Evaluation should ensure that our curriculum is:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- promotes high levels of achievement and good behaviour
- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when
- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website
- promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics[44]) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

<table>
<tr><td colspan="4">SUBJECT LEADER: Mr Dale 2019-20</td></tr>
<tr><td colspan="4">SUBJECT: Geography</td></tr>
<tr><td>Year Group</td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td>Preschool</td><td colspan="3">EYFS Curriculum
<u>Development Matters Statements 22-36 months</u>
• Enjoys playing with small-world models such as a farm, a garage, or a train track.
• Notices detailed features of objects in their environment.

<u>Development Matters Statements 30-50 months</u>
• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</td></tr>
<tr><td>R</td><td colspan="3">EYFS Curriculum
<u>Development matters Statements 40-60 months as starting point for ARE children</u>
• Looks closely at similarities, differences, patterns and change.

<u>Early Learning Goal</u>
• They talk about the features of their own immediate environment and how environments might vary from one another.

<u>Exceeding ELG</u>
• Children know that the environment and living things are influenced by human activity.
• They can describe some actions which people in their own community do that help to maintain the area they live in.</td></tr>
<tr><td>1</td><td>The Hundred Decker Bus – Transport and Journeys

Locational knowledge</td><td>Zoology –

Human and physical geography</td><td>Seasides

Locational knowledge</td></tr>
</table>

	Name, locate and identify characteristics of the four countries of the UK. **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. **Human and physical geography** Identify seasonal and daily weather patterns in the UK.	Identify seasonal and daily weather patterns in the UK. Find the location of hot and cold areas of the world in relation to the Equator and North and South Poles.	-Identify seas surrounding the UK **Human and physical geography** -Identify seasonal and daily weather patterns in the UK. Link to Science **Human and physical geography** -Introduce key vocab relating to human and physical Geography; sea, beach, cliff, coast, ocean, river, season, weather, harbour, port. **Geographical / fieldwork skills & key vocab.** -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.
2	**Superheroes** **Locational knowledge** Name and locate and identify characteristics of the capital cities of the four countries of the UK and their surrounding seas. Use simple fieldwork and observational skills to study the geography of 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 Wybunbury and a contrasting non-European country. key human features, including: city, town, village, factory,	**Space** **Locational knowledge** naming and locating the world's 7 continents and introduce the 5 oceans. **Human and physical geography** Use aerial photographs on a larger scale and plan perspectives to recognise landmarks and basic human and physical features. Google earth linked to space.	**The Romans** **Geographical / fieldwork skills & key vocab.** Use world maps, atlases and globes to identify the UK and the continents and oceans linked to the Romans. Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.

	farm, house, office, port, harbour and shop.		
3	**Ancient Egypt: Deserts** *Children will use the Sahara desert to learn all about deserts within the world, including the Arctic and Antarctic.* <u>Human and Physical Geography</u> - describe and understand key aspects of physical geography <u>Geographical Skills and Fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 8 points of a compass, 4 and 6-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.	**Vikings** *Children will use Viking invasions to explore Europe and use technology to map invasions and Viking conquests.* <u>Locational Knowledge</u> - 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 <u>Place Knowledge</u> - 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 in North or South America. <u>Human and Physical Geography</u> - describe and understand key aspects of physical geography - vegetation belts (farming) <u>Geographical Skills and</u>	**The Iron Man/The Iron Women** **Non-Renewable/Renewable Energy** *Children will explore energy use within the UK and the positives and negatives of using renewable energy.* <u>Human and Physical Geography</u> - describe and understand key aspects of human geography - energy use within the UK(farming)

		Fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 8 points of a compass, 4 and 6-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.	
4	**Harry Potter and the Philosopher's Stone** **Geography skills and fieldwork** **Map skills – linked to where in the UK Hogwarts could be** - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied - Skills: learning about 8 points of the compass and creating a map with compass references. Linked into maths and co-ordinates – moving into 4 quadrants.	**The Firework-Maker's Daughter** **China** **Place knowledge** - Understand geographical similarities and differences through study of human and physical geography of a region in UK **Locational knowledge** - Name and locate countries and cities of UK, geographical regions and identifying human and physical characteristics, key topographical features and land use patterns and understand how some have changed over time **Human and Physical Geography** - Describe and understand key aspects of: Physical geography including Volcanoes	**Treason/Tudors** **Locational knowledge** Locate the world's countries, using maps to focus on Europe (France / Germany / Spain) **Human and Physical Geography** Describe and understand key aspects of human geography, inc. types of settlement and land use, economic activity, trade links, distribution of natural resources

5	**Ancient Greeks** Ancient Greece is the theme for the Autumn Term. The children will learn about the geographical layout of Ancient Greece and then delve deeper into the positioning of Athens and Sparta. They will consider why these city states were positioned in these locations and consider its benefits and drawbacks. **Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Human Geography** - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	The children will be learning about ordinance survey maps by comparing them to other maps and to establish the similarities and differences between them. The children will learn how to read grid references and then combine this knowledge to plan route. **Geographical skills and fieldwork** - use the 8 points of a compass, 4- and 6-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**.**	The children will be learning about the Congolese Rainforest – with brief overviews of other rainforests. The aim of this topic is to broaden the children's knowledge of the wider world. The children will be taught about climate zones of the world (relating it back to their locality). It will also help them understand the importance of the rainforests and how bio-diverse the rainforests are. An element of focus will also be given to deforestation and the importance of recycling in order to teach children how their actions have a global affect. **Physical geography** - describe and understand key aspects of: physical geography, including: climate zones and biomes **Locational knowledge** - identify the position and significance of the Tropics of Cancer and Capricorn and the equator.
6	**Locational Knowledge** - Name and locate countries and cities in the United Kingdom by using an atlas and an index. Link to the evacuation project Pied Piper - Use Ordnance survey map symbols and six-figure grid references. Link to WW2 invasion - Understand how time zones work and calculate time differences around the world. Link to WW2 Axis and Allies	**Place Knowledge** - Understand geographical similarities and differences through study of human and physical geography of a region in UK - Carding Mill - Investigate the water cycle, hills, mountains, coasts and rivers - Collect and accurately measure information (e.g. river flow/current – cork experiment), link to geographical skills and fieldwork at Carding Mill Valley	**Human and Physical Geography** - Describe and understand key aspects of physical and human geography linked to migration during Stone, Bronze and Iron Age - Describe and understand northern and southern hemispheres and name and locate the largest deserts in the world - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied