

FOREST FIELDS PRIMARY SCHOOL – GEOGRAPHY CURRICULUM **SPRING 2**

Geography	Autumn 2	Spring 2	Summer 2
School Big Questions	WHAT CAN WE LEARN ABOUT THE WORLD AROUND US?	WHAT MAKES A GOOD PLACE TO LIVE?	IS EVERYTHING WHAT IT FIRST APPEARS TO BE?
KS1 National Curriculum Coverage	Locational knowledge - 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 Place knowledge - 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 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: 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 Geographical skills and fieldwork - 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 - 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.		

FOREST FIELDS GEOGRAPHY CURRICULUM

SUBSTANTIVE CONCEPTS - THE BIG IDEAS

The Physical World		The land, water, air and ecological system; landscapes and the processes that bring them about and change them.
The Human Environment		Societies, communities and the human processes involved in understanding work, home, consumption and leisure – and how places are made.
Interdependence		Linking the physical world and human environments and understanding the concept of sustainable development.
Place and Space		Recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns.
Scale		The 'zoom' lens through which the subject matter is 'seen', and the significance of local, regional, national, international and global perspectives.
Young People: The Future		Using their own images, experiences, meanings and questions; 'reaching out' to children and young people as active agents in their learning.

YEAR 1 – Forest Fields, Nottingham

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
NATIONAL CURRICULUM	Physical Geography		Physical & Human Geography Fieldwork	Geographical skills	Geographical skills	Use Fieldwork to observe, record & measure
CONCEPTS	Place & Space		The Physical & Human World			
What makes a good place to live?	Enquiry Question – What can we find out about Forest Fields?					
WEEKLY LEARNING OBJECTIVES	LO – To locate hot areas of the World	LO – To locate cold areas of the World	LO – To know the key physical & human features of where I live (WEEK MAY VARY)	LO – To create a graph using data and map physical & human features (LESSON TO FOLLOW LOCAL AREA WALK)	LO – To draw a map of the school and grounds	LO – To identify signs of Spring and compare to Winter signs (WEEK MAY VARY)
Locational Knowledge	North & South Poles Equator					
Place Knowledge			Forest Fields, Nottingham	Forest Fields, Nottingham	Forest Fields, Nottingham	Forest Fields, Nottingham
Human & Physical Geography	Location of hot and cold areas of the world in relation to the Equator and the North & South Poles. Features of Weather/Climate Position of these places in relation to where we live, UK Address Stereotypes of these places		Use basic geographical vocabulary to refer to Key human features Human features Street, pavement, kerb Houses, shops, Lamp posts, garage, gardens Tree park etc. Add data from physical & human features to a chart.	Add digital photos to a blank map of the school and surrounding area. Annotate with further physical and human features. E.g. our school, Adnans, postbox & further afield features ASDA The Forest		
Geographical Skills FIELDWORK	Digital mapping Globe & Atlas skills		Fieldwork – local neighbourhood (half a mile radius) Collect data of physical & human features within the local area, take digital photos (Photos for following week)	Create a graph using data of physical & human features Create map of local area using photos of the features & annotate	School grounds - Mapping skills -draw a freehand map of the school and grounds	School grounds -Sketching observations of seasonal changes Analyse the changes

YEAR 2 – Nottingham (UK) & Lagos (Nigeria)

SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
NATIONAL CURRICULUM	Human & Physical Geography	Human & Physical Geography	Human & Physical Geography	Place Knowledge	Fieldwork to observe, measure & record	Geographical skills
CONCEPTS	The Human & Physical World	The Human & Physical World	Place & Space	Place & Space	The Human & Physical World	The Human & Physical World
What makes a good place to live?	Enquiry Question – Are all developed areas the same? Nottingham (England) Lagos (Nigeria)					
WEEKLY LEARNING OBJECTIVES	LO – To know the land use changes from City to the countryside	LO – To use an ordnance survey map to compare places	LO – To know the physical & human features of Lagos, Nigeria	LO – To learn from fieldwork FIELDWORK (week may vary)		LO – To analyse and communicate data
Locational Knowledge	Nottinghamshire Identify on a map how the land use changes from Urban to Rural		Africa continent Nigeria country Lagos city & surrounding areas			
Place Knowledge	Nottingham city Urban to rural	Forest Fields, Nottingham compared to Gedling Village & Gedling Country Park	Lagos, Nigeria	Gedling Country Park Nottingham		
Human & Physical Geography	Nottingham city URBAN: city, suburb, town, RURAL: village, farmland Compare & Identify features on a map of the city of Nottingham and surrounding areas, villages.	Physical & Human features identified on an ordnance survey map Similarities & Differences	Urban or Rural Land use / main economy Residential, Commerical, Transportation, schools greenland, size, Population National parks/Game reserves	Human & physical features. Vocabulary: Stile, footpath, native woodlands, hills, slopes History links: Park built on a former colliery (Gedling colliery)		
Geographical Skills & Fieldwork	Compare ordnance & satellite maps Identify on the map key land use changes	Digital mapping Annotate on a map key physical & human features Read map symbols	Digital mapping Research skills Create a fact file	FIELDWORK Follow a simple map of the park & identify key features. Annotate further surrounding features on the map Sketch the surrounding developments of Gedling Village & key features Use a compass – what is facing North etc. Survey – how far people travel to go to the park?		Analyse and communicate data from the fieldwork

Geography	Autumn 2	Spring 2	Summer 2
School Big Questions	WHAT CAN WE LEARN ABOUT THE WORLD AROUND US?	WHAT MAKES A GOOD PLACE TO LIVE?	IS EVERYTHING WHAT IT FIRST APPEARS TO BE?
KS2 National Curriculum Coverage	Locational knowledge - 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 - 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 - 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) Place knowledge - 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 within North or South America Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-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 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.		

FOREST FIELDS GEOGRAPHY CURRICULUM

SUBSTANTIVE CONCEPTS - THE BIG IDEAS

The Physical World		The land, water, air and ecological system; landscapes and the processes that bring them about and change them.
The Human Environment		Societies, communities and the human processes involved in understanding work, home, consumption and leisure – and how places are made.
Interdependence		Linking the physical world and human environments and understanding the concept of sustainable development.
Place and Space		Recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns.
Scale		The 'zoom' lens through which the subject matter is 'seen', and the significance of local, regional, national, international and global perspectives.
Young People: The Future		Using their own images, experiences, meanings and questions; 'reaching out' to children and young people as active agents in their learning.

Year 3 – Europe – UK & Spain

SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
NATIONAL CURRICULUM	Physical & Human Geography	Physical Geography	Physical Geography	Human Geography	Fieldwork to observe, measure & record	Geographical skills
CONCEPTS	Physical & Human World Place & Space	The Physical World	The Physical World	The Human Environment	Physical & Human World	Physical & Human World
What makes a good place to live?	Enquiry Question – What are the key differences between Arnold Town and Potes Village?					
Weekly Learning Objectives	LO – To compare the physical & human features of Forest Fields, Arnold Town & Potes Village ?????	LO – To know the climate and biomes of Potes	LO – To know the features of a river (see Y4 Collins PG books)	LO – To compare and analyse the development of Bestwood Village & Potes Village	LO – To learn from fieldwork. Two parts Bestwood Country Park The biome and vegetation belt. Bestwood Village Settlement – redundant colliery and development of surrounding area FIELDWORK (Week may vary)	LO – To analyse and communicate data collected from fieldwork
Locational Knowledge						
Place Knowledge	Forest Fields, Nottingham Potes, Cantabria, Spain Arnold Town, Nottingham	Potes, Cantabria, Spain Bestwood Village, Nottinghamshire, England		Potes, Cantabria, Spain Bestwood Village, Nottinghamshire, England	Forest Fields to Bestwood, Nottingham	Bestwood Village Nottinghamshire UK
Human & Physical Geography	Potes: sits at the confluence of 4 valleys, houses built in mellow golden stone. River Deva to River Quiviesa Arnold Town (suburb of Nottingham) Market town – situated north east	Potes: mountains, coastline, temperate, lush vegetation Arnold Town: Identify key features using 4-figure grid references	River source – (headwater) mountains, Flows downhill – source of gravity Mouth, tributaries, Meanders, water falls (see Year 4 & 5 Collins CPG) Links with River Quiviesa & River Leen	Potes: Bridges Medieval town Bestwood Village: colliery (now museum) – mining town Features of development Rate of development Reasons for development	Bestwood Lodge & surrounding woodlands Redundant colliery (historical attraction) & nearby village development Bestwood Village: mining village, Bestwood country park: medieval hunting grounds owned by The Crown (now conservation area)	

