
Greater London
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Dartford
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M25
Rochester
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Margate
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Deal
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Tunbridge Wells
Ashford
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East Sussex
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Geography

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Our vision for geography

At Charlton we believe that geography should stimulate an interest in and a sense of wonder about places around the world. We want to help the children make sense of a complex and constantly changing world by sharing and listening to each other's ideas. The children will explore diverse places, how landscapes are formed and in what way people and their environment can interact successfully together. The children will learn to forgive nature for its sometimes, harmful, processes and consider the impact this has on the landscape and people. We will remind children that we must be patient with nature and that worldly processes cannot be rushed or relied on.

We will look at how a diverse range of economies, societies and environments are interconnected. We will encourage pupils to build on their own experiences of investigating places both locally and on a more global scale.

Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will come their way in the future. We hope that through thoughtful consideration, our children will have a good understanding about the world around us.
We want our children to be keen to enquire, research and find answers about the fascinating and powerful world they live in.

The Geography curriculum offers a logical sequence of geographical topics to support progression and curriculum coverage. As a school, we use Oddizzi's Schemes of Work to support our Geography planning.
The Geography curriculum followed at Charlton is a comprehensive curriculum coverage and addresses topics in great depth. It involves three Geography-led topics each year. Skills and knowledge acquired in the first two Geography topics feed into a place-based study in the third topic.
Our aim with the Geography curriculum is for pupils to accumulate knowledge as they progress. For example, in Year 1's local area study, children learn basic geographical concepts, knowledge, vocabulary and skills through the concrete experience of a familiar place. This then allows them to make meaningful comparisons with the Zambian locality of Mugumareno Village in Year 2. During Key Stage 2, this knowledge of places feeds into regional studies from the Americas, Europe and the UK. Knowledge becomes both broader and deeper as pupils progress and become familiar with an ever-wider range of places. This growing knowledge is also fed by the development of locational knowledge, geographical skills and a growing understanding of human and physical processes.

Progression Narrative

The curriculum assures full National Curriculum (England) coverage, and goes into depth in relation to locational knowledge and geographical processes. Core skills, knowledge, vocabulary and concepts acquired in the first two topics of a year are applied towards the end of the year in the context of a place-based study. We aim for there to be opportunities for pupils to carry out fieldwork at least once each year. This should have a strong emphasis on geographical concepts and skills, especially map work and data collection/presentation. Opportunities should still also be taken wherever possible to reinforce geographical knowledge and vocabulary, including locational knowledge (e.g. where countries are).

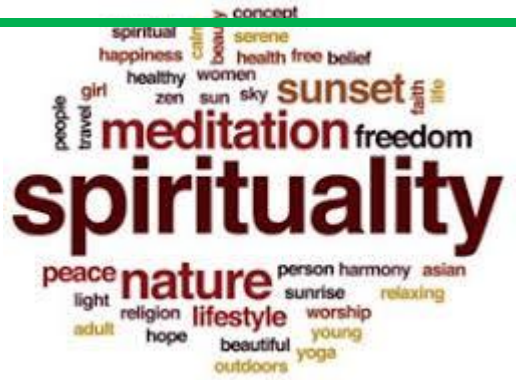
The Pathway we use at Charlton helps meet the requirements of the intent, implementation and impact framework.

- Intent. They help assure curriculum breadth, coverage, content and a structure that enables clear progression in knowledge and skills. (Ofsted Handbook, 157: "It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points … The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points.")
- Implementation. The teaching activities in the Oddizzi Schemes will help assure lively, effective and appropriate learning based on the structured Pathways.
- Impact. Oddizzi's assessment frameworks will help demonstrate that teaching has resulted in clear and appropriate outcomes.

Our curriculum allows children to explore and discover more about Dover and the local environment. This is important to us, as a school, as in today's society sees our children living smaller and smaller, introverted lives and we see our outdoor learning curriculum as a way in which we are able to broaden our children's horizons. Through this, they are transformed into well-rounded young people, who can listen, who are able share, who are thoughtful, who are patient, who are able to forgive and who are encouraging to others.

Our definition of being a School of Sanctuary extends beyond the classroom walls; we envision our children viewing the natural world and those experiences as places of sanctuary in their own right.

Being outside, surrounded by nature, enables the children to connect to their own spirituality. We provide opportunities for children to immerse themselves in wildlife, connect to others, explore the mysteries of the unknown/new and to be inspired by the natural world. Through these experiences, children are able to further develop their emotional intuition, awareness of self, creativity and sense of community. It is important that within our school, children receive regular opportunities to carry out their learning outdoors and to have a positive impact on the wider curriculum opportunities such as working scientifically, active learning, the arts, mental health and well-being and many more



Mirrors

Understand their own identity and where they fit into the world
Reflect on their own experiences of the outdoors and their environment
To think and reflect in awe about the developments man-made and natural occurrences and the possibilities for th[illegible].
Respect the law and rules for using local parks/local environments and what is right and what is wrong.
Knowing how to protect the wildlife/local parks/ local rivers.
Investigate own morals and issues towards building and developing land.
Express themselves creatively using team building skills and map work.

