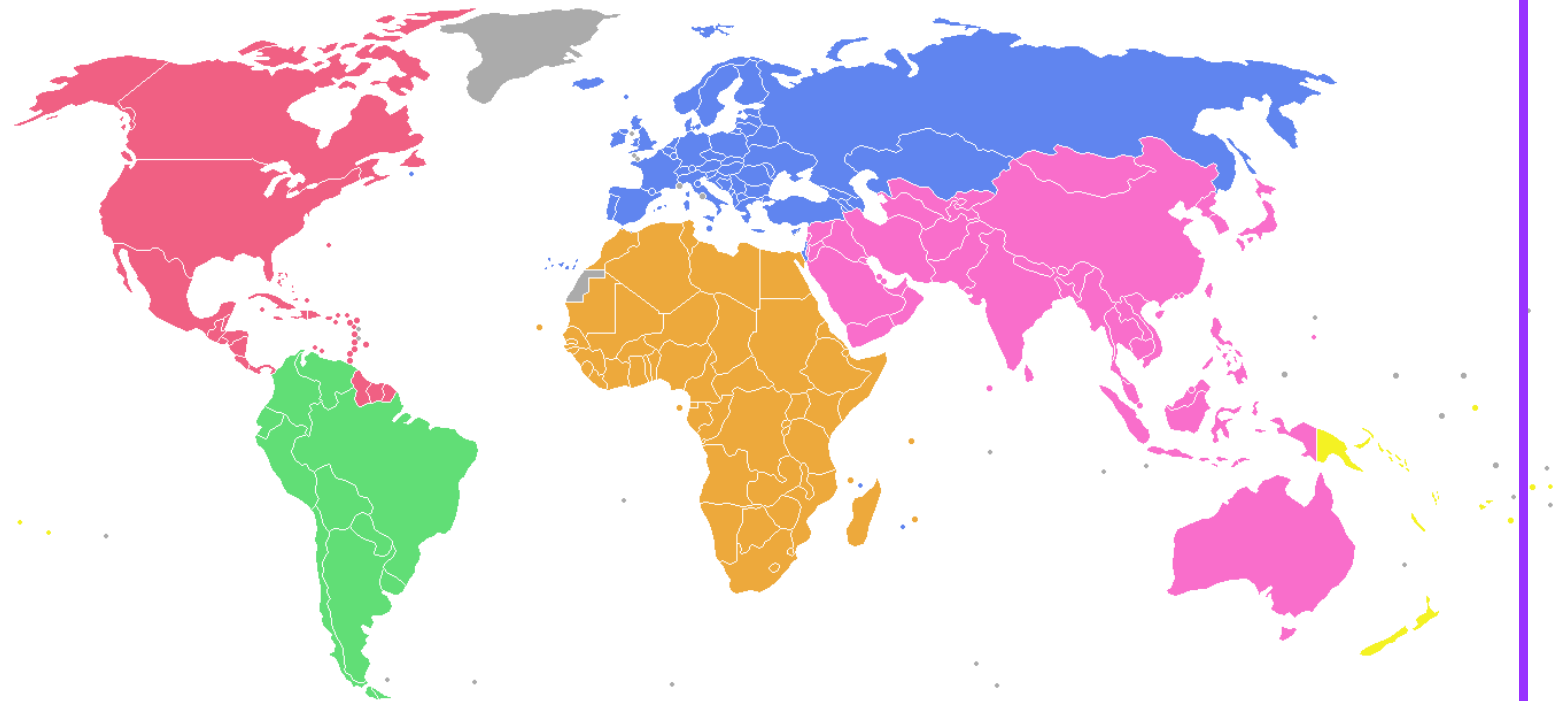


Geography at Copperfield

Close Observer
Field Sketcher
Survey Setter
Question Asker
Decision Maker
Emotion Reader
Map Drawer
Evidence Collector
Environment Measurer
Picture Analyser
Source Checker
Role Player
Cultural Investigator
Global Connector
Web Surfer
Atlas User
Information Communicator
Habitat Explorer



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Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.

This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.

