

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
Handling data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWP/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.

SUBJECT: Geography

👁 Intent - We aim 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. |
|--|--|

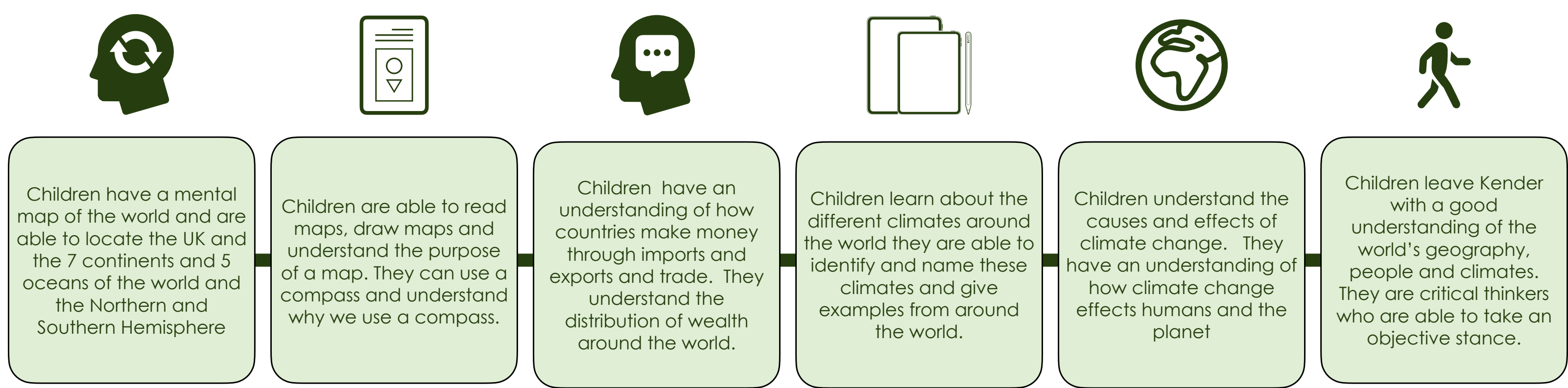
KS1...

| | | |
|--|---|---|
| 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 UK 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 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 clearly. 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...

| | |
|--|--|
| <p>Understanding of both familiar and different places and people (Beg population, settlement, migration, diversity)</p> <p>To be able to compare a larger region of the UK with another area on a different continent (appropriate to the context)</p> <p>To understand not every country has the same amount of wealth, food, water and natural resources - and the effects of this.</p> <p>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</p> <p>To understand the process of people moving from one country to another is called migration and recall possible reasons for doing this.</p> <p>To know natural resources include minerals , oil and gas</p> <p>To recall common valuable minerals such as: iron, copper, aluminium and salt.</p> <p>To explain how countries can make money by trading and recall some trade links</p> <p>To know when countries sell goods to others, it is called exporting</p> <p>To know when countries buy goods from other countries, it is called importing</p> | <p>Skills of navigation using atlases and maps and recall place knowledge</p> <p>To be able to locate the equator, tropic lines, poles on a map</p> <p>To know that countries are separated by borders</p> <p>To be able to recall their 'mental map' to recall the location of countries pupils have studied</p> <p>To be able to interpret a key</p> <p>To be able to recall the 8 compass points</p> <p>To be able to use the 8 compass points to describe direction and location</p> <p>To create a simple map using symbols and /or a key</p> <p>To be able to interpret 4 figure grid references</p> <p>To be able to use mapping technologies such as google maps or GIS system</p> <p>To be able to navigate a simple route using OS map</p> <p>To understand scale factor</p> <p>To know some frequently used map symbols</p> <p>To be able to interpret 6 figure grid references</p> <p>To be able to read and calculate distances from a scale</p> |
| <p>Understanding of formation of Earth's physical features and common processes (e.g. weather, tectonic, activity, water cycle)</p> <p>To understand climate is the usual condition of weather, rainfall, humidity and wind in a place</p> <p>To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra</p> <p>Polar - extremely cold and dry, include North and South Poles.</p> <p>Temperate - Cold winters and mild summers, includes most of Europe and North America. Night have forests or grasslands</p> <p>Arid - hot dry all year, includes deserts of Africa and Asia</p> <p>Tropical - hot and wet, includes jungles of South America and Pacific Islands</p> <p>Mediterranean - mild winters and hot dry summers in the areas a surrounding the Mediterranean Sea</p> <p>Tundra - very cold all year round, includes tops of mountains inn the very northern parts of North America and Asia.</p> <p>To be able to explain how the climate has affected the landscape in each example</p> <p>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.</p> <p>To be able to explain some of the common characteristics from the biome in a particular climate area</p> <p>To know a vegetation zone is an area which has a certain kind of soil, plants and weather patterns,</p> <p>To be able to locate some large vegetation zones on an atlas and describe some of their features</p> <p>To be able to explain the water cycle: evaporation - condensation - precipitation- return to sea</p> <p>To understand the structure of the earth</p> <p>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</p> <p>To explain how volcanos are formed and what causes them to erupt</p> <p>To explain what some of the effects of a volcanic eruption would be and look at these in specific context/example.</p> <p>To explain what causes earthquakes</p> <p>To explain what some of the effects of an earthquake would be and look at these in specific contexts/example</p> | |
| <p>Powers of interpretation and expression - written, oral and geographical (i.e. maps, data, fieldwork)</p> <p>To be able to present findings from field work using clear and concise prose</p> <p>To be able to follow a structure for presenting fieldwork investigations and findings</p> <p>To be able to explain a process (e.g. the water cycle) clearly</p> <p>To be able to explain trends or patterns observed</p> <p>To know that stating facts and observations without giving an opinion is known as being objective</p> <p>To be able to take and objective stance</p> | <p>Understanding of how the earth has been affected by humans and a resolve to alter their behaviour (i.e. climate change and sustainability)</p> <p>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)</p> <p>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</p> <p>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)</p> <p>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</p> <p>To understand the difference between renewable and non renewable energy sources</p> <p>To be able to list some examples of both, such as solar power, hydroelectric power, wind power (renewable) and coal, oil, gas (non-renewable)</p> |

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



SUBJECT: Geography

| 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/ | | Geographical skills and fieldwork - How do I find my way around school and the local area? |
| Climate change mini unit - whole school...Year 1 progression statement for climate | 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 | | |
| Year 1/2 | What are seasons? Do all countries have seasons? What is the weather like in other counties? What is the weather like in the northern hemisphere? What is the weather like in the southern hemisphere? How does climate change effect the weather. https://geography.org.uk/resources/barnaby-bear-through-the-seasons/ https://www.rgs.org/schools/teaching-resources/extreme-weather/ - Extreme Weather https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-one/ | | |
| Year 2 | 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 five oceans? https://geography.org.uk/resources/investigating-settlement-at-key-stage-1-2/ | | 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 unit - whole school...Year 2 progression statement for climate change | Consolidate - 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 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 know that climate change is a change in global climate patterns | | |
| Year 3 | Australia - RGS landscapes and systems, the carbon and water cycles, climate and change, 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 school...year 3 progression statements for CC | 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 Consolidate - To know that climate change is a change in global climate patterns 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. | | |
| Year 4 | Trade How do countries make money? What is exporting ? What is importing? https://www.rgs.org/schools/teaching-resources/global-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 school ..year 4 progression statements for | 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 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) | | |
| Year 5 | 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 school...Year 5 progression statements for CC | 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 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 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. | | |
| Year 6 | Brazil - RGS unit - Global perspectives, geopolitics and development, the carbon and water cycles, climate and change, urbanisation, migration and society. https://www.rgs.org/schools/teaching-resources/brazil/ To know what each of these terms means and I'm able to identify these places on an atlas - Climates, landscapes, biomes, vegetation zone, water cycle | | Geographical skills and fieldwork - Local Field 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/stay-home/ |
| Climate change mini unit - whole school...Year 6 progression statements for | To understabd 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) and coal, oil, gas (non-renewable) 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 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 | | |
| | | | |

Geographical association login:

UN: anna.jeffery@kender.Lewisham.sch.uk
PW: K3nd3rSE14

Royal Geographical Society:

UN: anna.jeffery@kender.Lewisham.sch.uk
PW: K3nd3rSE14

Vocabulary:

These list can and should be added to

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

| | | | | | |
|----------------------|---|---|---|--|--|
| <i>class enquiry</i> | region Europe Country County Economy Trade Energy | N.B. including the UK names e.g. Pennines Grampians, Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural Climate Erosion deposition earthquake volcano water cycle Alps Geology Minerals and rock types e.g Chalk, Slate Granite Sandstone Biomes/ Vegetation belts e.g. Tundra Coniferous & Deciduuous Forest Mediterranean Mountainous Desert | measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Contours Symbols Minerals Rocks European country and capital city names (Differentiate the number for challenge according to ability) | globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time. Words linked to the local area | confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial GIS - Geographical Information systems |
|----------------------|---|---|---|--|--|

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