Windows

Opportunities to look at and appreciate cultural influences outside of their environment.
Opportunities to work with each other inside the classroom and on fieldwork.
Opportunities to work alone.
Explore and make links to how natural occurrences changes lives and how man-made occurrences change/affect wildlife.
Offering opportunities for pupils to discuss ethical issues surrounding building works and population, such as data tracking,

Doors

Participate in cultural opportunities by embracing the community and town they live in.
Understand, accept, respect and celebrate diversity.
Encouraging them to reflect on how developments in buildings/social surroundings and environment which have led to changes in every-day life.
Allowing them to engage with geographical opportunities that may otherwise be unavailable to them from the confines of the classroom

Cognitive Load

Adapted from: 'Cognitive Load Theory: Research that teachers really need to understand'

We believe Cognitive Load Theory aim is to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning. Based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in 'cognitive load' which can affect outcomes.)
2. There is no know limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.)

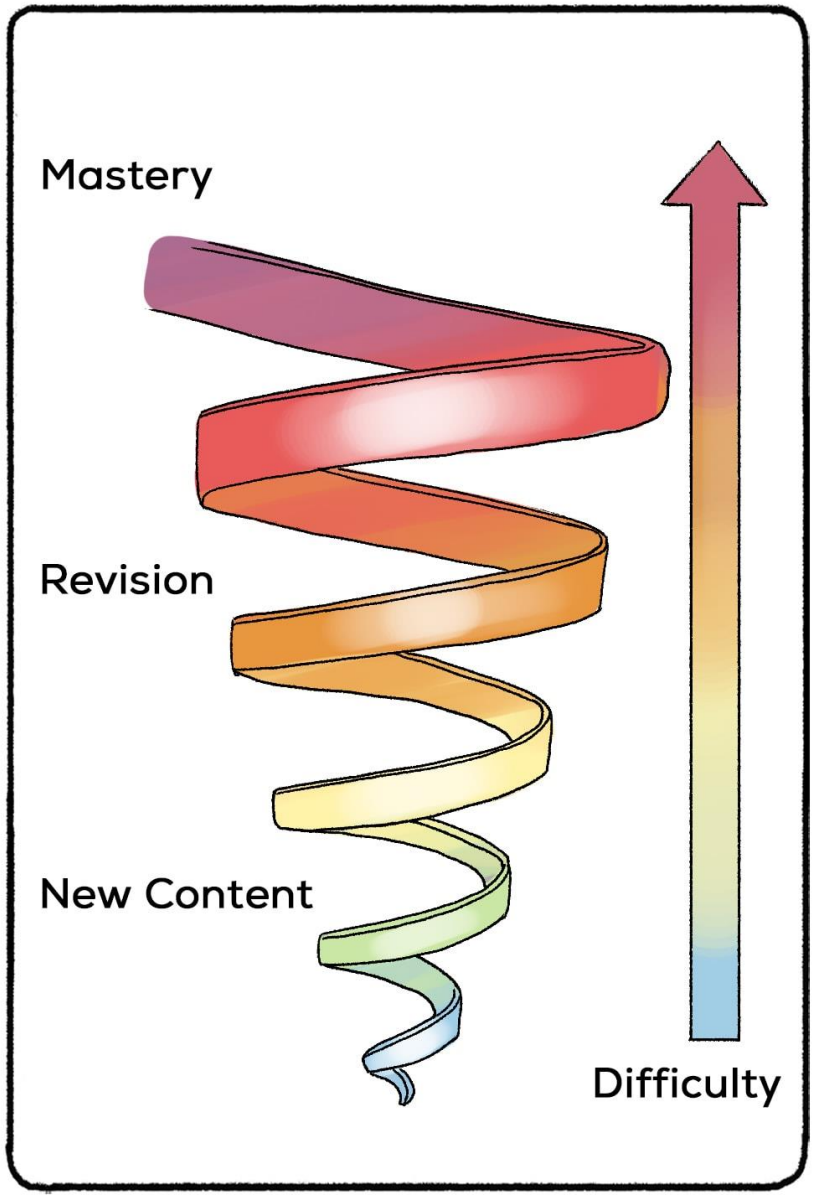
Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort. Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.
Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.



At Charlton C of E primary school, we use the Bruner method to teach our children georgraphy. This which stems from Vygotskys notion of learning which requires adult intervention, allowing children to move out of their zone of proximal development. Children continuously revisit and extend their learning of geography throughout their time at school.

We believe this helps dimmish gaps in their learning as well as embed their learning for long term memory.

Ofsted Research Review

'A successful geography curriculum reflects teachers' careful thinking and rationale behind what is taught, the sequencing of learning and the relationships between the forms of knowledge.'

