



William Booth Primary School
 Whole School Curriculum Overview



GEOGRAPHY

Year	<p>Discover</p> <p>Historical Enquiry</p> <p>Autumn term – history focus</p>	<p>Explore</p> <p>Environment and sustainability</p> <p>Spring term – geography focus</p>	<p>Belong</p> <p>Community and diversity</p> <p>Summer term – RE/Citizenship focus</p>
R	<p>Our Nottingham</p> <p><i>Where do I live and how has it changed?</i></p> <ul style="list-style-type: none"> • Make observations about our unit, our school and Sneinton and how these might be different to other schools and communities. • Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. • Look at and follow simple maps of the school and community and create our own. • Explore what we can do to look after our school and our local community. 	<p>Growing</p> <p><i>How does our garden grow?</i></p> <ul style="list-style-type: none"> • Find out about the types of plants and animals that grow and live in our local environment and how these might be different to other places. 	<p>Differences and Respect</p> <p><i>Is it ok to be different?</i></p> <ul style="list-style-type: none"> • Link the cultures and traditions that occur in the unit with different places in the world and locate them on a world map/globe. • Explore how these environments are different from each other and from our own • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate).
	<p><u>Concepts</u></p> <p>Belonging, love, identity, tradition, diversity, community</p>	<p><u>Concepts</u></p> <p>Care, change, community, creativity, journeys, environment</p>	<p><u>Concepts</u></p> <p>Belonging, identity, equality</p>
	<p><u>Vocabulary</u></p> <p>Community, town, city, local, Sneinton, Specific body parts vocabulary, skeleton, healthy, diet, globe, country, city, compare, ambition, individual</p>	<p><u>Vocabulary</u></p> <p>Specific garden & nature vocabulary, change, observation, recording, discover, investigate, develop, growth</p>	<p><u>Vocabulary</u></p> <p>Festival, celebration, community, difference, respect, empathy, inclusion, belief, values, perspectives, opinions, opportunities, abilities, challenge, change</p>
1	<p>Castles</p> <p><i>What impact have castles had throughout history?</i></p> <p><u>Locational Knowledge</u></p>	<p>Human Impact on our Local Environment</p> <p><i>How can we make a difference to our local community?</i></p> <p><u>Locational Knowledge</u></p>	<p>Celebrations Around the World</p> <p><i>Why do people celebrate what's important to them?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Locate Europe and Asia on a map.

	<ul style="list-style-type: none"> Locate United Kingdom, England, Nottingham, Sherwood Forest, River Trent, North Sea on a map. Locate France on a map. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand terms forest, vegetation, soil, river. Locate significant castles on a map. Locate France on a map. Locate castles on a map on France. <p><u>Study</u></p> <ul style="list-style-type: none"> Compare urban locality (Sneinton & Nottingham) to Sherwood forest in terms of human and physical geography. Look at the locality of castles and why this is significant. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Use a map to locate places in the UK and France. Use aerial photographs to compare urban and rural localities. 	<ul style="list-style-type: none"> Locate Northern Ireland, Scotland, Wales and Sneinton on a map. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand terms city, town, village, countryside. Use vocabulary such as ‘cliffs’ etc. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Name and identify the seasons. Identify seasonal and daily weather patterns in the UK. <p><u>Study</u></p> <ul style="list-style-type: none"> Study the geography of William Booth School and its grounds and the key human and physical features of Sneinton. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Know and use the terminologies: left, right, next to, below. Use aerial photographs to analyse local environment. To use fieldwork and observations to explore the local environment. 	<p><u>Study</u></p> <ul style="list-style-type: none"> Compare urban locality (Sneinton & Nottingham) to Asia in terms of human and physical geography <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Know features of hot and cold places in the world <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Locate Sweden on a map. Locate the South West of England on a map. Use a globe to locate places.
	Country Study- France	Country study- the UK/ local area	Country Study- Sweden
	<p><u>Concepts</u> Power, change, community, journeys, equality</p>	<p><u>Concepts</u> Sustainability, care, influence</p>	<p><u>Concepts</u> Belonging, community, belief, identity</p>
	<p><u>Vocabulary</u> Turret, moat, battlement, bailey, keep, barbican, medieval</p>	<p><u>Vocabulary</u> Reduce, reuse, recycle, environment</p>	<p><u>Vocabulary</u> Celebration, festivals, community, tradition</p>
2	<p style="text-align: center;">London throughout the ages</p> <p style="text-align: center;"><i>How has life in London shaped our country's history?</i></p> <p><u>Locational Knowledge</u></p>	<p style="text-align: center;">Journeys</p> <p style="text-align: center;"><i>How can one person's journey impact on everyone?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the 7 continents of the world. 	<p style="text-align: center;">Animal Welfare (endangered animals)</p> <p style="text-align: center;"><i>Are humans more important than animals?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate Africa on a map.

