Our curriculum

At Springfield we want our children to love learning. We want them to come to school every day excited about learning new things, confident to try new experiences and enthusiastic about new challenges. We want each child to experience success and to leave us at the end of primary school as caring, thoughtful citizens who are ambitious for themselves and fully prepared for secondary school. We want their experience of primary school to be a happy one, where great memories are created, where children are immersed in experiences that take them outside their classroom, where we ignite their curiosity and encourage their imagination.

We intend to achieve the above, through a well-planned, ambitious curriculum, which is bespoke to our school. We serve a diverse and vibrant community who speak many languages and come from many different parts of the world. A significant number of our children have two places they call home. Many have travelled from abroad to settle in the local area but still return regularly to spend time with family. Both their home here and abroad are equally important to them. Our curriculum has been designed to both celebrate this duality and learn from our diversity and to broaden our children's horizons further.

Our curriculum provides opportunities for our children to celebrate their local area and to understand its geography and history. It takes them beyond their immediate local context as they learn about the city of London and the wider study of the UK, and further afield, as they learn about what it means to be a global citizen. Our study of the history, geography, music and artwork of countries around the world is intended to help our children see that which lies outside of their personal experiences.

We have placed the development of language at the heart of our curriculum. We value the many languages spoken by both our children, staff and parents. As a school with a large proportion of children who speak English as an additional language, our curriculum is designed to ensure that our children develop into confident speakers, readers and writers, that they read widely and develop a real love for books that they take with them into adulthood. There is a strong emphasis on teaching the basic skills of reading, writing and maths to the highest standard so that our children can achieve their full potential.

We believe that our children should grow up to be caring citizens who are thoughtful and respectful, not just of each other but of the world around them. We want our children to learn about the fragility of our planet and the role they play in protecting it. This 'intent' is woven through our Footprints curriculum and embedded in the topics the children learn about. We ensure that our children have opportunities to learn outdoors, to respect their environment and to understand that we all leave a 'print' or mark on the world.

Our curriculum has been developed by staff after careful analysis and reflection of the needs of our children at Springfield. We have thought carefully about the places in the world we want our children to learn about, the events that will capture their imagination and the important knowledge, skills and understanding we want them to have by the time they leave us.

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. The National Curriculum sets out the core knowledge and understanding that all pupils should be expected to acquire in the course of their schooling. At Springfield we believe that a core curriculum is not all that pupils should be taught. Although we follow the national curriculum, we also go beyond what is set out. We use it as a springboard to broaden children's knowledge of the world, to understand environmental issues, and to engage them in innovative and enjoyable learning that has relevance to their lives while challenging them to think about 'real world' issues. We have chosen 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.