Ofsted report this to be what high-quality education looks like:

- Teachers break down curriculum content into component parts and draw from the breadth of concepts to give pupils the knowledge they need to appreciate the wider subject. When choosing curriculum content, teachers consider pupils' prior knowledge and experiences.
- Teachers recognise that building pupils' knowledge of locations, or 'where's where', helps them build their own identity and sense of place. Pupils develop an appreciation of distance and scale.
- Pupils gain the knowledge they need to develop an increasingly complex understanding of place. This helps them make a connection between location and geographical processes and personal experience. For example, looking at their own route to school, town or city may lead to more conceptual understanding that they can draw on when looking at regional, national and global scales.
- Fieldwork includes data collection, analysis and presentation. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It should be practised regularly.
- Pupils see that geography is a dynamic subject where thinking and viewpoints change. Teachers correct pupils' misconceptions through secure subject knowledge and effective teaching approaches.
- Enquiry-based learning in geography can support the development of pupils' disciplinary knowledge. Through careful content selection and teacher guidance, it can increase pupils' capacity to recognise and ask geographical questions, to critique sources and reflect on what they have learned, as well as the methods used.
- When using contemporary media coverage to engage and motivate pupils, teachers ensure that the geographical knowledge to be learned is always at the forefront of their teaching. Teachers check that any media content is geographically accurate.
- Sufficient teaching time is allocated to cover the breadth of subject knowledge, and school leaders give careful thought to how geography is timetabled.

- Substantive knowledge sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:
    - locational knowledge
    - place knowledge
    - human and physical processes (the geography community also includes 'environmental' as part of this)
    - geographical skills.

- Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

National Curriculum

EYFS	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
KS1	• 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 • 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. • Use basic geographical vocabulary to refer to: 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 Geography ♣ 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.
KS2	• 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 • 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.

Whole school enrichment opportunities

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R well-walk	Year R well-walk Year 4 Fort Burgoyne	Year R well-walk River dipping Year 3 Year 6 river dipping	Year R well-walk Year 3 – Fort Burgoyne Year 5 Fort Burgoyne	Year R well-walk May – Year 4 River dip Year 6 – Fort Burgoyne	Year R well-walk Year 5 – River dipping Year 6 River dipping

Parental involvement

- Dojo
- Help with welly-walks and our outdoor learning curriculum
- Homework grids – these will contain geography projects to engage with at home
- Walk-in Wednesdays: once a month parents are invited in to look at books and share in their child's learning

Knowledge Organiser

Geography

Year 1 Term 1

Weather and Climate!

What I should already know:

- I can name the four seasons
- I can explore the world around me and name some changes that happen during each season.
- I can ask questions about the environment around me from texts, discussions and stories.
- I can talk about some of the things I have observed.
- I can talk about a contrast environment to England.

What I should know by the end of this topic:

- Months of the year and seasons.
- Differences between the seasons.
- Features of different seasons.
- Clothing worn in different weather.
- Weather types in the UK.
- How the weather affects different jobs.

Key skills I will develop are:

- Observational skills - what can I see around me?
- Discussions - reviewing the knowledge and reflecting
- Enquiry skills- asking questions.

rain gauge *a tool you can use to show how much it has rained*

season *a time of the year with a particular type of weather*

temperature *how hot or cold it is*

weather Forecast *explaining what the weather will be like*

Vocabulary

This is an example of a Knowledge organiser we use as part of our Geography curriculum. This is a Year 1 example. Year groups 1-6 will have these at the beginning of their learning each term.

Assessment In Geography

- We use **exit tickets** at the end of each lesson as we feel that this allows children to reflect upon their learning, reinforce their learning from the session and allows teachers to respond and bridge gaps of those learners that need additional support.

- **Effective formative assessment** in lessons ensures that any misconceptions or challenges are addressed in the moment. Oddizzi allows teachers to set challenges too for those children who are working at greater depth.

- At the end of a unit/topic, children will complete **low-stakes quizzes** based on their knowledge organisers to check that children are knowing and remembering key knowledge. We use this information to track children's learning every long term (term 2,4,6) whether they are working towards, expected or working at greater depth.

- At the start of each lesson, children complete a **flashback 4** – referring to learning in previous year groups as well as their current year. This is to ensure that children are knowing and remembering key knowledge.

Inclusion

Possible challenges for learning	Recommendations
• Remembering instructions • Decoding information from maps • Taking longer to notate on maps and calculating data. • Reading maps • Organization • Coordination • Concentration • Working and long -term memory • Social communication • Wellbeing and self esteem • Audio/ oral challenges • Sensory challenges • Over stimulation • Dysregulation • Mobility issues • Sense of danger/risk	• Dyslexia friendly fonts • Different ways to represent maps such as objects or stickers. • Coloured overlays for screens • Simple instructions • Chunked information • Rosenshine's method of short and frequent inputs/check ins • Make a code as many times as needed- repetition • Look to evaluate children's responses and check-ins for wellbeing • Colour code maps • Practical opportunities available – moving bodies for instructions for example. • Other ways to represent learning though physical objects • Ear defenders/ headphones • Mainstream core standards • An adult to support • Instruments adapted for users for example using paper instead of scientific equipment. • Stickers used to colour (colour code) chords for specific keys. • Memory breaks • Having word mats available for communication • Additional adults to support physical needs for outdoor learning and fieldwork.

