of the world.	In this unit you will extend your locational and place knowledge by looking at trade links across the world. You will understand the link between a place's natural resources and its imports and exports. You will find out about different supply chains, including for chocolate and cotton. You will learn about fair trade and think about global inequality and how different approaches to trade can support goals of sustainability and equality.	In this unit, you will learn all about life in the Arctic and Antarctic. You will be able to locate both the Arctic and Antarctic on a globe and atlas. You will learn how polar bears and penguins have adapted to living in these harsh conditions and you will explore how people live in these regions. As well as this, you will find out about Ernest Shackleton's expedition. Finally, you will investigate the impact of climate change and volcanic eruptions. You will find out what causes a volcano to erupt and the impact this has on the surrounding environment.
<b>Geographical Skills and Fieldwork</b>	We use maps, atlases and digital mapping to identify the location of plate tectonics and make links to the <i>Ring of Fire</i> . We use grid references to pinpoint earthquake epicentres in New Zealand and Haiti before making comparisons about the impacts.	We use maps and atlases to identify the location of different regions within the UK. We use 8 compass points to describe the location of the regions and countries of the UK.	We use maps, atlases, globes and digital maps to identify the location of the polar regions and make links to their climate.
<b>Threads</b>	Interconnectivity 	Interconnectivity 	Sustainability 
	We learn about the interconnectivity of global communities related to international responses to natural disasters. We learn about transport interconnectivity, and how this can be damaged in disaster scenarios with a significant impact on communities.	When we learn about trade, we learn how interconnected different countries are by the buying and selling of goods. We learn about the benefits and drawbacks of this interconnectivity ethically, environmentally and economically.	In this unit, we consider the impact of climate change on the polar regions and how sustainability measures could protect the melting polar ice caps and the wildlife in those regions.

## Year 6

Unit	Road trip around North America	Mapping the World	Living off the earth's resources
<b>Overview</b>	In this unit you will learn about North America. You will develop an overview of the continent by learning about three countries: Mexico, United States and Canada. You will learn about the diversity of this continent and be able to compare and contrast physical and human features. You will also look at the impact wildfires have on the landscape in California and what measures are taken to deal with them.	In this unit, you will develop your map skills in a range of contexts. You will first understand the significance of the lines of longitude and latitude on a map and the importance of the Prime Meridian Line. You will practise using 8 compass points to describe locations and move from four- to six-figure grid references to give more precise details about a landmark's location. You will use OS maps on your field trip to Kench Hill, in Kent and practise using the scale, key, symbols and contour lines to plan routes and learn about a new area.	In this unit, you will learn about the natural resources on our planet and how they can be used as sources of energy. You will understand the difference between renewable and non-renewable energy sources and which are more sustainable. You will learn how fossil fuels are formed and why there are efforts to reduce our reliance on them due to the environmental impact. You will then learn about minerals – what they are, where they are found and how they can impact a country's wealth.
<b>Geographical Skills and Fieldwork</b>	In this unit, we use maps, atlases, globes and digital mapping to identify the location of North America and to differentiate between North America and the USA. We use maps and atlases to zoom in to the location of different states and also to make links between the climate zones and the location of different places.	In this unit, we use maps, atlases and globes and digital mapping to locate the lines of latitude and make links between the lines of longitude and time zones. We revise using 8 compass points to describe locations and we extend our grid reference skills to using six-figure grid references to locate or describe the location of major landmarks. We explore scales on maps to measure the distance between different locations and zoom in to Ordnance Survey Maps to practise using their different symbols and features. We review symbols, keys and contour lines in the context of the UK, and to Tentederden for our Year 6 residential trip.	In this unit, we use maps, atlases, globes and digital mapping to locate where natural resources are found across the world.
<b>Threads</b>	Sustainability 	Interconnectivity 	Sustainability and Interconnectivity 
	We will learn about the impact of wildfires and how they are linked to climate change.	When planning a route from school to Kench Hill, and routes for beach walks in Kent, we will consider the transport connectivity between different locations.	In this final unit of Year 6, we will make connections between the threads of sustainability and interconnectivity. We will learn about the very real challenges our planet faces with regards to energy consumption in the increasingly interconnected global context. We will explore the very real solutions and how each of us as individuals can play our part in protecting humanity's home.