	<ul style="list-style-type: none"> Locate capital cities: London, Edinburgh, Cardiff, Belfast. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Locate the UK on a map Locate London on a map Use a map to locate places 	<ul style="list-style-type: none"> Explore local geography through the children's journey to school. Locate the North and South poles on a map. Locate the arctic and Antarctica on a map <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> The significant impact that people (Scott) can have on discovery of the natural world and the environment. Study the work of Greta Thunberg and her climate change cause. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Locate hot and cold areas of the world. Know where the Equator, North and South Poles are on a globe. Use a map to locate the 7 continents, countries of past journeys, Nottingham and Sneinton. Recognise simple compass points. 	<ul style="list-style-type: none"> Locate Kenya on a map. Locate nature reserves of Africa. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Know the names of and locate some of the world's deserts including the Sahara Desert. Describe and understand desert biomes. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Use a globe and a map to locate places.
	Country Study- the UK, London	Country Study- Polar Regions, the Arctic and Antarctica	Country Study- Kenya
	<p><u>Concepts</u> Democracy, power, belonging, rebellion, identity</p>	<p><u>Concepts</u> Influence, responsibility, sustainability, journeys, human rights, diversity</p>	<p><u>Concepts</u> Sustainability, responsibility, consequence, duty, identity, diversity, human rights</p>
	<p><u>Vocabulary</u> London, capital, gunpowder, fire, government, parliament, king, material</p>	<p><u>Vocabulary</u> Journey, Antarctica, environment, planet, frozen, climate, ice caps, eco system</p>	<p><u>Vocabulary</u> Animal, welfare, habitat, opinions, belief, values</p>
3	<p style="text-align: center;">Settlements</p> <p style="text-align: center;"><i>Why have people chosen to settle in Nottingham?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Know difference between UK and GB Locate River Humber Locate the UK 	<p style="text-align: center;">Oceans and Plastics</p> <p style="text-align: center;"><i>How do our actions affect others around the world?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the Great Barrier Reef and the 7 oceans Locate India, Sri Lanka and the Maldives. <p><u>Human and Physical Geography</u></p>	<p style="text-align: center;">Food and Culture</p> <p style="text-align: center;"><i>To what extent does culture differ across the African continent?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate South Africa and Ethiopia Locate 7 continents

	<ul style="list-style-type: none"> Know the names of, and locate, at least four countries. Locate the continent of Europe and some of the relevant countries (e.g. Italy, France, Germany) to consider where settlers have come from. <p><u>Human Geography</u></p> <ul style="list-style-type: none"> Describe and understand types of settlements and their land use. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Know symbols and keys (including Ordnance Survey maps) to build knowledge. Use a map to locate places. Use digital and computer mapping to locate places. 	<ul style="list-style-type: none"> Describe and understand tundra biomes, aquatic biomes Describe and understand the water cycle <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Use a globe and map to locate places. Use digital and computer mapping to locate countries. 	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Explain some of the advantages and disadvantages of living in a city or village. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Use a globe to locate places. Use digital and computer mapping to locate countries.
	Country Study- the UK, Nottingham, Europe	Country Study- India, Sri Lanka and the Maldives	Country Study- South Africa and Ethiopia
	<p><u>Concepts</u> Pride, achievement, journeys and communities, diversity</p>	<p><u>Concepts</u> Sustainability, duty, responsibility, journeys, human rights, diversity</p>	<p><u>Concepts</u> Diversity, belonging, identity, happiness, community</p>
	<p><u>Vocabulary</u> Settler, Invasion, environment, culture, counties copse</p>	<p><u>Vocabulary</u> Biomes, Habitat, conservation, climate, pollution, resources, continent, country</p>	<p><u>Vocabulary</u> Resources, continent, country, climate, temperature, trade</p>
4	<p>Ancient Egypt <i>What is the legacy of the Ancient Egyptians?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate Egypt and its capital city -Cairo. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand desert biomes. Explore how the Ancient Egyptians utilized (agricultural productions, constructions techniques etc.) 	<p>Natural Disasters <i>Do natural disasters affect rich and poor equally?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the Philippines and North America (California) on a map. Locate relevant countries in Europe. <p><u>Place Knowledge</u> Locate Mount Vesuvius and Pompeii on a map To locate the San Andreas fault line on a map.</p>	<p>Fighting for Equality <i>Are all people born equal?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate Australia on a map. <p><u>Human Geographies</u></p> <ul style="list-style-type: none"> Understand how human rights can differ from country to country. <p><u>Geographical Skills and Fieldwork</u></p>