ACTION PLAN 2023-24	*SUBJECT*: Geography	*SUBJECT LEADER*: Hannah Ross
KEY PRIORITIES 2023-24 • To ensure each year group goes out to Connaught Park or neighbouring area for a geographical trip. • To full embed Oddissi as a basis for geography learning • To monitor the effectiveness of resources used for geography. - Could these be updated? Maps etc.		Link to SIP: Curriculum Outdoor learning Budget for 2023-24

School Values	Resilience	Resourceful	Reflective	Reciprocal		
Christian Values	Listening	Encouraging	Forgiving	Thoughtful	Patient	Sharing

Objective *What outcome are we trying to achieve?*	• To ensure each year group goes out to Connaught Park or neighbouring area for a geographical trip.	Overall success criteria *How will we know if we have reached the objective?*	To monitor that everyone has gone for an outdoor learning trip and these are planned in place.	
Specific actions *What will be the specific actions taken to achieve the objective?*	**Success criteria for actions** *How will we know if the actions have been successful?*	**Timeframe and owner** *When will the actions be completed and by whom?*	**Costs** *What are the financial/resource implications?*	**Monitoring** *How will improvements be monitored?*

Monitor that everyone has gone to the park on medium term plans. Pupil voice	• Pupil voice • Linked to geography learning • Floor books • Dojo • Geography books.	Lois Morton	No cost- parent helpers to help walk.	• Pupil voice • Floor books • Geography books • Tapestry
Objective *What outcome are we trying to achieve?*	• To full embed Oddissi as a basis for geography learning	**Overall success criteria** *How will we know if we have reached the objective?*	**To monitor that everyone has gone for an outdoor learning trip and these are planned in place.**	
Specific actions *What will be the specific actions taken to achieve the objective?*	**Success criteria for actions** *How will we know if the actions have been successful?*	**Timeframe and owner** *When will the actions be completed and by whom?*	**Costs** *What are the financial/resource implications?*	**Monitoring** *How will improvements be monitored?*
To monitor lessons Monitor geography books.	• Pupil voice • Lesson content • Geography books • Exit tickets • Knowledge organisers	• Term 1-6	Cost of Oddissi	Pupil voice Geog books Lesson content Monitoring feedback.
Objective *What outcome are we trying to achieve?*	• To full embed Oddissi as a basis for geography learning	**Overall success criteria** *How will we know if we have reached the objective?*	**To monitor that everyone has gone for an outdoor learning trip and these are planned in place.**	

Specific actions *What will be the specific actions taken to achieve the objective?*	Success criteria for actions *How will we know if the actions have been successful?*	Timeframe and owner *When will the actions be completed and by whom?*	Costs *What are the financial/resource implications?*	Monitoring *How will improvements be monitored?*
What resources do we have already? **What makes an effective lesson?** **Are the resources valuable?**	• Pupil voice • Audit of resources	Term 2 and 3 Lois Morton and Hannah Ross.	Cost of resources	• Pupil voice • Monitoring lessons

Total Geography				
Year group	Geography Topic 1	Geography Topic 2	Geography Topic 3	Additional opportunities
R	Can talk about what they do with their family and places they have been with their family. (Draw their home and their family). Can draw similarities and make comparisons between other families. I can draw a simple map (home or school). I can ask questions about aspects of my familiar world such as the place where I live or the natural world. Changing seasons (Connaught Park trip): Autumn/Winter/Spring/Summer	Sharing texts: Looking at similarities and differences between countries/environments/Africa/Animals using Handa's Surprise Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Knowing there are different countries in the world (China) o I have explor5ed Google Earth o I understand the effects of changing seasons on the world around me. Changing seasons (Connaught Park trip): Autumn/Winter/Spring/Summer	Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? I can talk about some of the things I have observed such as plants, animals, natural and found objects. Changing seasons (Connaught Park trip): Autumn/Winter/Spring/Summer	Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. (Small World) I can draw information from a simple map o I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure) Changing seasons (Connaught Park Trop) Autumn/Winter/Spring/Summer
1	Weather and climate Learning linked to outdoor learning.	United Kingdom Learning linked to outdoor learning.	Local area Learning linked to outdoor learning.	• fieldwork Learning linked to outdoor learning. • topical opportunities •
2	Continents and oceans	Hot and cold places	Mugumareno Village, Zambia	
3	Climate zones	North America *(medium-term plan)*	Rio and South-East Brazil	

4	Rivers Learning linked to outdoor learning- River Dour pond dipping.	Rainforests	South America – the Amazon *(medium-term plan)*	• use of maps • • key geographical vocabulary •
5	Mountains	Volcanoes and earthquakes (NB: this is a longer Scheme)	European region *(medium-term plan)*	
6	United Kingdom Learning linked to outdoor learning.		Local area and region - Upper KS2* Learning linked to outdoor learning.	

