Core Values

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

RE

Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing
techniques

Art

Design and make
Draw
Paint
Sculpt
Generating ideas
Making links
Exploring artists
Sketchbooks
Evaluate

History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

Kender Curriculum 2022-23



Computing

E-safety
Programming
Handing data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWB/CZS/BV

Relationships and health education (RHE)
Drug, alcohol and tobacco education
(DATE)

Keeping safe and managing risk
Mental health and emotional wellbeing
Physical health and wellbeing
Identity, society and equality

DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

Geography

Place knowledge

Locational knowledge
Humans and physical
geography
Geographical skills and field
work
Impact of humans on the
environment

Maths

Fluency
Reasoning
Problem solving
Number - Place Value Addition
and subtraction, multiplication
and division, fractions
Measurements
Geometry

Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.



Intent - We gim to...

Our geography curriculum and teaching will create global citizens, who can think creatively and critically. They will be prepared for the problems that are arising due to climate change and will understand how they can have influenced over the future of the planet. They will learn about the world and its complexities, the way different cultures live and survive and how their own lives compare to others around the world. They will develop tolerance and understanding about the world around them - the people, the places, the processes. Pupils will work both inside and outside the classroom so they can develop their field work skills through real experiences that will deepen their understanding of their local environment and beyond. Our curriculum equips our pupils with the skills to understand the geography of the world and progress through primary school with a secure foundation of knowledge that will support them to progress to the next stage of their school journey.

Implementation. How do we achieve our aims?

We have identified key end points as outlined below.

EYFS...

Understanding the World - by the end of the EYFS children will

Statutory ELG: People, Culture and Communities Children at the expected level of development will:

religious and cultural communities in this country, drawing on country and life in other countries, drawing on knowledge from - Describe their immediate environment using knowledge from - Know some similarities and differences between different - Explain some similarities and differences between life in this observation, discussion, stories, non-fiction texts and maps; their experiences and what has been read in class; stories, non-fiction texts and – when appropriate –

Statutory ELG: The Natural World

Children at the expected level of development will:

world around them and contrasting environments, drawing on natural world around them, including the seasons and changing - Explore the natural world around them, making observations - Know some similarities and differences between the natural - Understand some important processes and changes in the their experiences and what has been read in class; and drawing pictures of animals and plants; states of matter.

KS1...

Understanding of both familiar and different places and people (Beg population, settlement, migration, diversity)

To be able to describe the local area (including the school and its features

To be able to identify key human features of an area, such as: city, town, village, factory, farm, house, office, port, harbour and shop

To recall different types of settlements:town, city and village

To be able to compare one small area of the UK with another area on a different continent

(appropriate to context) To understand and be able to describe how people in different areas might live their lives in

different ways To know the number of people who live in a place is called **population**

Skills of navigation using atlases and maps and recall place knowledge

To be able to name and locate countries and capital cities

To understand that countries are grouped continents

To be able to locate the UIK and ares studied on a map, globe and atlas To be able to recall the 7 continents: Africa, Antarctica, Asia, Australia and Oceania, North and South America and Europe

To be able to use locational and directional language, e.g. near, far, left, right To be able to recall the 5 oceans: Atlantic Ocean, Pacific Ocean, and Indian Ocean, the Southern

Ocean and Artic Ocean

To be able to locate the Northern and Southern Hemisphere.

To be able to name and locate other major cities in the UK and local counties

To be able to recall the 4 point compass

To be able to use an index in an atlas

Understanding of formation of Earth's physical features and common processes (e.g. weather, tectonic,

activity, water cycle) To be able to describe different types of weather To know the four seasons and their typical

features in the UK To identify common land and sea features a such as mountains, hills, seas, rivers, ponds, canals, islands, beaches, cliffs, coasts, forests, ocean, rivers, soil, valleys, vegetation

Understanding of how the earth has been affected by humans and a resolve to alter their behaviour (i.e. climate change and sustainability)

To understand how everyday actions can help reduce waste and save energy, such as: re-using or recycling materials, using public transport and/or walking, saving electricity by switching off lights etc, reducing use of single-use plastic, e.g. by carrying a refillable water bottle and shopping bag, reducing food waste.