	<u>Geographical Skills and fieldwork</u> <ul style="list-style-type: none"> • Use a globe and a map to locate places. • Use digital and computer mapping to locate countries. 	<ul style="list-style-type: none"> • Understand coast, cliff, mountain, hill, ocean, beach. <u>Human and Physical Geography</u> <ul style="list-style-type: none"> • Describe and understand floods, volcanoes, earthquakes, tsunamis and tornadoes. • Learn about the layers of the earth, tectonic plates and fault lines. • Identify climate zones. <u>Geographical Skills and fieldwork</u> <ul style="list-style-type: none"> • Locate hot and cold areas of the world • Know where the Equator, North and South Poles are on a globe. • Locate Europe on a map. • Use digital and computer mapping to locate countries. 	<ul style="list-style-type: none"> • Use digital and computer mapping to locate countries.
	Country Study- Egypt	Country Study- North America (California) and the Philippines	Country study- Australia
	<u>Concepts</u> Power, creativity, belief, fear, change, empire, community, diversity	<u>Concepts</u> Community, consequence, adversity, settlements, displacement, environment	<u>Concepts</u> Fairness, equality, rights, freedom, diversity, identity
	<u>Vocabulary</u> Pyramids, tomb, pharaoh, afterlife, civilisation, ancient	<u>Vocabulary</u> <ul style="list-style-type: none"> • Continent, tectonic, eruption, destruction, mountain, natural, coast, cliff, mountain, hill, ocean, beach 	<u>Vocabulary</u> Separation, segregation, civil, apartheid, minority, ethnicity

5	<p>WWII (include focus on the impact of war on Nottingham) <i>Can conflict ever be fair for all?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Identify the position and significance of Northern and Southern Hemisphere Locate key countries of the Allies and Axis Know the capital cities of the key countries Locate Nottingham on a map <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Use a globe and a map to locate places. Use digital and computer mapping to locate countries. 	<p>Deforestation and the Rainforests <i>Is it justified to prioritise consumerism over the environment?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate North and South America on a map. Locate Brazil on a map. Locate the Amazon Rainforest and Amazon River on a map. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Know key differences between living in the UK and South America. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand forest biomes and grassland biomes. Label the layers of a rainforest. Know what deforestation is and the impact of it on the environment. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Know the 8 points of the compass Know how to use graphs to record features such as temperature or rainfall. Use digital and computer mapping to locate countries. 	<p>William Booth and the Salvation Army (homelessness) <i>Who should take responsibility to tackle homelessness?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate countries on the map when looking at how people migrate to the UK and the journey they take. Know the names of and locate the North Sea, the English Channel and the Irish Sea. Locate Finland on a map. <p><u>Human Geography</u></p> <ul style="list-style-type: none"> Describe and understand the concept of migration and immigration.
	Country Study- The UK, Nottingham, global	Country Study- South America- Brazil	Country Study- Finland
	<p><u>Concepts</u> Fairness, resilience, pride, conflict, duty, community, identity, power, democracy, human rights</p>	<p><u>Concepts</u> Sustainability, choice, consequence, influence, displacement, human rights</p>	<p><u>Concepts</u> Rights, duty, responsibility, compassion, equality, identity, journeys</p>
	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u> Migration, immigration, refugee, population

	Anderson shelter, bomb, ration, Spitfire, invasion, Blitz, evacuee, war, allied forces, axis forces	Rainforest, tropics, northern, southern, hemisphere, equator, canopy, understory, emergent, undergrowth, compass, biome, cardinal, inter-cardinal, indigenous, tribe	
6	<p align="center">Crime and Punishment</p> <p align="center"><i>Does punishing people for crimes always make the world a better place?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Locate the UK and Saudi Arabia on a map. • Locate countries on the map when studying how rights differ around the world. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use digital and computer mapping to locate countries. 	<p align="center">The Journey of Food</p> <p align="center"><i>How sustainable are our food sources?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Identify the position and significance of the Tropics of Cancer and Capricorn on a world map • Know what is meant by the term 'tropics' • Locate different land use patterns within the UK and understand how some aspects of these have changed over time. • Locate Central America on a map. <p><u>Human Geography</u></p> <ul style="list-style-type: none"> • Describe and understand economic activity including trade links (Fair Trade) and the distribution of natural resources including food and water • Know why industrial areas and ports are important • Know main human and physical differences between developed and third world countries <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use the four and six-figure grid references. • Use Google Earth to locate a country or place of interest and follow journeys etc. 	<p align="center">The Space Race</p> <p align="center"><i>Is it morally right for humans to explore space?</i></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Locate Europe on a map. • Locate Russia on a map. • Locate the USA on a map. • Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including night and day) <p><u>Geographical Skills and fieldwork</u></p> <p>Use a globe and a map to locate places.</p>
	Country Study- the UK/ Saudi Arabia	Country Study- Central America	Country Study- Russia
	<p><u>Concepts</u></p> <p>Equality, rights, responsibility, freedom, identity, power, influence</p>	<p><u>Concepts</u></p> <p>Sustainability, fairness, choice, journeys, equality, community, economic wellbeing, diversity</p>	<p><u>Concepts</u></p> <p>Aspiration, faith, identity, pride, freedom, journeys</p>

	<u>Vocabulary</u> Politics, government, change, parliament, law, democracy, protest	<u>Vocabulary</u> Resources, trade, climate, continent, country, economy, natural, organic, tropics	<u>Vocabulary</u> Line of longitude/latitude, exploration, international, national, politics, global, Europe

BELIEVE to Achieve