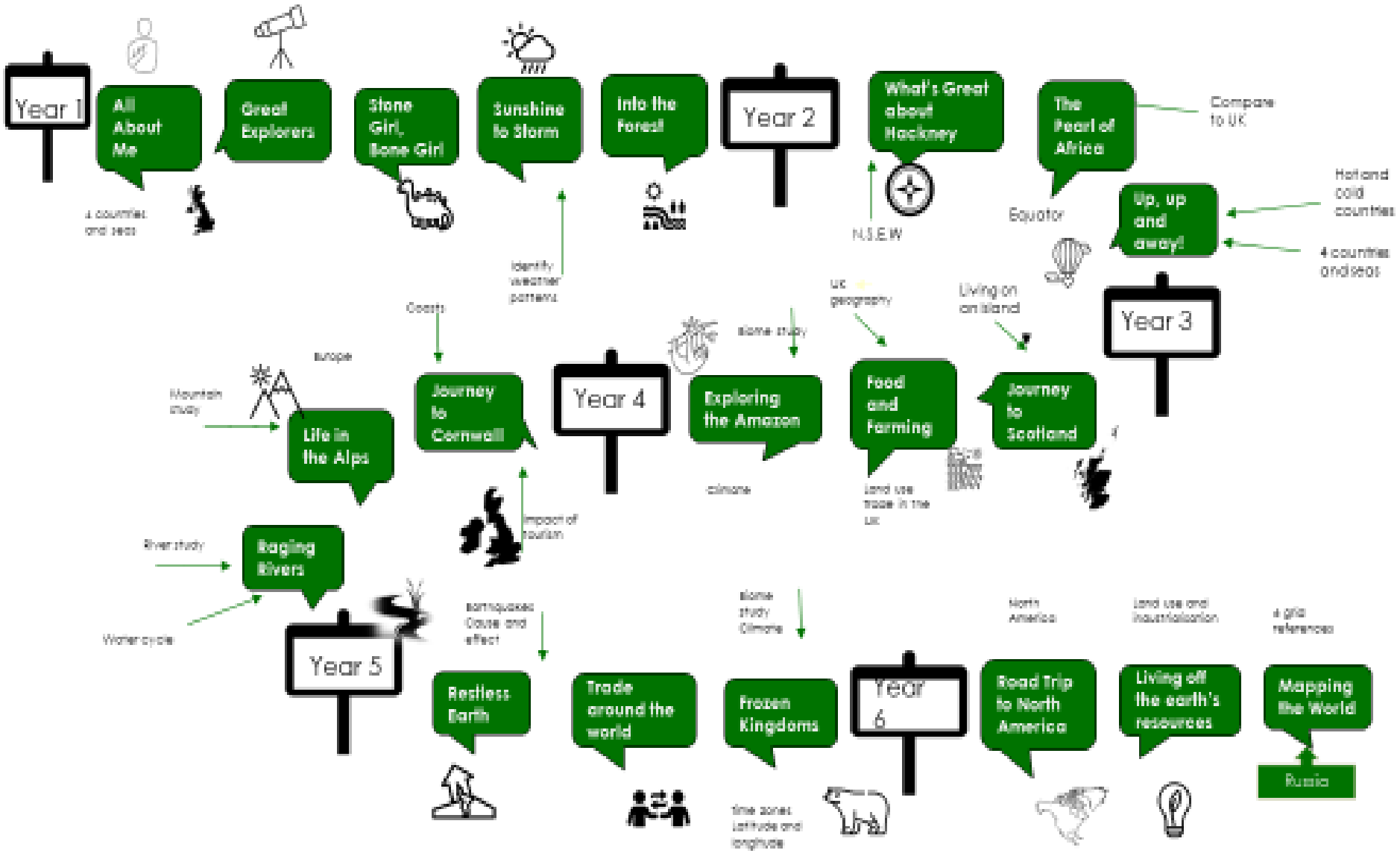
How we plan for and teach geography

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 every second half 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.
Field work 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 are 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 include sustainability, connectivity and community. These threads 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, 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 self-assess against these. The teacher uses mini assessments, including check-its and prove-its to ensure learning is being retained. At the end of the unit, children complete a longer review of learning. Depending on the age of the class, this might be a knowledge test, an extended piece of writing or a mind map which captures what they have learnt and remembered.
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.

Geography Overview



Year 1: Geography

Me, myself and I	Great Explorers	Stone Girl, Bone Girl
Pupils should develop knowledge about the world, the United Kingdom and their locality. *They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness* *Use basic geographical vocabulary to refer to:* *key human features, including: city, town, village, factory, house, office and shop*	*Name and locate the world's seven continents and five oceans* *Use basic geographical vocabulary to refer to:* *key physical features, including: , coast, forest, hill, mountain, sea, ocean, river,* *Use basic geographical vocabulary to refer to: key human features, including port and harbour, airport*	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* *Use basic geographical vocabulary to refer to:* *key physical features, including: beach, cliff, coast, sea, ocean, river, soil, season and weather* *Use basic geographical vocabulary to refer to: key human features, including village, farm, town*
Learn about school location – what is just outside school *Map routes from school to local park*	Look at world maps – locate UK – introduce children to continents and oceans Look at globes – recognise land and water on a globe and understand that most of the earth is covered in water Look at different journeys – on a ship, on an aeroplane	Locational knowledge – where are we on a map of UK/where is Dorset? Understand that we live on an island, surrounded by sea Learn about the coast – what would it be like to live by the sea
Sunshine to Storm	**Into the Forest**	**Being a geographer**
Human and physical geography *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* *Use basic geographical vocabulary to refer to: key physical features, including: sea, ocean, river, season and weather* *Use basic geographical vocabulary to refer to: key human features, including village, farm, town*	*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.* *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* *Use basic geographical vocabulary to refer to: key physical features, including: forest, vegetation, season, weather*	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Use simple compass directions and locational and directional language to describe the location of features and routes on a map *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and constructbasic symbols in a key*
Learn about seasons and daily weather patterns - how does the weather impact on our lives Locate hot and cold places on a globe	Map own forest in school grounds Use maps to plan trip to Epping Forest Compare both areas – what are the similarities and differences	Revisit what you know about the UK – where do we live? What other countries are in the UK and where are they? Use basic compass points

