Barham Primary Curriculum Overview

Year	Autumn	Spring	Summer
Nursery	**Key concepts-Space, Place and Cultural diversity** **Global Goals- Quality Education** **All About Me** - Begin to make sense of his/her own life-story and his/her family - Where is our school? - What is a map? - Look at a simple map of the school. - Walk around the school. - Follow a simple route, e.g. nursery to the main gate, play area - Use all their senses in hands-on exploration of natural materials e.g. Autumnal natural objects **Misconceptions** There's only place on Earth (Wembley or home and school) Muddle up senses	**Key concepts- Place and Environmental impact** **Global Goals- Quality Education** **The Natural World** - Begin to understand the need to respect and care for the natural environment and all living things. - Forest school sessions-discussing how to take care of the environment and minibeasts/hands on exploration of natural world - I can make and records observations in the school grounds (talk about what he/she sees, using a wide vocabulary) - Understand growth, decay and changes-Planting seeds and taking care of growing plants and animals - Ducklings for children to observe hatched from eggs TBC **Misconception** Nothing will happen to the natural world	**Key concepts-Place and Scale** **Global Goals- Quality Education** **Directions** - Follow a simple route, e.g. nursery to the school hall, forest school, Reception classes - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Responds to and uses language of position and direction. Rosie's Walk **Misconceptions** There is only one country which is where we live
EYFS	**Key concepts-Space, Place, Physical and Human processes, Environmental impact and Cultural diversity** **Global Goals- Quality Education and Climate Action** A1 **All About Me** - Talk about members of his/her immediate family - Name and describe people who are familiar to him/her - Map of the World-locate the land and sea/oceans - Map of U.K-there are four countries within it. - Where do we live and locate this on a map - Where does our family come from? - Locate countries on a class world map. - Talk about their home country. - Forest School Rec 1-Exploration of natural world A2 **Our Community** - Look at local map of the area. - Locate landmarks such as the school, post office, fire station, mosque, temple and park (discuss what is natural/man-made) - Describe their local environment. ELG - Children use everyday language to talk about positions and distance to solve problems - Local walk of the area looking for these landmarks. - Draw simple map of their local area with landmarks, park etc - Use bee bots to give directions (to landmarks) - Discuss seasonal changes-look for signs of Autumn (weather, temperature, leaves) ELG - Visit One Tree Hill park-collect Autumn leaves to make a head band. Look for litter in the park and discuss its impact. - Take a photo of the park to look back on later in the year. - Forest School Rec 2-Exploration of natural world **Misconceptions**	**Key concepts-Space, Place, Environmental impact and Cultural diversity** **Global Goals- Quality Education and Climate Action** **The Natural World** S1 **Our Earth and beyond** - Discuss seasonal changes-look for signs of Winter (weather, temperature, no leaves on trees) ELG - Visit One Tree Hill park- describe what he/she can see, hear and feel whilst outside - Explore the natural world, making observations and drawing pictures of animals and plants ELG - Look for litter in the park and discuss its impact. - Take a photo of the park to look back on later in the year - Know some similarities and differences between the natural world and contrasting environments. ELG - Use bee bots to give directions - Forest School Rec 3-Exploration of natural world S2 **In the Garden** - Planting seeds and discussing changes - Discuss seasonal changes-look for signs of Spring (weather, temperature, buds, daffodils) ELG - Visit One Tree Hill park and make observations - Take a photo of the park to look back on later in the year. - Look for litter in the park and discuss its impact. - Make posters to stop littering for the park and local area. - Forest School Rec 4-Exploration of natural world **Misconceptions** Months could be confused with seasons. We have leaves all year round There is always snow in winter	**Key concepts-Space, Place, Scale, Environmental impact and Cultural diversity** **Global Goals- Quality Education and Climate Action** S1 **Traditional Tales** - Discuss seasonal changes-look for signs of Summer (weather, temperature, flowers) ELG - Understand the effect of changing seasons on the natural world around him/her - Visit One Tree Hill park-picnic - Take a photo of the park to look back on later in the year. - Use bee bots to give directions (e.g. Help Hansel and Gretel find way home) S2 **Around the World** - Revisit Map of U.K-Where do we live? - Local walk of the area (discuss natural/man-made) - Buy tropical fruit from the fruit and veg shop to taste (mango, papaya, pineapple) - Discuss litter in local area and its impact on the environment. - Compare different countries and environments. ELG - England-countryside e.g. Cotswolds, Africa-Kenya, Asia- India **Misconceptions** It is always sunny in summer Confusion with left and right All fruit can be grown in the UK The temperature is the same around the world everyday The temperature throughout the UK is the same

	UK is one country Everyone from my family comes from the UK	The days are always the same Plants don't need help to grow	
1	**Key concepts- Place, Scale, Space and Physical and Human processes** **Global Goals- Quality Education** **Nations/Features of the U.K and surrounding seas** **Content** - Name and locate the four countries and the capital cities of the UK and its surrounding seas. - Learn about famous features from the four different countries within the UK (both physical features and human features of the 4 nations such as capital cities). - 4 lessons, 1 for each nation (transport, people, landmarks) - **Skills and fieldwork** - Use world maps, atlases and globes to identify the United Kingdom, its countries and surrounding seas. - Use locational and directional language (eg, near and far, left and right) **Vocabulary** United Kingdom, UK, England, Ireland, Scotland, Wales, Edinburgh, Cardiff, Belfast, London, countries, capital city, oceans, seas, Atlantic Ocean, English Channel, Irish Sea, North Sea beach, cliff, forest, hills, mountains, seas, coast, urban and rural, landmarks, transport, people, human and physical features **Misconceptions** There is only one country in England London is the capital city of the whole of UK Ireland and Northern Ireland are the same country. Ireland is part of the United Kingdom	**Key concepts- Place and Environmental impact** **Global Goals- Climate Action** **Weather and Climate in the UK** **Content** - Identify different types of weather - Identify seasonal and daily weather in the UK. - Identify seasonal and daily weather patterns in the different areas of UK - Learn about how the weather can affect people (clothing) and learn some of the dangers of weather and the effect it has on us and our surroundings - Why does UK have such wild weather? **Skills and fieldwork** - Investigate different weather conditions through observation and look at reasons for sunny and shaded places around school **Vocabulary** season, weather, climate, climate change, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold, compare, explore, photographs, daily, danger, conditions, affect, picture maps **Misconceptions** It is always warm in spring and summer in the UK. Months could be confused with seasons. If it is warm, it must be summer. If it snows/or is cold it must be winter.	**Key concepts- Place, Scale, Space, Physical and Human processes, Interdependence and Cultural Diversity and Awareness** **Global Goals- Quality Education** **Local area (School and immediate areas)** **Content** - Identify location of the school on a local and national level (Wembley, Brent, London and England) - Find Wembley on a map, as well as their school - Introduce what a settlement is and the difference between village, towns and cities. - Identify the types of communities that live in their settlement. - Learn how to keep safe around the local area - Learn about human influences: cultural, leisure, transport, residential, public, shopping - Understand about physical influences: open spaces, parks and gardens **Skills and fieldwork** - Describe the location of features and routes on maps. - Collect simple data e.g. how pupils travel to school, how many communities – using questionnaires, and present. - Devise a simple map using symbols and key of their local area - Explore some part of the local area to investigate human and physical - features and how people use it and why **Vocabulary** - Wembley, England, London, school, location, position, sketch, picture maps, map, place, symbols, local area, key, explore, human and physical, settlement, town, cities, villages, communities, safe, influence, cultural, leisure, transport, residential, public, shopping, open spaces, parks and gardens, characteristics, health, safety **Misconceptions** A key must include every detail on a map All cities/towns/villages have the same features
2	**Key concepts –Place, Scale, Physical and Human processes and Environmental impact** **Global Goals – Climate action, Life Below Water and Clean Water** **Continents and oceans** **Content** - Name and locate the world's seven continents and five oceans - Learn about the comparative size of the oceans and continents - Identify the location of key countries and their capitals within the continents of Europe and Asia - Learn about who lives in the oceans, why they are important, why they are under threat and what we can do to protect it. - Learn the four points of a compass **Skills and fieldwork**	**Key concepts –Place, Scale and Environmental impact** **Global Goals – Quality Education, Climate action** **Hot and cold regions of the world** **Content** - Locate where the equator, north and south poles are on a map/globe. - Where hot and cold areas of the world are in relation to the equator and - north and south poles - Learn what hot and cold countries might look like (hot and cold places have different physical features, e.g. frozen environments, deserts, lack of vegetation and hot and cold places have different human features, e.g. types of housing, towns, clothing, population etc.) - Compare a hot region of the world with cold region of the world (Tunisia and Antarctica) – people's clothing, housing, environment, temperature - Identify reasons why people live in hot/cold areas of the world	**Key concepts –Place, Scale, Physical and Human processes and Cultural Diversity and Awareness** **Global Goals – Quality Education** **Comparing Britain and Zambia** **Content** - Recap knowledge of UK (location, countries and capital cities) - Locate Zambia in Africa and name the surrounding countries that Zambia borders with. - Locate the oceans and seas around each geographical area - Name and locate the capital city of Zambia (Lusaka) - Identify small areas in both places (Wembley and Mugurameno) - Research and comparing physical and human features in both areas (research key facts, comparing photos) - Make suggestions for the cause of differences in why people visit there