Our Curriculum Statement

Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, and pedagogical developments, and a range of strategies are implemented to improve practice, and to better meet the needs of pupils more effectively'

Our Four Drivers, making a well sequenced and ambitious curriculum.

Ethical, informed Individuals.

At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.

Ambitious Capable Learners (Skills and Knowledge).

Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.

Experiences to Inspire

Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.

Successful in Society

Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.

Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework

INTENT

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced , and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

IMPLEMENTATION

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
 - check learners' understanding systematically
 - identify misconceptions accurately
 - provide clear, direct feedback
 - respond, and adapt their teaching as necessary
3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts
4. Teachers and Leaders:
 - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
 - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
 - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
 - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer
8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:

- At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
 - Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
 10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

IMPACT

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
 - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
 - those with SEND achieve the best possible outcomes
3. Pupils' work across the curriculum is of good quality
4. *Pupils:*
 - *read widely and often, with fluency and comprehension appropriate to their age*
 - *apply mathematical knowledge, concepts and procedures, appropriately for their age*

Geography on a Page

Intent:

At Copperfield Academy, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Copperfield Academy and also to their further education and beyond.

Implementation:

Geography at Copperfield Academy is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are identified, planned for and utilised.

Impact (Anticipated/expected):

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

- All children will be working at the age-related expectations within their school journey at Copperfield Academy
- An increasing number of children year on year will reach expected and greater depth by the end of each Key Stage.

LONG TERM PLAN

		Autumn 1	Spring 1	Summer 1
Early Years	Unit	Once Upon A Time	People Who Help Us	All Around The World
	Prior			
	Future			
Year 1	Unit	Home Sweet Home	London's Calling	Whirling Weather
	Prior	Once Upon a Time	All Around The World	People Who Help Us
	Future	Yr 1 - London's Calling	Yr 2 – You're In Europe	Yr 2 – Coming To Africa
Year 2	Unit	You're In Europe	Wonderful World	Coming to Kenya
	Prior	Yr1 – London's Calling	Yr 2 – You're In Europe	Yr 1 – Whirling Weather
	Future	Yr 3 – Countries, Counties and Cities to See	Yr 3 – Countries, Counties and Cities to See	Yr 4 - Spectacular Spain
Year 3	Unit	Countries, Counties and Cities to See	What's Beneath Our Feet	Shakes and Quakes
	Prior	Yr 2 – Wonderful World	New learning	Yr 3 – What's Beneath our Feet
	Future	Yr 4 – Spectacular Spain	Yr 3 - Shakes and Quakes	Yr 4 – Moving Mountains
Year 4	Unit	Moving Mountains	Spectacular Spain	Amazing Amazon
	Prior	Yr 3 – What's beneath Our Feet	Yr 3 – Countries, Counties and Cities to See	Yr 4 – Spectacular Spain
	Future	Yr 5 - Rivers	Yr 5 – Cool Coasts	Yr 5 – Field To Fork & Yr 6 – Green Planet
Year 5	Unit	Rivers	Cool Coasts	Field To Fork
	Prior	Yr 4 – Moving Mountains	Yr 4 - Rivers	Yr 4 – Amazing Amazon
	Future	Yr 6 – Blue Planet	Yr 6 – Blue Planet	Yr 6 – Overheating World
Year 6	Unit	Green Planet	Blue Planet	Overheating World
	Prior	Yr 4 – Amazing Amazon	Yr 5 – Rivers & Cool Coasts	Yr 5 – Field To Fork
	Future	KS3	KS3	KS3

KEY ASSESSMENT CRITERIA

A Year 1 Geographer	A Year 2 Geographer	A Year 3 Geographer
<ul style="list-style-type: none"> • I know the names of the four countries in the United Kingdom and locate them on a map. • I keep a weather chart and answer questions about the weather. • I know about some of the main things that are in hot and cold places. • I know which clothes I would wear in hot and cold places. <ul style="list-style-type: none"> • I know how the weather changes throughout the year and name the seasons. • I point to the equator, North and South Pole on an atlas and globe. • I know about some of the features of an island. • I know where I live and tell someone my address. • I know the four main directions on a compass are North; East, South and West. • I know what I like and do not like about the place I live. 	<ul style="list-style-type: none"> • I name the continents of the world and locate them on a map. • I name the world's oceans and locate them on a map. • I name the capital cities of England, Wales, Scotland and Northern Ireland. • I know what I like and do not like about a place that is different to the one I live in. • I describe a place outside Europe using geographical words. • I know how jobs may be different in other locations. • I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. • I know about the facilities that a village, town and city may need and give reasons. • I use the directional vocabulary: near; far; left; right to explain where a location is. 	<ul style="list-style-type: none"> • I know the name of a number of countries in the northern hemisphere. • I know the capital city of at least six European countries. • I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map. • I know whether a country is located in the Southern or Northern hemisphere • I know why people may be attracted to live in cities. • I know why people may choose to live in one place rather than another. • I know about, locate and name some of the world's most famous volcanoes. • I know about and describe the key aspects of earthquakes. • I know about and describe the key aspects of volcanoes.

A Year 4 Geographer	A Year 5 Geographer	A Year 6 Geographer
<ul style="list-style-type: none"> • I know how to plan a journey from my town/ city to another place in England. • I know how to find at least six cities in the UK on a map. • I research to discover features of villages, towns and cities and appreciate the differences. • I know about, name and locate some of the main islands that surround the United Kingdom. • I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. • I know the difference between the British Isles, Great Britain and the United Kingdom. 	<ul style="list-style-type: none"> • I know, name and locate the capital cities of neighbouring European countries. • I know the countries that make up the European Union. • I know about, name and locate many of the world's most famous mountainous regions. • I know why most cities are situated by rivers. <ul style="list-style-type: none"> • I know about the course of a river. • I name and locate many of the world's most famous rivers. • I know why ports are important and the role they play in distributing goods around the world. 	<ul style="list-style-type: none"> • I know how to use an atlas by using the index to find places. • I know how to use some basic Ordnance Survey map symbols. • I know how to use Ordnance Survey symbols and six-figure grid references. • I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). • I know why some places are similar and dissimilar in relation to their human and physical features. • I know how time zones work and calculate time differences around the world. • I name the largest deserts in the world and locate desert regions in an atlas.

VOCABULARY PROGRESSION

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
near	North	Oceania	mantle	Peak	Rocks	algae	
above	South	South America	Diet	Record	Arches	anemone	
towards	East west	building	Accent	Mountain	Stacks	arid	
across	English Channel	Atlantic Ocean	volcano	ranges	coordinates	Australia	
under	Daily	South Pole	earthquake	Tourism	Impact	bioluminescent biomes	
underneath	Capital city	language	Dialect	Altitude	Inland	Consumer /	
along	West	atlas	Lake	Flora	Deposition	Consumption	
down	Birds eye view	Great Britain	crust	trade partner	urban	coordinates	
opposite	Sleet	Similarities	City	North-west	Coast	coral	
around	Globe	Differences	Cathedral	tropical	vegetable	currents	
outside	Compass	Unique	Valley	Reservoirs	Meander	Earth	
over	Blizzard	Features	tsunami	currency	abattoir	environmentalist evolution	
from	England	Northern Ireland	Council	customs	rainfall	fishing	
behind	Cardiff	Physical	Region	Gradient	Greenwich	food systems	
inside	Scotland	London	convergent	Vegetation	Employment	food web	
below	Summer	map	continental drift	exchange	Economy	Fossil fuel	
through	Snow	Indian Ocean	Language	Condensation	Erosion	Fuel	
	Spring	Arctic Ocean	Mountain	Adaptation	River Thames	Global warming	
	Fog		Landmark	Landform	rural		

		Sun	Pacific Ocean	Foreign	West	sow	grassland
		Wind	Human	core	trading	import	Great Barrier
		North Sea	Oceans	Population	Fauna	Environmental	Reef
		Autumn	Climate	Tourist	Northern	crops	Greenhouse
		Hail	Kenya	divergent	Hemisphere	fruit	gases /
		Wales	Equator	Loch	import	export	Greenhouse
		Frost	Asia	plate tectonics	Vapour	northeast	effect
		Edinburgh	Antarctica		trade	harvest	grid reference
		Winter	Southern Ocean landmarks		Steepness	organic	

		United Kingdom	North America		Mountain	Settlement	layers
		Storm	Europe		Observe	Tide	Mariana Trench
		Map	Nairobi		Plateau	acres	marine
		Country	compare		mountain	Coastal	marine life
		Warm	nation		export	settlement	midnight zone
		Symbols	Continents		Dome	precipitation	Northern
		Cloud	Africa		mountain	counties	Hemisphere
		Cool	North Pole		Climate zone	soil	Nuclear /
		Showers	famous		Measure	Recreation	Nuclear waste
		Cold	direction		Precipitation	Bay	overfishing
		Irish Sea	contrast		Agricultural	Costal line	plankton
		Gale	border		Ascend	demand	plastic
		Rain			Mountainous	Headland	polar
		Hot			Grid reference	Meridian	Polar ice caps
		Weather			Descend	Erode	Production
		Human and			Environment	grid reference	Queensland
		physical features			Climate	pesticides	rainforest
		capital			Land use	packaging	Renewable
		Northern Ireland			Amazon	Cliff	/non-renewable
		Direction			rainforest	southeast	energy
		London			Southern Hemisphere	produce	Resource
					Trade	Caves	

		flag Key Seasons Great Britain East Belfast Thunder Meteorologist Temperature Rainbows Drizzle			The Tropics of Cancer and Capricorn Impact Deforestation	evaporation Climate Source Pollution Rock formation seed water cycle Mouth Process current	savannah Sea level seaweed Southern Hemisphere sunlight zone Tectonic plates temperate terrestrial The Abyss trenches
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		Thermometer Lightning				northwest Atlas River southwest company Date line Economies Fairtrade International Retailer Timezone Wealth	Tropic of Cancer Tropic of Capricorn tropics tundra twilight zone vegetation belts woodland
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Curriculum Road Map Year 1

Home Sweet Home

Suggested person: Boris Johnson

Autumn

In this unit, we will introduce the children to simple maps, road maps and aerial images of their local area. This will enable them to identify the human and physical features of the surrounding region. Children will name and locate the countries, capitals and surrounding seas that make up the United Kingdom and examine each country's defining characteristics.

Why do we follow on with this unit?

To develop knowledge of places of interest in the United Kingdom and identify famous landmarks and different types of buildings.

What skills will we continue to build upon?

Using photographs and maps to find and identify physical and human geographical features and give directions using locational and directional language.

London's Calling

Suggested person: Christopher Wren

Spring

In this unit, we will focus on London as an area of study. Children will investigate and compare London's geographical human and physical features. They will use their knowledge of reading maps, using positional and directional language, to find, identify and explore the many landmarks and different types of buildings across the city. In conjunction with this, they will examine the influence Christopher Wren had on London's architecture.

Whirling Weather

Key Person: Robert Fitzroy

Summer

This unit will introduce the links between seasons and weather patterns. Children will investigate how weather changes, based on location, and be able to identify different types of weather and their symbols. The children will learn about Robert Fitzroy, a key person in meteorology, and the impact he made on weather reporting.

Why do we follow on with this unit?
To consolidate place knowledge of countries and cities within the UK. To understand seasonal weather and compare weather patterns in different locations and UK countries.

What skills will we continue to build upon?
Using the language of simple compass directions (North, East, South and West), to describe the location of continents, features and routes on a map.

Curriculum Road Map Year 2

You're in Europe

Autumn

This unit will further examine UK characteristics in more detail, expanding on weather patterns and physical and human geographical features, as well as observing the cultural differences between each country. Pupils will also explore the different countries that make up the continent of Europe, identifying their human and physical features.

Why do we follow on with this unit?

Learning extends outwards from the UK and Europe to introduce the other continents and the world's hot and cold climatic regions.

What skills will we continue to build upon?

Further development of mapping skills using maps, atlases and globes to identify the continents and oceans and the precise use of compass points to describe the cardinal positions of continents in relation to each other and to create routes to follow.

Wonderful World

Spring

The children identify on maps and learn the names of the seven continents. They understand that they consist of many countries. World population statistics are introduced, and children present this information. They learn about the equator and Poles, locate them on maps, atlases and globes and identify countries in hot and cold regions. They apply knowledge of the compass directions NSEW. They conclude the unit by naming and locating the world's oceans,

Coming to Kenya

Suggested person: life of a Kenyan child
Summer -

This unit compares the local area in UK, and its lifestyle, to a region in Kenya and a Kenyan child's way of life. Pupils will be able to identify and draw comparisons between the physical and human characteristics across the two countries in relation to their continents. They will develop a deeper understanding of how our location in the world dramatically impacts our way of life but also how certain aspects of culture, weather and transport can connect us.

Why do we follow on with this unit?
To develop a deeper understanding of the differences between continents such as weather, transport, physical and human features and how location in the world impacts how we live our lives.

What skills will we continue to build upon?
Using OS maps, keys and fieldwork to follow and in turn devise maps with keys created out of their own symbols.

Curriculum Road Map Year 3

Counties, Countries and Cities to see!

Autumn -

In this unit, we explore counties, regions and borders looking in depth at the characteristics of various counties in the UK. This leads onto an understanding of the make-up of Europe and its countries and cities, with a focus on key concepts such as population and tourism.

Why do we follow on with this unit?

To develop an understanding of how the continent of Europe, including the UK, was formed over millions of years and of the earth's formation - what lies beneath the land that we live on.

What skills will we continue to build upon?

Using atlases, globes and maps to pinpoint tectonic plate locations and plot tectonic plate movement. Developing compass work through learning the eight points of a compass and carrying out four-figure grid reference exercises.

What's Beneath Our Feet?

Suggested person: Vulcan (Roman God of fire)

Spring -

This unit will explore what is under our feet, starting at the earth's core and working our way up to the tectonic plates. We will identify how volcanoes are formed and the process by which they erupt. Additionally, we will consider the impact they have on human settlements and land use.

Quakes and Shakes

Summer -

In this unit, children learn more about two forces that shape our earth: earthquakes and tsunamis. They learn the characteristics of each one: how they are formed, their main features and the destruction they can wreak upon the land as well as animal and human populations. Case studies are explored, and the children learn about the physical and human aspects of these events. They undertake cross-curricular work such as DT and science, making a seismograph to take measurements, and a 'mini' tidal wave to observe the powerful effects of water. Finally, the children learn how affected places try to recover from these catastrophes and plan.

Why do we follow on with this unit?
Further examination of extreme geographical processes that affect the continents and their populations. To make further connections between physical and human geography.

What skills will we continue to build upon?
Children will apply geographical understanding to real-life events and identify and interpret evidence of how human and physical aspects of geography are often intertwined. They will use digital/computer mapping (Google Earth) to locate countries and describe features studied and undertake a practical task to reinforce their understanding of large-scale geographical processes.

Curriculum Road Map Year 4

Moving Mountains

Suggested focus(s): The Adi Tribe

Autumn -

This unit will identify and locate mountainous regions around the world. The children will learn how different mountains are formed, be able to recognise the role of contour lines on an OS map to indicate steepness and develop a better understanding of the flora, fauna and animals which have adapted to live in this region. They will learn about the effect of mountains in the water cycle and the impact seasonal tourism has on a region.

Why do we follow on with this unit?

To develop a deeper understanding of how the topography of the land influences agriculture and human settlement.

What skills will we continue to build upon?

Using 8 points of the compass, aerial, OS and topographical maps to identify physical and human geographical features. Analysing data and creating charts and graphs to present their findings.

Sunny Spain

Spring

This unit will focus on Barcelona in Spain. It will compare its physical and human features, climate and culture with the local area that pupils live in within the UK. In addition, pupils will learn about trade links with the United Kingdom and explore the topography of Europe in order to choose the best location to set up an orange farm.