Year 2: Geography

Unit	What's so great about Hackney	The Pearl of Africa	Up, Up and Away
National Curriculum	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 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 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.	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 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 Location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features and key human features
Overview	In this unit, children move beyond their school to explore their locality. They find out where Hackney is on a map of London and understand that London is made up of different boroughs. They will learn about simple compass directions and continue to develop their understanding of mapping, including using aerial photographs to identify landmarks. They will carry out a study of water in their local area, investigating the different uses, egg the nature reserves that make up the wetlands and marshes, the local marina and River Lee. They will use fieldwork to find out about living on a river and compare their findings to living in a house/flat.	In this unit, children compare a village in Uganda to living in London. They developing their locational knowledge by revisiting continents and learn more about the countries that make up Africa (what countries are in North Africa, South Africa…). They learn about the equator and what the weather is like there. As they zoom in on Uganda and a village there, they learn about similarities and differences to London – they find out about the physical landscape, the culture and why this country is known as The Pearl of Africa. They look at how communities work together and the challenges they face, egg water.	In this unit children are immersed in a topic based around flight. They learn about the Wright brothers in History and think about the impact that the development of flight had on the world. They 'fly' to different parts of the UK, building on their knowledge of the four countries, capital cities and seas. They then 'fly' to different continents and over oceans, remembering names and position on maps of world and investigating distance and time it would take to fly there. Finally, they zoom in on the Arctic, learning about the people and animals who live there, climate and landscape. They compare this part of the world to Uganda, thinking about why the climate /way of life is so different here.
Progression	Compass points Using aerial l photographs to find out about an area Plotting routes and directions Carrying out fieldwork – interviewing people who live on the river…	Revisit compass points: N, S, E, W Build on knowledge of continents - be able to name them. Know what the weather is like at the Equator – be able to locate hot and cold places Be able to explain similarities and differences between contrasting places	Build on locational knowledge – what is the weather like at the poles – how does climate change as we move away from the Equator. Be able to locate hot and cold places on a map/globe Broaden locational knowledge to learn about the Arctic.
Threads	Connectivity: how is Hackney connected to other boroughs/what boroughs surround Hackney – how are we connected to London/UK Have we lived anywhere else?	Community: what is a community? How do communities work together? Are there differences between village communities in Uganda to a community in inner London?	Sustainability – find out about endangered animals - begin to think about the impact of melting ice on the planet. Flight – what are the advantages/disadvantages Connectivity – how has flight helped us to stay 'connected'

Year 3: Geography

Unit	Journey to Scotland	Food and Farming	Exploring the Amazon
National Curriculum	*NC Locational knowledge: name and locate counties and cities in the UK and their identifying human and physical characteristics , key topographical features (including rivers) and land-use patterns, and understand how some* of these aspects have changed over time ***NC*** *Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links*	**NC** *Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links*	**NC** Describe and understand key aspects of: physical geography, including : climate zones , biomes and vegetable belts, rivers use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Overview	In this unit children learn about the physical landscape of Scotland and make comparisons to London They develop their understanding of physical geography by learning about mountains (will be built on in Y4 Alps unit) and lakes (Loch Ness). They will be introduced to the coastal erosion when they explore the Scottish coast and make links to work on rocks in Science They will develop their mapping skills by plotting routes from London to Scotland, thinking about cities and towns they pass through. They will be introduced to 4 grid references and symbols on a map. They will make links to human and physical geography when they learn about living on an island off the coast of Scotland – how does it differ to living in London/economic activity on the island.	Children will learn about different types of farming, e.g. arable and pastoral farming and the impact of climate and seasons on farming (building on work in KS1 on weather). They will learn where land is farmed in UK and find out about the journey of food from 'farm to fork'. They will revisit prior learning about seasons, thinking about what happens on a farm at different times of the year. They will then look at farming in different parts of the world, thinking about similarities and difference to farming in the UK. They will begin to develop an awareness of the impact of water shortages on farming around the world and will be introduced to the concept of trade, including fair trade.	In this unit the children study the physical and human features of the Amazon Rainforest and learn about the importance of saving the rainforest. They build on their locational knowledge and learn about the position of the rainforest in relation to the Equator. They learn about climate, building on their understanding of weather. They learn about the plants, animals and people who live in the rainforest and the threats that they face. They build further on their understanding of rivers, investigating the River Amazon and comparing it to the River Thames/River Lee. They will learn key vocabulary associated with the physical features of a river
Progression	Use 4 grid references Know 8 compass points Make comparisons (life on a remote island to life in a large urban city	Fieldwork: visit supermarket to research where foods come from and map journey on world map – use data to draw conclusions about findings, including thinking about connectivity to different parts of the world.	Mapping: be able to locate equator, North and South hemisphere on a map
Threads	Community: importance of community when living on a remote island	Sustainability: conservation of water – what happens on a farm if there is no water? How does this impact on our lives Connectivity: where does our food come from	Sustainability: why is it important that we save our rainforests

Year 4: Geography

Unit	Journey to Cornwall	Exploring the Alps	Raging Rivers
National Curriculum	 **NC Locational knowledge:** *Name and locate counties and cities of the UK geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and land-use patterns, and understand how some of these aspects have changed over time*	 **NC** *Understand geographical similarities and differences through the study of a human and physical geography of a region in the Up and a region in a European country*	**NC** *Locational knowledge: Name and locate counties and cities of the UK geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and land-use patterns, and understand how some of these aspects have changed over time*
Overview	Y4 start the year by looking at Cornwall, further developing their understanding of UK geography. They build on their knowledge of physical geography by studying coasts and oceans in more detail (building on work started in Y3). They make comparisons to life in London and further develop their understanding of human settlement by looking at tourism in the area. How has the area changed over time They will investigate flooding and its impact on a community, thinking about how communities come together to support each other in difficult times and also looking at what a community does to minimise damage from flooding.	In this unit, children study the Alps, looking at similarities and differences between this area of Europe and London (or Cornwall). They learn that the Alps spread out over different countries in Europe and are able to locate these countries on a world map. During this topic, children learn more about mountain formation, building on earlier work on mountains in Y3. They learn about life on the Alps, make links to tourism in Cornwall and learn how plants and animals survive in harsh climates. They look at the hazards associated with climbing mountains and investigate the role of mountain rescue teams/famous explorers. They study the habitat of brown bears, how they are becoming extinct in the Alps and what can be done to save them.	Year 4 then move on to learning about water as one of the world's most precious resource. Children build further on their understanding of rivers and UK geography by learning about the River Severn in the UK. They also learn about the water cycle, making links to Science work. They find out about water around the world and look at how we can save this precious resource. They look at processes involved in cleaning water, storing water for large population (London) and how this compares to areas of the world where there is a shortage of water. They also explore the local nature reserve, and the role water plays in encouraging wildlife to the area.
Progression	Mapping – able to locate towns and cities around Cornwall on a map – know where Cornwall is compared to Scotland/London Symbols on a map: extend to coastal symbols	Mapping : can locate Europe on a map and know the names of countries in Europe, Can identify mountains on a map 4 grid references Impact of physical features on human geography	Field work – look at water use in the local area – visit reservoir and find out what happens there/visit Walthamstow marshes to study water use in the area
Threads	Community : importance of community in difficult times Connectivity : how are we connected to Cornwall – how can we travel there	Sustainability: protecting endangered species	Connectivity: how do rivers 'connect ' us Sustainability: what can we do to preserve water

Year 5: Geography

Unit	Restless Earth	Trade around the world	Frozen Kingdoms
National Curriculum	 Describe and understand key aspects of: physical geography, including … earthquakes **Geographical sills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, …and land-use patterns Locate the world's countries on map **Human and physical geography** describe and understand key aspects of: human geography, including: … economic activity including **trade links**, and the distribution of natural resources including energy, food, minerals and water	 Extend their knowledge and understanding beyond the local area... 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) **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes
Overview	Year 5 start the year learning about natural disasters, including earthquakes and tsunamis. They will learn about what they are, where in the world, they have happened/can happen and why/how, people live near them. During this unit, they will deepen their understanding of locational and place knowledge, revisiting the Pacific ocean and the 'ring of fire' and learning what it is like to live near an earthquake zone. They will find out how people are affected by earthquakes and tsunamis by learning about the Haiti earthquake and the Japanese tsunami.	Year 5 will then look at trade and economic activity, learning about the differences between primary activity (acquiring raw materials) and secondary activities (turning raw materials into goods). They will first look at different regions of the UK, learning about the importance of farming, forestry and the history of mining in parts of the UK. They will look at trade at a global scale, learning about the trade of bananas and chocolate. They will learn about fair trade and how the imbalance in trade is one of the reasons for global inequalities of wealth. Finally, they will investigate the cotton trade; looking at the impact, it has on the environment and whether it is possible to sustain economic growth on a finite planet.	Understand similarities and differences between Arctic and Antarctic Physical geography – describe and understand key aspects of polar biome Use globes and atlases to find and name both polar regions Learn about how animals survive and thrive in sub-zero temperatures, linking to work on Science Find out about famous explorers – Ernest Shackleton – discover all about his ill-fated expedition to the Antarctic Learn how the Antarctic is changing and the implications for our planet
Progression	Deepen understanding of continents – tectonic plates Know what sits 'beneath our feet' Be able to make links between physical and human geography – impact of an earth quake on an area	Know the UK is divided up into regions – know what and where they are – economy/industries Develop a more secure understanding of how we rely on trade in the UK Understand concept of Fair Trade	Latitude and longitude/day and night/tropics Build on knowledge and understanding of biomes and climate zones Broaden locational knowledge to Antarctic
Threads	Community : how does a community work together when disaster strikes	Connectivity: Trade – how are we connected through trade	Sustainability – impact of climate change at the Antarctic

Year 6: Geography

Unit	Road trip around North America	Mapping the World	Living off the earth's resources
National Curriculum	 NC: Pupils should be taught to locate the world's countries, using maps to focus on …North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region within North America. Describe and understand key aspects of physical geography, including volcanoes	 NC Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic, the prime/Greenwich meridian and time zones (including day and night) Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	 NC Pupils should be taught to describe and understand key aspects of human geography, including … the distribution of natural resources including energy, food, minerals and water
Overview	In this unit you will develop an overview of the continent: the countries and states within it and an understanding of the diversity of this vast continent, in relation to climate, environment and human activity. You will then zoom in on two contrasting areas: Alaska where you will learn about landscape, economy, people who live there, and California where you will explore the state, learning about why people choose to live there and some of the challenges associated with living there, e.g. wildfires. You will also learn about the impact of the Gold Rush and how life has changed over time.	In this unit you will learn how to use and interpret maps, developing your geographical skills in preparation for Y7. You will revisit prior learning and consolidate what you know about compass points (8 points) You will look more closely at maps of the UK, further developing your locational knowledge of different counties as you find out about contour lines, scale, distance and symbols. You will extend your knowledge of grid references to 6 grid references. In the second half of this unit, you will look at mapping the world, revisiting continents, learning about lines of latitude and longitude and finding out about time zones.	Understand the differences between renewable and non-renewable natural resources, how we use them and where they come from Be able to name and explain what fossil fuels are and how we use them to generate electricity Learn about the growing water challenge, building on learning in Y4 Investigate the use of oil in our lives – how would our lives change if we had no supplies of oil? Investigate oil in the North Sea and the controversy surrounding the extraction of fossil fuels and the risks to the environment Investigate diamond mining in South Africa /Russia
Progression	Broaden scale of study – continent of North America – 'extend from the familiar to the unfamiliar and abstract' Greater sense of the world Be able to compare and contrast different physical features Further develop skills in using and interpreting maps: thematic maps of continent	6 grid references 8 compass points Map work: know what contour lines are/understand scale and be able to measure distances on map Use latitude and longitude on atlas maps Know 1:50000 symbols and atlas symbols	Know names of regions of UK – north east… Be able to demonstrate a more mature approach to issues, e.g. the extraction of oil – know that there are different viewpoints, often shaped by values and attitudes.
Threads	**Community**- learn about communities in Alaska and way of life there – what have communities got in common Sustainability: how is life changing in Alaska – how are communities managing this change?	**Connectivity**: investigate distance/scale of maps- Look at communities on maps – how are they connected to each other – how are villages connected to towns, to cities	**Sustainability**: understand growing challenge of increasing population and our reliance on natural resources **Connectivity**: where does out plastic come from/how do we rely on other industries/economies