To understand the role all humans have to play in taking climate action To actively participate in the above in line with the school's policy

To know that **climate change** is a change in global climate patterns

Powers of interpretation and expression - written, oral and geographical (i.e. maps,

data, fieldwork) To be able to write clearly and accurately, using

grammatical features appropriate to the year group (see English NC for guidance) To be able to orally express ideas and observations

To be able to use geographical terminology from the

relevant topic

To be able to compare and contrast between two areas and sets of data

KS2...

Understanding of both familiar and different places

and people (Beg population, settlement, migration, diversity) To be able to compare a larger region of the UK with another area on a different continent

(appropriate to the context)

To understand not every country has the same amount of wealth, food, water and natural resources - and the effects of this. To be able to recall the location of some globally significant place (linked to other subjects studied,

pupils'/teacher's background /inter tests) and New 7 Wonders of the world To understand the process of people moving from one country to another is called **migration** and

recall possible reasons for doing this. To know natural resources include minerals, oil and gas

To recall common valuable minerals such as: iron, copper, aluminium and salt.

To explain how countries can make money by trading and recall some trade links To know when countries sell goods to others, it is called **exporting**

To know when countries buy goods from other countries, it is called importing

Skills of navigation using atlases and maps and recall place knowledge

To be able to locate the equator, tropic lines, poles on a map To know that countries are separated by **borders**

To be able to recall their 'mental map' to recall the location of countries pupils have studied To be able to interpret a key

To be able to recall the 8 compass points

To be able to use the 8 compass points to describe direction and location

To create a simple map using symbols and /or a key

To be able to interpret 4 figure grid references To be able to use mapping technologies such as google maps or GIS system

To be able to navigate a simple route using OS map To understand scale factor

To know some frequently used map symbols To be able to interpret 6 figure grid references

To be able to read and calculate distances from a scale

Understanding of formation of Earth's physical features and common processes (e.g. weather, tectonic, activity, water cycle)

To understand **climate** is the usual condition of weather, rainfall, humidity and wind in a place

To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra **Polar** - extremely cold and dry, include North and South Poles.

Temperate - Cold winters and mild summers, includes most of Europe and North America. Night have forests or grasslands

Arid - hot dry all year, includes deserts of Africa and Asia **Tropical** - hot and wet, includes jungles of South America and Pacific Islands

Mediterranean - mild winters and hot dry summers in the areas a surrounding the Mediterranean Sea

Tundra - very cold all year round, includes tops of mountains inn the very northern parts of North America and Asia. To be able to explain how the climate has affected the landscape in each example

To know a **biome** is a group of animals and plants which have similar characteristics to each other because of the climate they live in. To be able to explain some of the common characteristics from the biome in a particular climate area

To know a **vegetation zone** is an area which has a certain kind of soil, plants and weather patterns,

To be able to locate some large vegetation zones on an atlas and describe some of their features To be able to explain the water cycle: evaporation - condensation - precipitation- return to sea

To understand the structure of the earth

To know that **tectonic plates** sit on top of a layer of molten lava and its how these plates interacts which cause **volcanoes** and **earthquakes**

To explain how volcanos are formed and what causes them to erupt

To explain what some of the effects of a volcanic eruption would be and look at these in specific context/example.

To explain what causes earthquakes

To explain what some of the effects of an earthquake would be and look at these in specific contexts/example

Powers of interpretation and expression -

To be able to take and objective stance

written, oral and geographical (i.e. maps, data, fieldwork) To be able to present findings from field work using clear and concise prose

To be able to follow a structure for presenting fieldwork investigations and findings

To be able to explain a process (e.g. the water cycle) clearly

To be able to explain trends or patterns observed

To know that stating facts and observations without giving an opinion is known as being <u>objective</u>

Understanding of how the earth has been affected by humans and a resolve to alter their behaviour (i.e. climate change and sustainability)

To understand that the widely-accepted theory is that climate change has been caused by humans (and is too

extreme to be part of the earth's natural warming and cooling cycle)

To know that some of the effects are: a rise in the level of carbon dioxide in the atmosphere, a rise in global temperatures, melting ice caps and a rise in sea levels To know that deforestation is the action of systematically clearing a wide area of trees and that the consequences are a loss of animals habitats, a reduction in oxygen levels (which humans need to breathe)

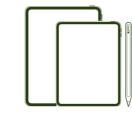
To understand that food miles are the distance a product has travelled from where it is grown or produced to where it will be eaten To understand the difference between renewable and non renewable energy sources To be able to list some examples of both, such as solar power, hydroelectric power, wind power (renewable)

Impact - How will we know we have achieved our aims?









and coal, oil, gas (non-renewable)





Children have a mental map of the world and are able to locate the UK and the 7 continents and 5 oceans of the world and the Northern and Southern Hemisphere



Children are able to read maps, draw maps and understand the purpose of a map. They can use a compass and understand why we use a compass.