	- Use world maps, atlases and globes to identify the continents and oceans studied at this key stage. **Vocabulary** Continent, seven, Asia, Africa, North America, South America, Antarctica, Europe, and Australia, oceans, seven seas, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, size, scale, countries, capital cities, north, south, east, west, world map, compass **Misconception** Ocean is the same as sea North is always found by pointing our arm out straight (north is north and we need a compass to tell us where the north is) All continents are the same(size/population/culture) All oceans have the same physical features such as size and temperature	- Positive and negative to identify weather patterns around the world **Skills and fieldwork** - Use world maps, atlases and globes to locate hot and cold areas of the world - Use aerial photographs to identify small areas in both hot and cold countries **Vocabulary** hot, cold, sunny, warm, freezing, climate, compare, location, map, love, aerial photographs, photographs, weather, temperature, Equator, North and South pole, atlases, physical features, pattern, characteristics **Misconceptions** Warm places are always dry Cooler places are places where it rains Deserts are located along the equator Antarctica is not a sheet of iceberg Countries nearest the equator never have any rain. The sun follows us Countries in Asia are always hot	- Explore differences and similarities between the weather - Identify reason why people visit these two areas (Britain and Zambia) **Skills and fieldwork** - Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. - Collect data using observations and record it in a table. Comparing populations in different areas. Using laptops to research **Vocabulary** Britain, Zambia, rural, urban, countries, Africa, continent, oceans, seas, physical and human features, compare, investigate, aerial photographs, photographs, weather, place, scale, culture, diversity, size, populations, differences and similarities, data, compass, North, East, South, West, location, largest, bigger, border, city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain **Misconceptions** Africa is a country All countries in Africa are poor.
3	**Key concepts –Place, Scale, Physical and Human processes and Environmental impact and Interdependence** **Global Goals – Climate action, Life Below Water, Clean water and Sanitation** **Climate zones and extreme weather** **Content** - Understand the 6 different climate zones - Learn about climate change and how it has affected the weather - Locate the countries located in the different climate zones - Learn about the types of extreme weather and understand how they are formed and the damage they do - Compare different images, maps, plans of before and after extreme weather **Skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping to identify climate zones - Compare different images, maps, plans of before and after extreme weather **Vocabulary** Climate, zones, extreme, polar, temperate, arid, tropical, Mediterranean, mountainous, hurricanes, countries, climate change, affect, weather, damage, compare, temperature, map, images, wind, tornadoes, storm, snow **Misconceptions** All extreme weather would cause harm to life. Rain falls because we need it	**Key concepts –Place, Scale, Space, Physical and Human processes, Environmental impact and Cultural Diversity and Awareness** **Global Goals – Quality Education, Peace Conflict and Strong Institutions** **Counties in the UK** **Content** - Name and locate counties and cities of the UK (48 in England) - Key topographical features (hills, mountains, coasts and rivers) in different counties **Greater London** - Identify location of Greater London on a map - Learn about the population and topographical features of Greater London - Learn the four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. - Study the human and physical features of Greater London - Investigate the reasons why people visit Greater London - Learn about settlements and land use - Explore how some of these aspects have changed over time **Skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping to locate counties and cities of UK. - Collect/Interpret data on how many people visit Dorset each month/year and why people visit the place **Vocabulary** Greater London, South East, East of England tourism, culture, transport, settlement, community, landscape, urban Ocean, coast, river, **Misconceptions** Mountains and hills have the same physical features.	**Key concepts –Place, Scale, Physical and Human processes and Environmental impact** **Global Goals – Climate action** **Brazil** **Content** - Locate different countries in South America - Locate Brazil on a world map - Environmental regions and major cities - Describe settlements, tourism and culture of Brazil - Climate zone – How is the weather different to UK? - Human and physical features of Brazil compared to UK - Famous landmarks and the history behind them - Explore reasons why people prefer specific cultures and physical features - Investigate how Brazil and other countries work together **Skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping to locate countries in South America - Interpret maps and aerial views of the Americas - Present findings from fieldwork using graphs/charts and explain their findings **Vocabulary** Brazil, Brasilia, carnival, Christ The Redeemer, Sugarloaf Mountain Region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, **Misconceptions** Weather is hot in all of South America Brazil is famous because of football

		We live in the county of Brent Country is county County is small	We have the same education as Brazil