Geographical Skills & Fieldwork	Digital mapping to compare similarities and differences Atlas work https://googlemapsmania.blogspot.com/2023/09/the-same-size-as.html Maps mania – compares 2 locations	Ordnance survey map & Digital mapping to identify features Use 4-figure grid references	Digital mapping	Compare current & historic Ordnance survey maps to measure the town's growth	Collect data – ecosystem of the woodland (within the major biome) Create maps of their route using compass points Annotate maps with key physical/human features of surrounding development using historical map	Graph/Chart data, analyse and communicate findings
--	---	--	-----------------	--	--	--

Year 4 – Africa

SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
NATIONAL CURRICULUM	Locate continents & world countries	Physical Geography	Physical Geography	Physical Geography	Physical & Human Geography	Fieldwork to observe, measure & record
CONCEPTS	Place and Space	The Physical World	The Physical World	Interdependence Young People:The Future 		
What makes a good place to live?	Enquiry Question – How unique is the continent of Africa?					
LEARNING OBJECTIVES	LO – To know climate zones in the continent of Africa	LO – To know the uniqueness of Africa’s physical features	LO – To know the features of a mountain	LO – To know how solar power is used as a renewable energy	LO –To know the best place for a solar panel in Forest Fields Primary School i FIELDWORK (week may vary)	LO – To analyse and communicate data (follow-up from fieldwork)
Locational Knowledge	Continent of Africa 				Forest Fields school & grounds	
Place Knowledge	S. Africa – temperate & sub-tropical Nigeria – tropical Somalia – arid Congo – equatorial Teach relationship to the Equator		The Great Rift Valley Mount Kilimanjaro Tanzania	South Africa Egypt Morocco Physical & human interdependency -solar power		
Human & Physical Geography	Identify key countries & capital cities (& linked to children in the class) surrounding seas/oceans	Victoria Falls – Zimbabwe The Nile River The Serengeti, Tanzania The Saharah desert – North Africa Similarities & differences of the key features	Features of a mountain: Summit, peak, steep sloping sides, sharp or rounded ridges, plateau, face, tree line etc. Link closely with images of Kilimanjaro	Solar energy Renewable energy source – links to climate zone	Investigate: lightest/sunniest areas Suitability: space & safety	
Geographical Skills & Fieldwork	Digital mapping Atlas skills Map recording skills	Digital mapping Atlas skills Research skills	Digital mapping Research skills	Digital mapping	Asking questions Thinking about how to answer them Collecting the data	Analyse the data and communicate findings