Children have an understanding of how countries make money through imports and exports and trade. They understand the distribution of wealth around the world.

Children learn about the different climates around the world they are able to identify and name these climates and give examples from around the world.

Children understand the causes and effects of climate change. They have an understanding of how climate change effects humans and the planet

Children leave Kender with a good understanding of the world's geography, people and climates. They are critical thinkers who are able to take an objective stance.



Understanding of both familiar and different places and people (Beg population, settlement, migration, diversity)							
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
Children at the expected level of development will: religious and cultural communities in this country, drawing on country and life in other countries, drawing on knowledge from - Describe their immediate environment using knowledge from - Know some similarities and differences between different - Explain some similarities and differences between life in this observation, discussion, stories, nonfiction texts and maps; their experiences and what has been read in class; stories, non-fiction texts and – when appropriate – m Statutory ELG: The Natural World Children at the expected level of development will: world around them and contrasting environments, drawing on natural world around them, including the seasons and changing - Explore the natural world around them, making observations - Know some similarities and differences between the natural - Understand some important	To be able to describe the local area (including the school and its features)	·	· · ·	·	To understand the process of people moving from one country to another is called migration and recall possible reasons for doing this.	To know natural reseources include minerals , oil and gas	
	town, village, factory, farm, house,	To understand and be able to describe how people in different areas might live their lives in different ways	To understand not every country has the same amount of wealth, food, water and natural resources - and the effects of this.	To be able to recall the location of some globally significant place - Brazil	Consolidate - To be able to recall the location of some globally significant place	To recall common valuable minerals such as: iron, copper, aluminium and salt.	
	To recall different types of settlements:town, city and village	To know the number of people who live in a place is called population	Consolidate - To understand and be able to describe how people in different areas might live their lives in different ways	To understand the process of people moving from one country to another is called migration and recall possible reasons for doing this.		To explain how countries can make money by trading and recall some trade links	
	area of the UK with another area on a different continent (appropriate to	Consolidate - To be able to identify key human features of an area, such as: city, town, village, factory, farm, house, office, port, harbour and shop	population			To know when countries sell goods to others, it is called exporting	
processes and changes in the their experiences and what has been read in class; and drawing pictures of animals and plants; states of matter.						To know when countries buy goods from other countries, it is called importing	

Skills of navigation using atlases and maps and recall place knowledge								
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six		
Children at the expected level of development will: religious and cultural communities in this country, drawing on country and life in other countries, drawing on knowledge from - Describe their immediate environment using knowledge from - Know some similarities and differences between different - Explain some similarities and differences between life in this observation, discussion, stories,	To be able to name and locate countries and capital cities	To understand that countries are grouped continents	Consolidate - To be able to recall the 7 continents: Africa, Antarctica, Asia, Australia and Oceania, North and South America and Europe	To be able to recall the 8 compass points	To be able to navigate a simple route using OS map	Consolidate -To be able to recall their 'mental map' to recall the location of countries pupils have studied		
	· ·	Africa, Antarctica, Asia, Australia and Oceania, North and South America and	Consolidate - To be able to recall the 5 oceans: Atlantic Ocean, Pacific Ocean, and Indian Ocean, the Southern Ocean and Artic Ocean	To be able to use the 8 compass points to describe direction and location	To understand scale factor	Consolidate -To be able to navigate a simple route using OS map		
non-fiction texts and maps; their experiences and what has been read in class; stories, non-fiction texts and – when appropriate – m Statutory ELG: The Natural World			To be able to locate the equator, tropic lines, poles on a map	To create a simple map using symbols and /or a key	Consolidate - To be able to use the 8 compass points to describe direction and location	Consolidate - To know some frequently used map symbols		
Children at the expected level of development will: world around them and contrasting environments, drawing on natural world around them, including the seasons and	To be able to locate the Northern and Southern Hemisphere .	To be able to name and locate other major cities in the UK and local counties	To know that countries are separated by borders	To be able to interpret 4 figure grid references	Consolidate -To be able to recall their 'mental map' to recall the location of countries pupils have studied	Consolidate - To be able to use the 8 compass points to describe direction and location		
changing - Explore the natural world around them, making observations - Know some similarities and differences between the natural - Understand some important processes and changes in the their experiences and what has been read in class; and drawing pictures of animals and plants; states of matter.		To be able to recall the 4 point compass	To be able to recall their 'mental map' to recall the location of countries pupils have studied	To be able to use mapping technologies such as google maps or GIS system	To know some frequently used map symbols	Consolidate - To know some frequently used map symbols		
		To be able to use an index in an atlas	To be able to interpret a key			To be able to interpret 6 figure grid references		
						TO be able to read and calculate distances from a scale		