The Amazing Amazon

Summer -

The children identify the northern and southern hemispheres and Tropics of Cancer and Capricorn using globes and atlases and come to understand their significance as climate zones. The countries of South America are introduced, before focusing on the Amazon rainforest. Pupils create graphs to compare rainfall and temperature between the Amazon and the UK. They learn about the importance of this habitat and the threats it continues to face from competing pressures. Finally, the children find out about current initiatives that aim to protect the rainforest from devastation.

Why do we follow on with this unit?
To examine how different geographical regions and climatic zones can dramatically impact land use.

What skills will we continue to build upon?
Research and analyse geographical data, diagrams and aerial photographs. Create computer-generated graphs to represent their findings and orally present their interpretations and conclusions.

Curriculum Road Map Year 5

Rivers

Autumn

In this unit we will investigate the different formations, functions and purposes of rivers. We will locate major rivers across the world and compare the use of the Mississippi and Severn rivers. Additionally, we will explore why humans naturally settled by rivers and develop our use of grid references.

Why do we follow on with this unit?

To build on the knowledge that physical features (coastal areas in addition to rivers) affect human activity within a region or place and can be the reason why people settle in particular areas.

What skills will we continue to build upon?

Consolidate skills of using maps, atlases, globes and digital/computer mapping (Google Earth), in greater detail, to locate countries and describe the physical and human geographical features studied.

Cool Coasts

Spring

The children build on their knowledge of locating and identifying continents using maps and atlases. They identify some well-known coastlines and see that they have differences in features and climate. They will study how beaches are formed in relation to the rest of the coastline and examine the processes of weathering and erosion that shape these areas. In human geography, they learn why tourism is important to many coastal towns and look at how the nature of employment and population is linked to coastal regions.

Field to Fork

Summer

This unit develops children's understanding of climate zones and how they impact on global farming. Children learn about how latitude lines help locate climate zones and longitude lines indicate time zones. Children investigate different types of farming and produce and the journey of food from source to plate. They discover how fair trade positively impacts farm workers and gain an understanding of the challenge's farmers face.

Why do we follow on with this unit?
To further explore how physical geography, geographical location and weather influence human activity and land use (such as farming), commercialism and trade.

What skills will we continue to build upon?
To use longitude and latitude to locate countries, temperate zones and time zones. Field work in order to collect data, analyse and present findings.

Curriculum Road Map Year 6

Green Planet

Autumn

In this unit we will explore the various biomes around the world and identify their distinctive characteristics, including climates, vegetation and natural animals. Additionally, we will use six-figure grid references to locate places on a map.

Why do we follow on with this unit?

To extend knowledge of biomes by examining the largest biome of all - the marine biome. To deepen understanding of how species (in this case marine) adapt to their environment.

What skills will we continue to build upon?

Use world maps to identify and label continents, oceans, seas, rivers, countries, the equator and lines of latitude and longitude in order to recognise the characteristics of the world's oceans.

Blue Planet

Suggested person: Dame Ellen
Macarthur
Spring -

Children will recognise the characteristics of the world's oceans and learn to identify the different layers that make up an ocean. They will learn how different marine species adapt to their environments and investigate a marine area and the impact that tourism has on it. Pupils will identify the influence of overfishing on a UK working fishing village and learn about the dangers that plastic represents to marine life and other creatures that have the ocean as their habitat.

Overheating Planet

Suggested person: Greta Thunberg

Summer

The children learn the causes and effects of climate change, specifically looking at the consumption of fossil fuels and their contribution to the 'Greenhouse Effect'. They understand that fossil fuel industries have dwindled in the UK but were once very important. They learn about coal mining in South Wales as a case study and understand that fossil fuel industries are still booming in other countries. They look at the demand for other products and the impact on our planet, such as the clearance of forests in Borneo for palm oil production. They finish by considering new initiatives to develop more sustainable sources of energy and find out about the influence that Greta Thunberg has had.

Why do we follow on with this unit?

To consider how the worldwide issue of climate change impacts on land and marine biomes.

What skills will we continue to build upon?

Interpreting, making connections and presenting their findings in relation to geographical data and information sources.

OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES

- Has the school made the objectives of their curriculum clear for your subject?
- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?
- What is the impact of the curriculum in your subject on the pupils' outcomes