4	**Key concepts –Place, Space, Scale, Physical and Human processes and Environmental impact** **Global Goals – Quality Education, Climate Action** **World Biomes and Vegetation Belts** **Content** - Learn about the 7 main biomes of the world - Locate the countries that are part of those biomes - Define the key vocabulary (tundra, taiga, grasslands, ecosystem) - Investigate why some biomes may be at threat - How are biomes being protected and preserved? - Understand how vegetation belts and biomes are linked - Recognise the types of vegetation growing in different vegetation belts. **Skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries that are part of those biomes. - Use maps to locate the countries in North America - Visit woodland to study the trees, plants and animals as an ecosystem when learning about biomes and vegetation belts. **Vocabulary** Biomes, vegetation belts, Tundra, Temperate, tropical **Misconceptions** North America is just one country Plants are dependent on humans. Ecosystems change little over time. Ecosystems are not a functioning whole but simply a collection of organisms. Canada and America are the same country Canada is always cold	**Key concepts –Place, Space, Scale, Physical and Human processes, Environmental impact and Interdependence** **Global Goals – Quality Education, Climate Action** **Amazon Rainforest** **Content** - Identify the location of different rainforests in the world - Learn about parts of a rainforest habitat (physical) - Understand human influences on rainforests - Look at a case study of a specific rainforest, E.g. Amazon Rainforest - Why is the Amazon rainforest declining in size? - What can we do to protect it and how does it impact other areas of the world? - Exploring the indigenous tribes of the amazon rainforest and how they have accumulated a detailed knowledge of the rainforest and methods to subsist from it **Skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate rainforests - Explain trends or patterns observed by making comparisons or by noting cause and consequence **Vocabulary** Understory layer, canopy layer, emergent layer, leaf canopy, leaves, species, temperate, rainfall atlas, climate change, continent, course **Misconceptions** It is cold when it rains in the rainforest No humans live in the rainforest	**Key concepts –Place, Space, Scale, Physical and Human processes, Environmental impact and Interdependence** **Global Goals – Quality Education, Life Below Water, Clean water and Sanitation** **Rivers** **Content** - Locate the world's rivers and major rivers of the UK - Identify sections of a river- key vocabulary (the source, V-shaped valleys, wider, shallower, meanders) - Know about different river formations - Map human and physical features of rivers - Identify influences of rivers on human settlements - Case study on River Brent - Learn about the water cycle - Erosion of rivers **Skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate rivers - Use different types of fieldwork to observe, measure and record the human and physical features of a local river/stream - Collect data about river flow and the shape of the channel **Vocabulary** River, waterway, source, tributary, watershed, floodplain, channel, oxbow lake, riverbank, estuary, confluence, flow, mouth, silt, River Nile, flow, River Amazon, **Misconception** Rivers and lakes are the same We only have one river-River Thames Rivers are man-made Rivers end
5	**Key concepts –Place, Space, Scale, Physical and Human processes, Environmental impact and Interdependence** **Global Goals – Quality Education** **Our Earth** **Content** - Learn about time zones, Prime/ Greenwich meridian - Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles - Learn about hemispheres - Longitude and latitude - Understand importance of national Maritime museum, royal observatory and GMT - Learn about importance of navigation Mountains - Identify location of mountain regions across the world - Explore weather and dangers in mountain regions - Look at human influences on mountain areas (Tourism)	**Key concepts –Place, Space, Scale, Physical and Human processes, Environmental impact and Interdependence** **Global Goals – Quality Education, Climate Action** **Volcanoes and earthquakes** **Content** - Learn about earthquakes and volcanoes - Identify the location of areas prone to earthquakes and volcanoes and how these areas are related - Learn how earthquakes and volcanoes are formed - Explore the effects on the natural and human environment - Looking at specific case studies that link to recent events - Learn about the specific dangers to our way of life today - Evaluate measures to keep people safe **Skills and fieldwork** - Field work around where in the school are the riskiest areas for an earthquake (possible idea)	**Key concepts –Place, Space, Scale, Physical and Human processes, Environmental impact and Cultural Diversity and Awareness** **Global Goals – Quality Education** **Europe and Athens** **Content** - Locate Russia, Italy, Spain, France, Portugal and other countries in Europe on a world map and name principal cities - Location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediate local - Human and physical features - Raise questions about issues in different regions - Comparing to regions in UK - Ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens - Know about place-specific patterns of continuity and change as well as ways in which modern-day Athens compares and contrast with its past **Skills and fieldwork**

	Skills and fieldwork - Use digital/computer mapping to locate different mountains. - Use aerial views to identify features of mountains. - Extend to 6 figure grid references with teaching of latitude and longitude in depth. **Vocabulary** Arctic circle, biome, climate, climate zone, continent, degrees, equator, human geography, humid, Greenwich, latitude, longitude, Northern Hemisphere, ocean, physical geography, prime meridian, Southern Hemisphere, **Misconceptions** Confusion between the definitions and the purpose of longitude and latitude. The Alps is the only mountain in the world The UK doesn't have any mountains	**Vocabulary** mountain, mountain range, tectonic plates, force, contour, altitude, elevation, erosion, summit, peak, ascent, descent, volcanoes, maga, lava, crater, dormant, earthquakes, tremor, quake, Richter scale **Misconceptions** Volcanoes happen because of the weather. Volcanoes are near the equator because it is hot. All earthquake cause destruction Earthquakes only happens in Asia UK can't have an earthquake Run outside if there is an earthquake	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Interpret a range of maps and aerial views of Athens, Greece and Mediterranean region **Vocabulary** Greece, Mediterranean, Athens, Acropolis, Parthenon Region, settlement, community, population, government, land use, resources **Misconceptions** Greece is not in Europe Greece hasn't evolved yet since Ancient Greece Greece is landlocked Greece is only known for its island (Crete and Santorini) Greece's population is bigger than the UK
6	**Extreme weather** **Key concepts – Environmental impact and sustainable development, place and space** **Global Goals – Climate action** **Content** - Recap types of extreme weather and their effects - Introduction to droughts - Investigate the causes and the effects of the 2010–2012 drought in the UK. - Investigate the future of drought in the UK and how it could affect the students. - Introduction to floods - Look at specific flood case studies linked to the UK-Cumbria Floods 2015 - Learn more about climate change/ global warming and challenges in the next century (temperature changes and rising sea levels) - **Skills and fieldwork** - Analyse aerial photographs of areas affected by drought - Analysing graphs and charts showing comparisons of rainfall in areas affected by drought - Collect and measure information accurately (eg: rainfall, temperature, wind speed etc…) **Vocabulary** Water supply, drought, Agriculture, transportation, resilience **Misconceptions** Britain is wet: droughts don't happen Drought only occurs in the summer, when it's hot All drought finishes with heavy rainfall Droughts are short term problems	**Global Trade** **Key concepts – Cultural awareness and diversity, interdependency, place and space, sustainable development** **Global goals – Reduced inequalities, good health and well-being** **Content** - Recap knowledge of Brazil and UK - Understand the concept of worldwide trading and explain the difference between imports and exports - Trade links between different countries (adv and disadv) UK and Brazil - Economic activity of countries including trade links - Distribution of natural resources including energy, food, minerals and water - Learn about how trade has evolved over time and how it takes place today **Skills and fieldwork** - - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Natural Resources and trade – explore issues of sustainability in everyday life – food, clothing, how produced and traded, as well as consumption, waste and recycling **Vocabulary** trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, exports, imports, advantages, disadvantages **Misconceptions** Countries trade purely for profit Trade is always give and take You can only trade physical goods Purchasing of products from abroad have no impact You can only purchase one good from country Services are not a form of trade	**The future of Wembley** **Key concepts – Place, scale and space, Physical and human processes, Environmental impact and sustainable development, Cultural awareness and diversity** **Global goals – Quality education** - Learn about man-made influences, how has Wembley changed (20 years) - How human processes operate within the local area - Ways in which the human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and local area - How can the local area be made better? What is Wembley's future? Children can take on the role of town planners - https://www.rtpi.org.uk/become-a-planner/about-planning/what-a-town-planner-does/ - Evaluate different strategies to make Wembley a sustainable area to live in - Invite local town planners into school as well as this will show pupils the types of careers available to pupils who major in geography. **Skills and fieldwork** - Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the Wembley in the past and present. - Use maps and supporting information to route-plan a tourist trip around capital cities of UK and local area - Interpret a range of maps of UK and Wembley - Create questionnaires for public opinions for the future of Wembley - Traffic Survey-sustainable transport, global issue, make audio recordings for a specific purpose (e.g. traffic noise). - Read and calculate distances from a scale **Vocabulary** Atlas, map, aerial photograph, birds eye view, scale, key, symbols compass, direction, bearing, north, south **Misconception**

			Wembley hasn’t changed As the human demands increases, the infrastructure will increase to support it. The demographics of Wembley are not affected by external factors. There is always the same amount of vehicles each day The residence of Wembley cannot have a say in the development of Wembley Nothing is done when there is an event in Wembley Wembley is not adapted to suit the demand of events