Understanding of formation of Earth's physical features and common processes (e.g. weather, tectonic, activity, water cycle)								
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six		
Children at the expected level of development will: religious and cultural communities in this country, drawing on country and life in	To be able to describe different types of weather	To identify common land and sea features a such as mountains, hills, seas, rivers, ponds, canals, islands, beaches, cliffs, coasts, forests, ocean, rivers, soil,	To understand climate is the usual condition of weather, rainfall, humidity and wind in a place	Consolidate - To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra	To understand the structure of the earth	Consolidate -To understand the structure of the earth		
other countries, drawing on knowledge from - Describe their immediate environment using knowledge from - Know some similarities and differences between different - Explain some	To know the four seasons and their typical features in the UK	Consolidate - To be able to describe different types of weather	To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra	Consolidate - To know the key features of each 6 main climates and landscapes	To know that tectonic plates sit on top of a layer of molten lava and its how these plates interacts which cause volcanoes and earthquakes	Consolidate - To know that tectonic plates sit on top of a layer of molten lava and its how these plates interacts which cause volcanoes and earthquakes		
similarities and differences between life in this observation, discussion, stories, non-fiction texts and maps; their experiences and what has been read in class; stories, non-fiction texts and –		Consolidate - To know the four seasons and their typical features in the UK	Consolidate -To know the key features of each 6 main climates and landscapes	To be able to explain how the climate has affected the landscape in each example	To explain how volcanos are formed and what causes them to erupt	To explain what causes earthquakes		
when appropriate – m Statutory ELG: The Natural World Children at the expected level of development will:			Polar - extremely cold and dry, include North and South Poles.	To know a biome is a group of animals and plants which have similar characteristics to each other because of the climate they live in.	To explain what some of the effects of a volcanic eruption would be and look at these in specific context/example.	To explain what some of the effects of an earthquake would be and look at these in specific contexts/example		
world around them and contrasting environments, drawing on natural world around them, including the seasons and changing - Explore the natural world around them, making observations -			Temperate - Cold winters and mild summers, includes most of Europe and North America. MNight have forests or grasslands	To be able to explain some of the common characteristics from the biome in a particular climate area	To explain what causes earthquakes			
Know some similarities and differences between the natural - Understand some important processes and changes in the their experiences and what has been read in class; and drawing pictures of animals and plants; states of matter.			Arid - hot dry all year, includes deserts of Africa and Asia	To know a vegetation zone is an area which has a certain kind of soil, plants and weather patterns,	To explain what some of the effects of an earthquake would be and look at these in specific contexts/example			
			Tropical - hot and wet, includes jungles of South America and Pacific I slands	To be able to locate some large vegetation zones on an atlas and describe some of their features				
			Mediterranean - mild winters and hot dry summers in tyhe areas a surrounding the Mediterranean Sea	·				
			Tundra - very cold all year round, includes tops of mountains inn yhe very northern parts of North America and					