National Curriculum guidance

	KS1	LKS2	UKS2
Locational Knowledge	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children can: 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; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can: locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 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; use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

	KS1	LKS2	UKS2
Human and Physical Geography	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. **KS1 Geography National Curriculum** Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: a 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; b use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. **KS2 Geography National Curriculum** Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. **KS2 Geography National Curriculum** Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

	KS1	LKS2	UKS2
Geographical Skills and Fieldwork	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. **KS1 Geography National Curriculum** Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. **KS2 Geography National Curriculum** Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. **KS2 Geography National Curriculum** Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Early Years Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Sing me a Nursery Rhyme!	Celebrate good times come on!	Help- I need somebody!	Fantastic beasts and where to find them!	The great outdoors!	The White Cliffs of Dover!
Understanding the World RE / Festivals	Understanding the world involves guiding children to **make sense of their physical world and their community.** The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	▫ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me (Civilisation) ▫ Show interest in the lives of other people who are familiar to me (Civilisation) ▫ I can recognise that people have different beliefs and celebrate special times in different ways ▫ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. ▫ I can draw a simple map ▫ I can ask questions about aspects of my familiar world such as the place where I live or the natural world ▫ I can talk about why things happen: making bread Collective Worship/ REFELCTION TIME DAILY **Which people are special and why?** **Being special: where do we belong?** Belonging to their family Being part of the Charlton. **Which stories are special and why?**	▫ Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes (Monarchy (Guy Fawkes) ▫ I can talk about significant events in my own experience ▫ I can recognise and describe special times or events for family or friends ▫ Remembrance Day ▫ Who celebrates Christmas? ▫ Similarities and differences between countries/environments/Africa/Animals using Handa's Surprise Collective Worship/ REFELCTION TIME DAILY **What times are special and why?** **Which stories are special and why?** Christmas Diwali	▫ Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see ▫ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. ▫ Celebrate Chinese New year ▫ Recognising that people have different beliefs ▫ Respecting difference Talk about lives of people around us ▫ Talk about experiences at different points in the year (class calendar for each month) ▫ Changing seasons: winter ▫ Ice experiments ▫ Knowing there are different countries in the world (China) ▫ I have explorSed Google Earth ▫ I understand the effects of changing seasons on the world around me I can show an interest in different occupations and ways of life ▫ (migration, civilisation and invasion) ▫ **What times are special and why?** ▫ **Sanctuary Week!** Collective Worship/ REFELCTION TIME DAILY	▫ Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? ▫ (migration, civilisation and invasion) ▫ I can describe special events (Easter) ▫ I can understand the key features of the life cycle of a plant and animal I can talk about things I have observed such as animals Collective Worship/ REFELCTION TIME DAILY What times are special and why? Which stories are special and why? ▫ What places are special and why?	▫ Growth & Change: frog life cycle ▫ I can show care and concern for living things in the environment ▫ I can start to develop an understanding of growth, decay and changes over time ▫ I can talk about some of the things I have observed such as plants, animals, natural and found objects. ▫ Growth & Change: Looking at pictures and seeing how the children have changed from being a baby to a child. ▫ Growth & Change: chick life cycle ▫ Environment: care can concern: butterflies. ▫ I can tell you what a plant needs to grow (growing the beanstalk) ▫ I show care for living things (pets) Refugee Week Collective Worship/ REFELCTION TIME DAILY What is special about our world? Awe and wonder: growth and change of animals	▫ Materials: Floating / Sinking – boat building Metallic / non-metallic objects ▫ Seasides long ago – Magic Grandad compare and contrast past and present ▫ (migration, civilisation and invasion) ▫ Share non-fiction texts that offer an insight into contrasting environments. ▫ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. ▫ I can draw information from a simple map ▫ I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure) What is special about our world? Summer Solstice Collective Worship/ REFELCTION TIME DAILY
	RE: **Creation** **Why is the word 'God' so important to Christians?** **Introduce children to the world faiths.**	Diwali RE: **Incarnation** **Why do Christians perform natvitiy plays?**	Chinese new year RE **What do Christians believe is special about Jesus and the message he brings?** **New testament stories**	RE Church at Easter Salvation **Why do Christians put a cross in an Easter garden?**	**RE** **World faith stories and festivals.** **Which stories are special and why?** **How do stories help people know how to behave?**	**RE** **World faith stories and festivals.** **World faith stories and festivals.** **Which stories are special and why?** **How do stories help people know how to behave?**