Year 5 – South America

SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
NATIONAL CURRICULUM	Locate Continents and World Countries	Physical Geography	Physical Geography Human Geography	Place Knowledge	Fieldwork to observe, measure & record	
CONCEPTS	Place & Space	The Physical World	Interdependence	Scale Young People: The Future	The Human World	
What makes a good place to live?	Enquiry Question – How unique is the continent of South America					
Learning Objectives	LO -To know the location and countries of South America	LO-To describe the unique physical features of South America	LO- To know the features & value of the Amazon River	LO- To know international trade links of natural resources from the Amazon Rainforest	LO- To collect quantitative data for commercial traffic FIELDWORK (week could vary)	LO- analyse and communicate commercial traffic data
Locational Knowledge	South America 					
Place Knowledge		Amazon rainforest World’s driest place – Atacama desert The Andes – mountain chain The Pampass – grassland region		Amazon Rainforest	Forest Fields – Mansfield Road/Radford Road 	
Human & Physical Geography	Identify key countries & capital cities (& linked to children in the class) surrounding seas/oceans Search Key facts/ Fun facts etc Largest & smallest country Country with longest shoreline Size in comparison with other continents	Climate, Biome, Physical features	Physical features of the Amazon river: source, mouth, tributaries, floodplain, meanders, wetlands River Value- River systems: Drinking Water / Transport / Farming / Habitats / Food Source/ Recreation	RESOURCES Mineral products – mining gold, iron, copper, tin Animal, plant bi-products e.g. products used in medical field – linked to health conditions e.g. Madagascan periwinkle plant to treat diabetes Trade routes by ship from industrial river ports & natural harbours South America’s trade routes with China & USA etc.	Survey commercial traffic Identify any foreign vehicles from number plates	
Geographical Skills & Fieldwork	Digital mapping Atlas skills	Digital mapping	Digital mapping Atlas skills	Internet research	Collecting data	Graph/chart data Analyse & communicate

Year 6 – Climate Change

SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
NATIONAL CURRICULUM	Physical & Human geography impact How the Earth's features at different scales are shaped, interconnected and change over time Understanding of the interaction between physical & human processes					
CONCEPTS	PLACE & SCALE Environment, Environmental Impact, Cultural Awareness, Interconnections Interdependence					
What makes a good place to live?	Enquiry Question – Why does Climate Change Matter					
WEEKLY LEARNING OBJECTIVES	LO – To know what climate change is https://www.geography.org.uk/Climate-change-causes-and-effects https://climatekids.nasa.gov/kids-guide-to-climate-change/	LO – To know how climate change affects natural disasters https://www.oxfam.org/en/5-natural-disasters-beg-climate-action	LO-To know that climate change can be improved	LO – To make our school more eco-friendly through investigation, analysis and design <i>To know we can be empowered to contribute positive changes – small steps matter</i>		
Locational Knowledge		Southern Africa Australia East Africa South Asia Central America	Curitiba, Brazi			
Place Knowledge				Forest Fields School and grounds		
Human & Physical Geography	Vocabulary Understanding Long-term shifts in temperatures and weather patterns. Since the 1800s, human activities have been the main driver of climate change, primarily due to the burning of fossil fuels (like coal, oil and gas), which produces heat-trapping gases	Vocabulary understanding – Causes & impact of natural disasters - Cyclones -Wildfires -Droughts(to include Central America dry corridor -Floods DISPROPORTIONATE IMPACT ON WORLD'S POOREST PEOPLE	See PPT – What is special about Curitiba? (Oak National Academy) How Curitiba developed from being polluted to being one of the greenest places in The World	Year 6 project – What can we do to improve climate change. Research 'ways' we can do this and decide which project to do How can we make our grounds more bee/pollunating insects friendly? Where is a good place to plant an evergreen tree? How can we encourage pupils to walk to school? Should we compost left-over food and the distribute it locally? Design a questionnaire to collect qualitative data from school children and adults. Analyse the data. Research and design the project aim.		
Geographical Skills & Fieldwork	Digital mapping	Digital mapping	Digital mapping	Collecting, analysing and presenting quantitative data in charts and graphs. Designing and using a questionnaire to collect qualitative data. Designing and conducting fieldwork interviews to decide the final project.		

				Designing a map (school grounds) for the project
--	--	--	--	--