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Children at the expected level of development will: religious and cultural communities in this country, drawing on country and life in other countries, drawing on knowledge from - Describe their immediate environment using knowledge from - Know some similarities and differences between different - Explain some similarities and differences between life in this observation, discussion, stories, non-fiction texts and maps; their experiences and what has been read in class; stories, non-fiction texts and – when appropriate – m Statutory ELG: The Natural World Children at the expected level of development will: world around them and contrasting environments, drawing on natural world around them, including the seasons and changing - Explore the natural world around them, making observations - Know some similarities and differences between the natural - Understand some important processes and changes in the their experiences and what has been read in class; and drawing pictures of animals and plants; states of matter.	To understand how everyday actions can help reduce waste and save energy, such as: re-using or recycling materials, using public transport and/or walking, saving electricity by switching off lights etc, reducing use of single-use plastic, e.g. by carrying a refillable water bottle and shopping bag, reducing food waste.	Consolidate - To understand how everyday actions can help reduce waste and save energy, such as: reusing or recycling materials, using public transport and/or walking, saving electricity by switching off lights etc, reducing use of single-use plastic, e.g. by carrying a refillable water bottle and shopping bag, reducing food waste.	To understand that the widely-accepted theory is that climate change has been caused by humans (and is too extreme to be part of the earth's natural warming and cooling cycle)	Consolidate -To understand the role all humans have to play in taking climate action	Consolidate - To actively participate in the above in line with the school's policy	To understabd the difference between renewable and non renewable energy sources
	To understand the role all humans have to play in taking climate action	Consolidate -To understand the role all humans have to play in taking climate action	Consolidate -To understand the role all humans have to play in taking climate action	Consolidate - To actively participate in the above in line with the school's policy	Consolidate -To understand the role all humans have to play in taking climate action	To be able to list some examples of bosuch as solar power, hydroelectric power, wind power (renewable) and coal, oil, gas (non-renewable)
	To actively participate in the above in line with the school's policy	Consolidate - To actively participate in the above in line with the school's policy	Consolidate - To actively participate in the above in line with the school's policy		Consolidate - To understand that the widely-accepted theory is that climate change has been caused by humans (and is too extreme to be part of the earth's natural warming and cooling cycle)	Consolidate -To understand the role all humans have to play in taking climate action
		To know that climate change is a change in global climate patterns	Consolidate - To know that climate change is a change in global climate patterns		Consolidate - To know that some of the effects are: a rise in the level of carbon dioxide in the atmosphere, a rise in global temperatures, melting ice caps and a rise in sea levels.	Consolidate - To actively participate in the above in line with the school's police
			To know that some of the effects are: a rise in the level of carbon dioxide in the atmosphere, a rise in global temperatures, melting ice caps and a rise in sea levels.			To understand that food miles are the distance a product has travelled from where it is grown or produced to where it will be eaten

Powers of interpretation and expression – written, oral and geographical (i.e. maps, data, fieldwork)									
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six			
country, drawing on country and life in other countries, drawing on knowledge from - Describe their immediate environment using knowledge from - Know some similarities and differences between different - Explain some similarities and differences between life in this observation, discussion, stories, non-fiction texts and maps; their experiences and what has been read in class; stories, non-fiction texts and – when appropriate – m Statutory ELG: The Natural World Children at the expected level of development will: world around them and contrasting environments, drawing on natural world around them, including the seasons and changing - Explore the natural world around them, making observations - Know some similarities and differences between the natural - Understand some important processes and changes in the their experiences and what has been read in class; and drawing pictures of	To be able to write clearly and accurately, using grammatical features appropriate to the year group (see English NC for guidance)	To be able to compare and contrast between two areas and sets of data	To be able to present findings from field work using clear and concise prose		To know that stating facts and observations without giving an opinion is known as being objective	Consolidate - <u>To be able to take and</u> <u>objective stance</u>			
	To be able to orally express ideas and observations clearly.	Consolidate - To be able to write clearly and accurately, using grammatical features appropriate to the year group (see English NC for guidance)	To be able to follow a structure for presenting fieldwork investigations and findings	To be able to explain a process (e.g. the water cycle) clearly	•	Consolidate - To be able to write clearly and accurately, using grammatical features appropriate to the year group (see English NC for guidance)			
	To be able to use geographical terminology from the relevant topic	Consolidate - To be able to orally express ideas and observations clearly.	Consolidate - To be able to write clearly and accurately, using grammatical features appropriate to the year group (see English NC for guidance)	observed	Consolidate - To be able to write clearly and accurately, using grammatical features appropriate to the year group (see English NC for guidance)	Consolidate - To know that stating facts and observations without giving an opinion is known as being objective			
		Consolidate - To be able to use geographical terminology from the relevant topic	Consolidate - To be able to orally express ideas and observations clearly.		Consolidate - To be able to orally express ideas and observations clearly.	Consolidate - To be able to use geographical terminology from the relevant topic			
			Consolidate - To be able to use geographical terminology from the relevant topic	Consolidate - To be able to orally express ideas and observations clearly.		Consolidate - To be able to explain a process (e.g. the water cycle) clearly			
animals and plants; states of matter.									

National Curriculum Statements

Pupils should be taught to:

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the

United Kingdom and its surrounding seas Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography Use basic geographical vocabulary to refer to:

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and

major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use

patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

(including day and night) Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2

Geography – key stages 1 and 2 Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

TERM	AUTUMN	SPRING	SUMMER				
VALUES:	READINESS INDEPENDENCE, CO-OPERATION, KINDNESS, RESOINSIBILTY	RESPECT AMBITION, INITIATIVE, CONFIDENCE, HONESTY	RESILIENCE INDIVIDUALITY, COMPASSION, CELEBRATION, ENJOYMENT				
	AUTUMN 1 (8 weeks)	SPRING 1 (6 weeks)	SUMMER 1 (6 weeks)				
Year 1	Where do I live? I know where I live I can name the place I live New Cross, London and England. I can name and locate the four countries in the https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/						
change mini	· · · · · · · · · · · · · · · · · · ·	•	· · · · · · · · · · · · · · · · · · ·				
	What are seasons? Do all countries have seasons? is the weather like in the southern hemisphere? How https://geography.org.uk/resources/barnaby-bear https://www.rgs.org/schools/teaching-resources/exhttps://www.rgs.org/schools/teaching-resources/w	<u>r-through-the-seasons/</u> <u>xtreme-weather/</u> - Extreme Weather	the weather like in the northern hemisphere? Who				
V a arr O	Where do other people live? What is a population? What is a border? How do people live in different areas? What are the names of the seven continents and fi geography.org.uk/resources/investigating-settleme		Geographical skills and fieldwork - How do I find my way around school and the local area? I can use a compass I can draw and read a simple map https://geography.org.uk/resources/our-school-from-above/				
Climate change mini	, ,	n help reduce waste and save energy, such as: re-using ducing use of single-use plastic, e.g. by carrying a refillo	· , · .				
unit - whole schoolYear 2 progression statement for climate	waste. Consolidate -To understand the role all humans have to Consolidate - To actively participate in the above in lire. To know that climate change is a change in global clire.	ne with the school's policy					
V 2 200 2	Australia - RGS landscapes and systems, the carbo urbanisation, migration and society. What are the 6 main climates and landscapes? Comparing UK to another continent.	Geographical skills and fieldwork - Our local area - I can us a compass I can read a map I can draw a map					
Climate change mini unit - whole schoolyear 3 progression statements for CC	and cooling cycle) Consolidate -To understand the role all humans have to Consolidate - To actively participate in the above in lire Consolidate - To know that climate change is a change.	ne with the school's policy					
	Trade How do countries make money? What is exporting? What is importing? https://www.rgs.org/schools/teaching-resources/gl	lobal-trade/	Geographical skills and fieldwork -Local study I can use a compass I can make a map I can read symbols on a map I can read a grid reference I can use google maps				
Climate change mini unit - whole schoolyear 4 progression statements for	Consolidate -To understand the role all humans have to Consolidate - To actively participate in the above in ling To know that deforestation is the action of systematica oxygen levels (which humans need to breathe)		ences are a loss of animals habitats, a reduction in				
	Rivers - https://www.rgs.org/schools/teaching-resources/rivers-(1)/	Volcanos and Earthquakes Tectonic plates, Earthquakes What causes an earthquake? What are the effects of an earthquake?	Geographical skills and fieldwork - Local study I can use a compass I can make a map I can read symbols on a map I can read a grid reference I can use google maps I can navigate a route using an OS map https://www.rgs.org/schools/teaching-resources/ colouring-london/				
Climate change mini unit - whole schoolYear 5 progression	natural warming and cooling cycle) Consolidate - To know that some of the effects are: a r	· · · ·					
statements for CC							
	Brazil - RGS unit - Global perspectives, geopolitics o	and development, the carbon and water cycles	Geographical skills and fieldwork - Local Field				
	climate and change, urbanisation, migration and s https://www.rgs.org/schools/teaching-resources/bi To know what each of these terms means and I'm Climates, landscapes, biomes, vegetation zone, we	work I can use a compass I can make a map I can read symbols on a map I can read a grid reference I can use google maps I can navigate a route using an OS map					
			https://www.rgs.org/schools/teaching-resources/stahome/				
Climate change mini unit - whole	·	Lead non renewable energy sources power, hydroelectric power, wind power (renewable) out the common transfer of t	·				

Geographical association login:

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PW: K3nd3rSE14

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Vocabulary:

These list can and should be added to

V C	h			Other and the state of the stat	Challana C
Key Geograp	hy Vocabulary:			Other useful words for	Challenge for
	Human	Physical	Specific content	this age group – may	this age group
	features	features	Specific content	be recap on previous	
	leatures	leatures	Geographical map	key vocabulary or new	
			skills and fieldwork	words to introduce	
EYFS	Building	Beach sea	Мар	Village	Directional
	Town	lake	local	city	language L, R,
	farm	river	place	shop	near, next to,
	road	desert	globe	land	behind
	park	mountain / hill		house	Compass
	path	countryside		motorway language	N, E, S, W
	people	forest / wood		world	
		weather		water	
		seasons		pond	
KS1	As above	Physical	As above plus	As above plus	Scale
	plus	As above plus	name and locate the	Environment	route planner
			world's 7 continents	recycle	grid
Add outres	key human	key physical	and five oceans	Compass	vegetation
Add extras	features	features,	Asia	Compass points: East	urban rural
according	city,	including:	Africa	North South West	challenge
to your	town,	beach,	North America	Fieldwork	diverse places,
class	village, factory,	cliff,	South America	plan	resources and
enquiry	farm,	coast,	Antarctica	aerial photograph	natural and
	house,	forest,	Australia/ Oceania/	map key symbols	human
	office,	hill,	Australasia	Equator	environments,
	port,	mountain,	Europe	hot/cold	
	harbour	sea,	Arctic	Direction	
	shop	ocean,	Southern,	key	
	Capital city	river,	Pacific	Country	
	country	soil,	Atlantic	Continent	
		valley,	Indian	globe	
		vegetation,	name, locate and	atlas	
		season	identify	Address	
		weather	character-ristics of	Right/ left	
		Marine	the 4 countries and	patterns	
			capital cities of the	characteristics	
			United Kingdom and	surrounding seas	
			its surrounding seas	contrasting	
			England	non-European	
			Scotland		
			Wales	Words linked to the	
			N. Ireland	local area	
			Belfast		
			Cardiff		
			Edinburgh		
			London		
			North/Irish/Celtic		
			Seas		
			English Channel		

|--|

Upper KS2	Human	Physical	Specific content	Other useful words for	Challenge for
Add extras	geography	geography	Geographical map	this age group – may	this age group
	A b	A	skills and fieldwork	be recap on previous	
according	As above	As above plus		key vocabulary or new	
to your	plus	Tributary	As above plus	words to introduce	
class	Trade	Tributary confluence	CIC Cooperation	As above plus	Relief
enquiry	Deforestation	meander	GIS - Geographical	As above plus	Digital
	Derelict	ox bow estuary	Information systems Analysis of data and	spatial variation	mapping
	Economy	mouth source	statistics	vegetation	шарын
		biomes	Global warming	Erosion	
		climate zones	Latitude	deposition	
			Longitude	Headland	
			North/ South	Resort	
			hemisphere	Cliff	
			Tropics of Capricorn	Bay	
			and Cancer	delta	
			Time differences	Geographical	
				influences /	
				significance	
			North, Central and	6 figure grid reference	
			South American	Climate change	
			country and capital	Ordnance Survey	
			city names	Geographical	
			(Differentiate the	Information Systems	
			number for	Manda Balandan Aba	
			challenge according	Words linked to the	
			to ability)	local area	