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

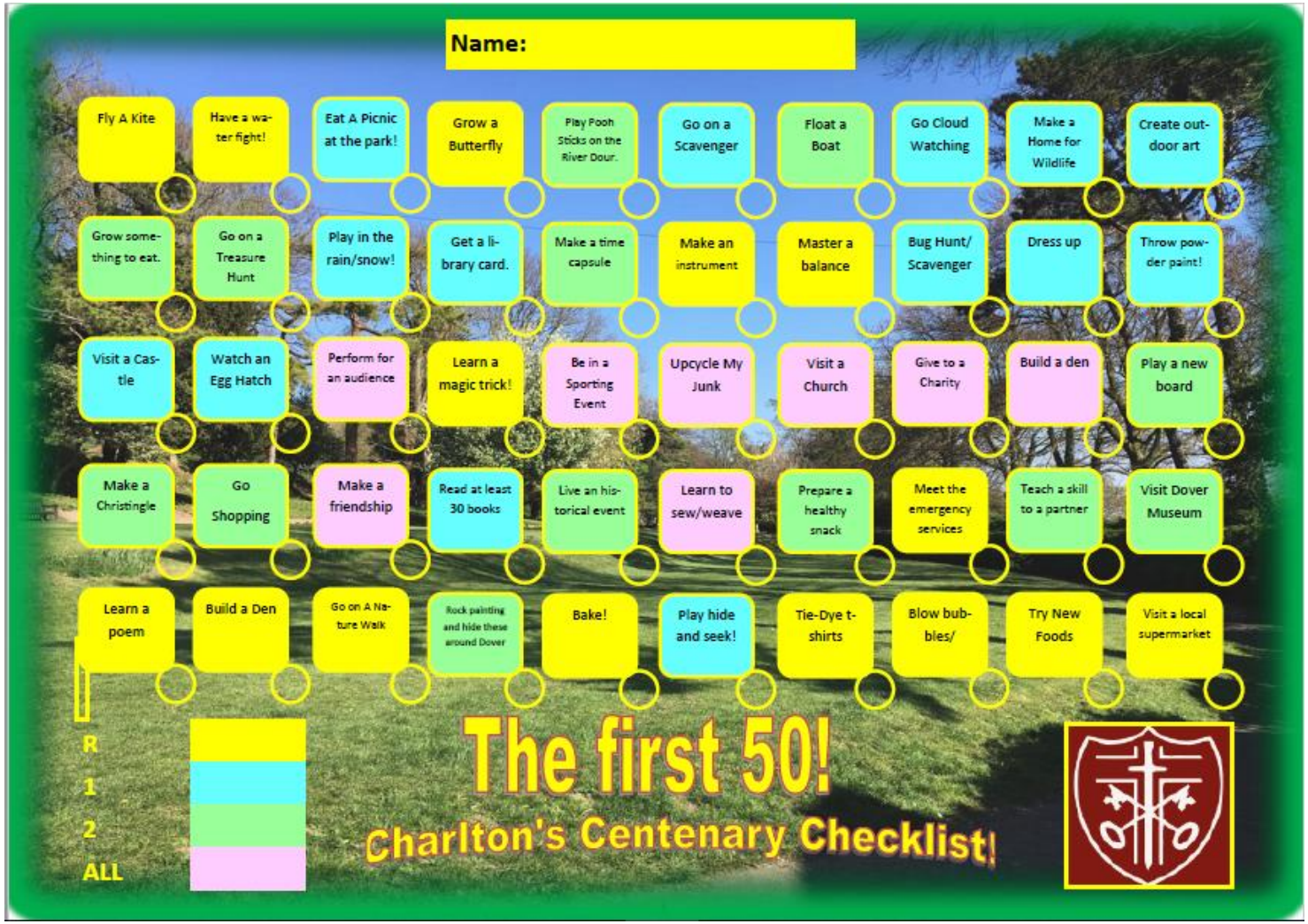
We will use the role play as stimulus too.

We are a school of sanctuary where explores the differences and similarities between faiths and culture and celebrates the diversity of Dover.

Children have access to the reflection area nearest of school. We have an on-site prayer garden for all children to use.

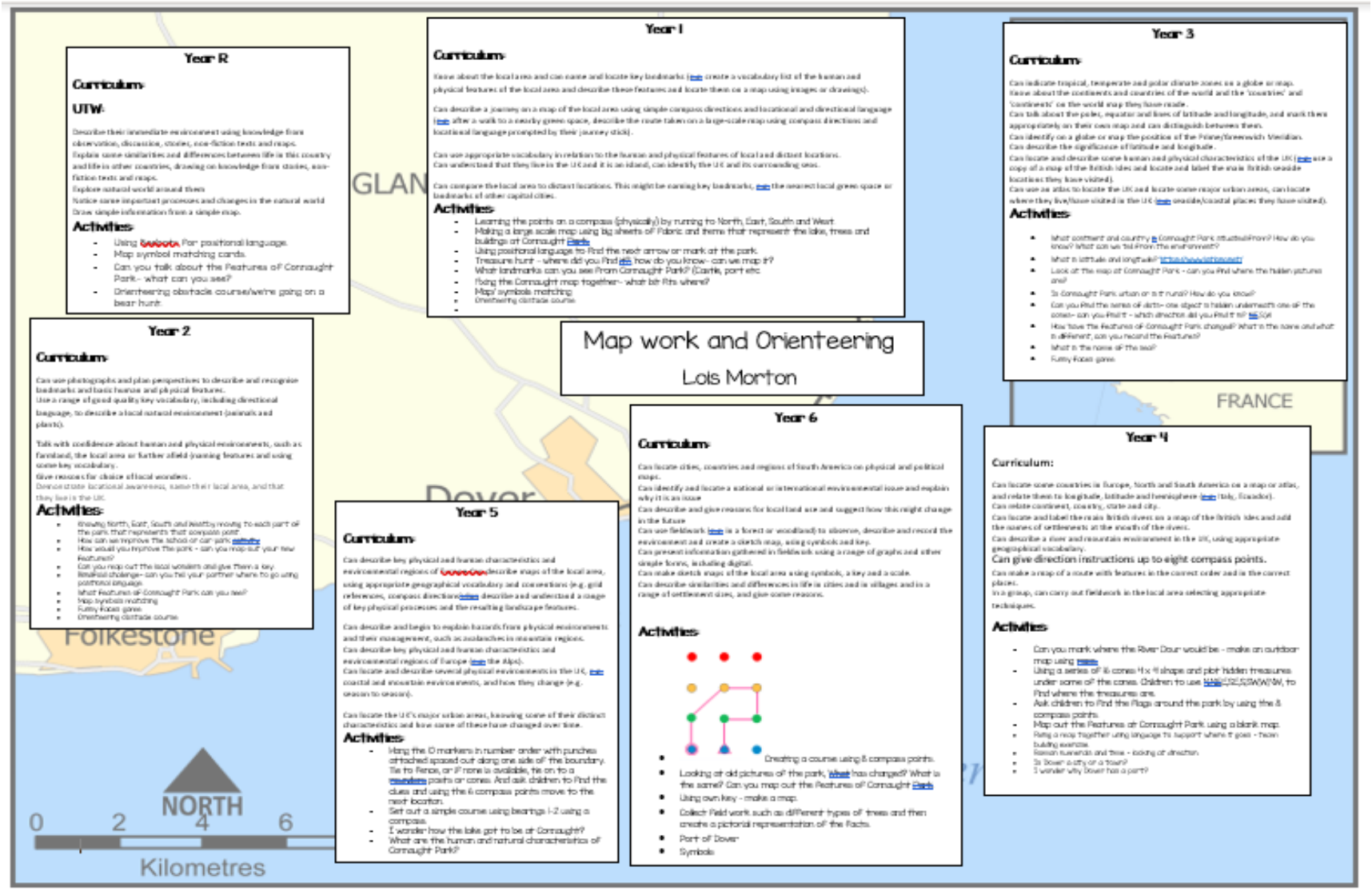
Charlton Centenary Checklist

100 Things To Do Before I am 11




The Final 50
Be an electrician
Roll Down a Big Hill
Have my writing published
Organise an art show
Create and program a physical computing kit
Swim with my friends
Float a Boat
Visit a secondary school
Bird watch/ Keep a wildlife diary
Perform to a larger audience.
Witness a christening or wedding
Enter a competi-
Go pond dipping
Take part in a club
Create my own science experiment
Learn a tuned instrument
Sing /perform to the community
Listen to a live band/
Learn sign language
Be a reading mentor
Visit a cathedral
Become a teacher to the younger children
Visit the beach
Spend time learning yoga
Be in a Sporting Event
Ride a bike
Represent the school.
Arrange a charity fundraiser
Speak a new Language
Go to a Hannukah Party/ Diwali
Litter Picking/
Learn to cook a healthy dinner
Make and Sell a Product
Learn a craft
Visit a place of remembrance
Take part in a historical day
Visit a theatre
Be a secret Angel! (Kindness)
Write a welcome letter / card to new Charlton members.
Bring my Family to an event
Be first aid trained
Be an Entrepreneur
Go On A Nature Walk
Sleep in a tent
Use a map
Rope swing/ Zip wire or climbing
Run Through a Sprinkler
Be a leader/ buddy/ mentor
Have a pen pal.
Pancake day race/ create a Christingle
3
4
5
6
Charlton's Centenary Checklist!

Outdoor Learning Curriculum (SEE WEBSITE FOR DETAILS)



Leaves

By Lois Morton

Year R

UTW & LG

Activities:

- Picking up leaves and rubbing the leaf with crayons onto paper, taking a print. What do you notice? Are they the same/different? Fabulous leaves.
- Printing with leaves with paint. Where do you think the leaf
- Looking at various that and change of seasons.
- Different seasonal scavenger hunt

Year 2

Curriculum:

I can identify and classify
I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
I can explore and compare the differences between things that are living, dead, and things that have never been alive.
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
I can identify and name a variety of plants and animals in their habitats, including microhabitats

Activities:

Find the leaf and vegetation scavenger hunt.

Which animals insects use leaves and vegetation as a habitat?

What is a food source, can you plot the food sources

What would make a good habitat for the animals at the park? What would they eat?

Plant and leaf identifying activity (Twinkl).

Which plants are living? Which do you think are dead? How do you know – how can you find out?

Children to find leaves that are identical and place these into a hoop.

Year 3

Curriculum:

Record findings with drawings + labelled diagrams.
I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
I can investigate the way in which water is transported within plants.
I know what plants need for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

Activities:

Finding flowers of different stages of growth- what do you notice, what stage/ what part is growing?
How does the plant (daffodil) pollinate, what animals help with this?
Which plants are thriving, where is the worst place to plant in Connaught? Why do you think so? Can you plot it and give me a reason why?
Parts of a leaf activity.

Cut outs of leaves and children to find and match the correct leaf to the tree.

Do the leaves have a distinct smell?
Measuring a variety of leaves.

Year 1

Curriculum:

I can identify and classify
I can use my observations and ideas to suggest answers to questions
I can identify and name a variety of common animals that are carnivore, herbivore and omnivore
I can identify and describe the basic structure of a variety of common flowering plants, including trees
I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. How I can observe changes across the 4 seasons

Activities:

Using colour charts to match the colours of the seasonal leaves- why do some leaves stay green?

Single classification – collect leaves in an egg box and divide what shape they would be!
Different seasonal scavenger hunt- what has happened to the leaves?
Flower clock list.
Why are some trees green in the winter?
Are they alive or dead?

Children to find leaves that are identical and place these into a hoop.

Year 5

Curriculum:

I can record data and results of scientific enquiries by classification keys
I can describe the life process of reproduction in plants
I can plan an investigation in which I observe changes over time
I can plan a fair test in making investigations

Activities:

Creating own leaf classification – what are the similarities and differences.
Why do you think the trees and plants were planted where they are?
How can plants reproduce here?
Can you create your own pattern of identifying leaves?

Year 6

Curriculum

I can read, spell and pronounce scientific vocabulary correctly
I can plan an investigation in which I observe changes over time
I can record data and results of increasing complexity in classification keys
I can give reasons for classifying plants and animals based on specific characteristics
I can describe how living things are classified into groups according to common characteristics (including micro-organisms, plants and animals)
I know how micro-organisms may be beneficial and harmful
I can recognise that living things have changed over time
I can identify how animals and plants are adapted to suit the environment in which they live
I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
I know that adaptations may lead to evolution

Activities:

Creating own leaf classification keys and charts using yes/no.
Create a way of representing data of how many varieties of leaf can be found.
Which plants are weeds?
Which plants are not native? Will they cause harm?
How old do you think the trees are? How can you tell?
How have the plants adapted for the park? Where do they grow best?
How do the plants pollinate in the park?

Year 4

Curriculum:

I can read and spell scientific vocabulary correctly and with confidence
Make a series of accurate observations
Record findings with drawings + labelled diagrams
I can use scientific terms to identify similarities and differences
I can recognise that environments can change and that this can sometimes pose dangers to living things
I can explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment
I can recognise that living things can be grouped in a variety of ways

Activities:

Tally how many variety of leaves/plants are at Connaught – make own key.
What objects or use is non-environmentally friendly in the park?
What effect does this have on the wildlife?
What could you do to help the wildlife?
Plotting which trees have fungus or spotting (which could cause disease)

Scientific drawing of the leaves/plants and labelling using scientific spelling.

Outdoor learning skills base!

Lois Morton

Community and citizenship skills

Looking after the planet- recycling
Appreciating heritage and local area
Understand the importance of teamwork
Orienteering in local community
Work as a team to solve a problem
Making group discussions by listening to others and finding the best solution
Teepee games
Navigate using a map and compass, interpret a map
Say what you've done well and take on criticisms
Say what skills we would like to develop
Scavenger hunt team building
Making constructions
Work with others to research and obtain survival essentials
Why do humans have to survive
Looking into growth and decay
Weather/seasons
Effects on own body
Asks questions about the world around them
Directions on a compass
Use some basic ordinance map symbols
Use grid references on a map
Understand the dangers of the environment
Describe some life cycles
Describe the life processes of plants and animals

Inclusion, Sanctuary and UNICEF

ALL children to be included in outdoor learning
Equal opportunities
Challenge for all pupils
Using verbal feedback more consistently
Children to take risks in a controlled way
Communication and language opportunities
Support children with their self-esteem, self-confidence and responsibility of themselves and others. Promoting communication and team work, responsibility and care for animals and the environment.
Accessible for all children.
Close specific gaps formed during Covid19.
Safe space outside
Being one with nature
Knowing that everyone and everything is unique and individual but together can create great things.

Key Questions

'I wonder'

Allows for children to think for themselves and manage their own risks.

- I wonder what would happen if you went closer to the pond?
- I wonder what resources you will need?
- I wonder how these plants survived?
- I wonder which animals/insects live here?
- I wonder where this is from?
- I wonder what you can hear?
- I wonder what would help our bodies in this situation?

Assessment

Well-being and involvement
Curriculum coverage
Observations
Speaking and listening

Christian values

- Listen
- Share
- Encourage
- Patience
- Sharing

British Values

- Democracy
- Rule of Law
- Respect
- Tolerance of other faiths
- Individual Liberty.

Widening horizons

- Focus on local nature
- Using a range of different materials for different purposes
- Frequency of outdoor learning
- Knowing there is a greater force
- Environments that differ to home life
- Walking, creating distance behind them
- New experience and learning opportunities

Nurture and well-being

- Developing the prayer garden
- Stage
- Pond dipping
- Providing a safe space
- Small groups providing safe spaces, learning about life skills, developing well-being and involvement.

Life skills

- Be healthy- mental health, physical & manage risks.
- Stay safe - safe from danger, safe from bullying or discrimination, have security in ourselves and others.
- Enjoy and achieve - attend and enjoy school, achieve curriculum goals, personal and social achievements.
- Making positive contributions- engage in discussions, following rules, develop relationships, self-confidence & develop enterprising behavior.
- Achieve economic well-being- engage in further training, ready for employment, access skills ready for jobs etc.
- Showcase love and care for living things.
- Learn creatively, scientifically, mathematically.

Spirituality

JIGSAW

- Being me
- Celebrating differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing me