



Geography Subject Leader Overview

The curriculum INTENT

Stimulating enquiring minds

High expectations

Inclusion

Nurturing lifelong learners

Encompass whole child health and wellbeing

Curriculum - Scope (Coverage and Challenge – why this?)

Geography

At Longton Primary School we follow the National Curriculum for Geography. From Y1 to Y6 building on learning completed in EYFS.

We have designed our curriculum to have clear progression in terms of content and skills. Children in EYFS and KS1 learn about the area local to themselves and their experiences first then explore other parts of the world. They find out about the wider geographical features of the United Kingdom and begin to explore the wider world. China in EYFS and where dinosaur fossils were found round the world. Hot and cold climates in Year 1, their relation to the Equator and the continents. In Year 2 oceans and then a more detailed look at Europe followed by a specific focus on India. In KS2 work builds on this by looking more closely at the United Kingdom counties and features. A study of volcanoes and Earthquakes round the world, then a focus on South America and Italy. Upper KS2 study world knowledge – climates, biomes, fieldwork on the water cycle and then North America. Then in year 6 lots of comparison work using skills developed throughout the previous years.

Geography is taught as a half term topic or as a unit of learning each half term. However we make reference to and links to geography in other areas of the curriculum to further develop knowledge skills and cross curricular skills. E.g. In year 1 hot and cold climates links to animals in science and where they live. In year 3 Volcanoes and Earthquakes relates to science and rock formation. In year 4 the study of Italy will link to History work on Romans.

We have documents which clearly set out the expectations at the end of EYFS, KS1, LKS2, KS2. eg tracker, end of year transition document, prior and post learning grids

Curriculum - Disciplinary knowledge (methods, conventions, rules and practices. How the subject discipline builds new knowledge)

Lessons are delivered half termly. Lessons provide opportunities for children to explore geographical ideas using a range of maps, globes, atlases. Outdoor real life experiences / activities are used where appropriate.

Teachers use higher order questioning to ensure children are becoming independent thinkers and questioners.

Curriculum - Assessment (Timely feedback on component learning)

Assessment takes place in a variety of forms.

Pre learning task, knowledge harvest, quiz might recap previous knowledge the children should know via our quiz boxes. Prior and post learning grids show how the skills of investigating places, patterns, and communicating geographically are developed across year groups.

In the moment observations of children working geographically happen along with listening to their discussions and explanations of what they are doing and their understanding of concepts being explored.

Written work is marked in line with our whole school policy.

A final piece of work can provide another opportunity to assess their knowledge and understanding. This may be linked to another curriculum area, e.g. explanation text in English,

As the **assessment tracker** is progressive from Year 1 to year 6 staff can easily see where a child was the previous year or the previous time a similar topic was taught. Enabling them to ensure teaching is pitched at the right level for the child. Work could be undertaken prior to the unit being taught to recap and move learning forward in preparation for the topic or additional support can be given through the use of adult/peer/resource support as methods to ensure children don't fall behind.

Curriculum - Knowing more, remembering more (Do pupils remember, long term, crucial content needed for subsequent learning?)

At the start of lessons previous knowledge is recapped this maybe through looking back at knowledge organisers, a quick quiz of questions from the boxes etc.

At the end of each unit of work question cards are created so that throughout the year learning can be revisited. These are passed on to the next class and added to.

During lessons teachers may refer back to learning in other units of work to make links and similarities and difference to consolidate and extend thinking and learning.

As a staff we talked through the curriculum so have clear understanding of previous learning

There is knowledge to learn and develop, where possible we wish for the children to explore and discover this through the carefully planned activities in a lesson. Through questioning, discussion and engaging with resources children learn facts and develop skills. Activities are structured to build upon facts week after week. Useful assessments throughout lessons enable teachers to plan and guide learning at a pace suitable for their class, providing support and challenge where necessary. Geography lessons start with a key question, check and recap of prior learning.

Our curriculum is designed with a clear understanding of progression within each Key Stage and across the whole school. Progression grids clearly state what the children should already know and where future learning will take them. This ensures lessons are pitched at the right level. There is also a clear vocabulary progression document for staff to refer to which ensures that the children building on and adding to their vocabulary bank. Knowledge content progression is shown through our Key Questions on subject organisers which are in the children's books and shared with parents, skills and vocabulary all have clear progression documents for staff to refer to. This is also evident on our Assessment journey tracker which shows data for each objective for each child.

End of key stage statements are broken down to show progression across the year groups. Gaps in learning can be picked up and addressed in similar topics in future years or staff can address in other ways through making links with other curriculum areas, reinforcing key points. Sometimes stand alone lessons might take place especially if the children need to develop a particular skill e.g. reading a grid reference to then use this information later to explore a particular place. There is flexibility for staff to respond to the environment and needs of the children. - professional judgement. Subject leader analysis of end of year data is produced and passed on to the next teacher to inform of any gaps and how they might be addressed.

Curriculum - Culture (What is the climate of high expectations where pupils' love of subject can flourish?)

Through snack and chat children do not always enjoy geography though subject leader chats with children say they do like Geography. They like the practical element of it and the flexibility to explore their thinking and ideas and do fun things. Geography is enriched through visits outside of school – first hand experiences of places and developing Geographical skills e.g. map work, exploring the local area and further afield.

Curriculum - Systems (Key Stage processes and staff support)

- We use TEAMS as a central source of all resources available to staff which can be accessed by all school staff.
- Staff can access on line CPD from WRIST.
- Key stage staff have PPA time together so can ask questions and discuss the curriculum each week.
- Staff are open to professional discussion and are happy to e-mail each other with questions or queries.
- Subject leader will forward interesting articles or new resources to staff as and when.

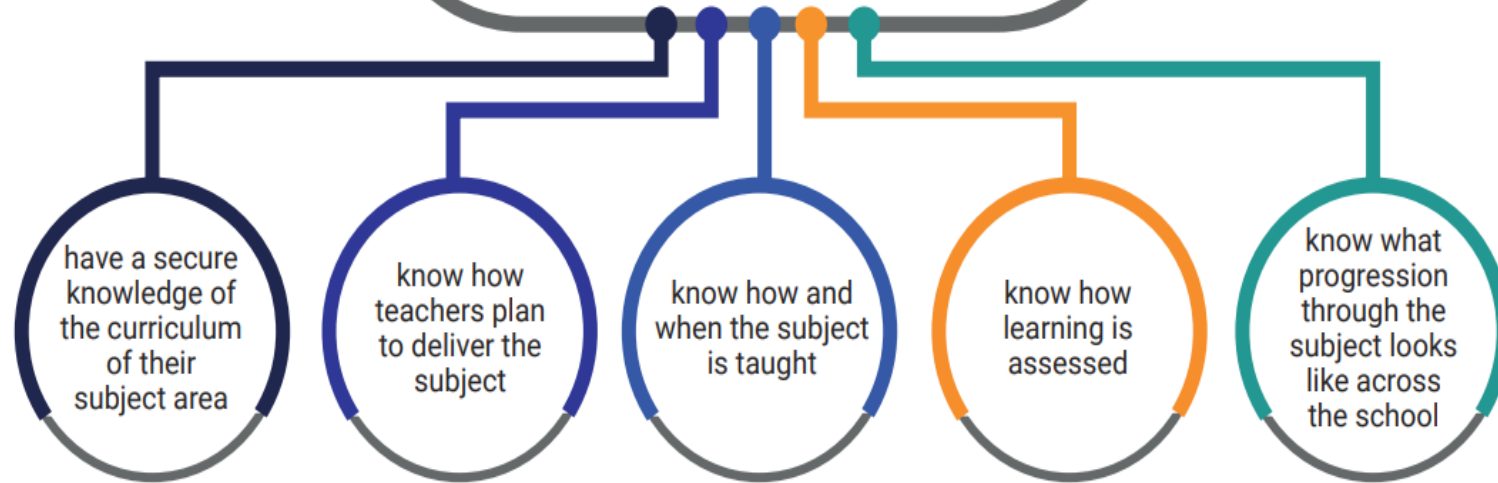
Curriculum - Policy (What is the impact of school-wide policies on subject delivery?)

Our curriculum policy is up to date and sets out our intent, implementation and impact for the curriculum as a whole with further specific information relating to Geography. The whole school marking policy is consistent across all subjects.

Following a full audit a geography action plan is created each year to provide opportunities to focus on key areas to further develop the subject, this is reviewed and reported to Governors.

The Subject Leader's Role

In the broadest sense, the role of the subject leader is to champion their subject in all year groups and key stages of their school. In order to achieve this, the subject leader is required to:



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What is a Geographer?

A good geographer **will be able to demonstrate an awareness of their physical and human world, and an understanding of environmental management and sustainability.** They will understand the importance of their place within the world and the impact they may have through their actions.

What jobs can a love of Geography inspire?

Nature conservationist

Meteorologist

Cartographer

Landscape architect

Climatologist

Teacher

Geomorphologist

Policy

Geography

How do we teach Geography?

Intent:

At Longton Primary School geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (*The 2014 Primary National Curriculum in England*)

Geography teaching at Longton Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

- to inspire pupils' curiosity to discover more about the world.
- to enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- to help children understand how the human and physical features of a place shape its location and can change over time.
- to provide opportunities to study mathematics across the curriculum through geography lessons.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers [in order to](#) access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities [in order for](#) them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Longton Primary School, we ensure that Geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The [Geography](#) curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching Geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. These children will be selected for appropriate enrichment opportunities throughout the year.

At Longton Primary School we provide a variety of opportunities for geography learning inside and outside the classroom. Educational visits are an opportunity for the teachers to plan for additional geography learning outside the classroom. At Longton Primary School, the children have had many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and conducting river studies. Local museums also provide an opportunity to further geography learning, as well as trips to local woods, castles and using map reading skills during residential trips.

Impact:

Within Geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our Geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).

- [Moderation](#) staff meetings where [pupil's](#) books are [scrutinised](#) and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.
- Subject tracker



CPD

Reviewed ODIZZI – a geography resource to aid planning, provide resources
Zoom meeting – WRIST – geography subject lead



Subject Vision and Action Planning



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school





Geography action plan/Govs info

1.2 Create a culture of sustainability throughout school by:

- Develop a culture of valuing resources and properties in school and how waste links to an increase in cost and impacts negatively on the planet.
- Develop within forest school increase biodiversity within the school grounds, using the planters, develop a bug house, making bird feeders and developing a wildflower garden in the school grounds.
- Encourage children to save energy Eco team geography club to lead assemblies, eco monitors to check computers go into standby mode instead of screen savers,
- Take part in Earth hour [Earth Hour activities for schools | WWF](#) where the school uses no electricity for a few hours
- Have a reuse event for books, toys, clothes and other items that children bring into school.
- Link in with the geography assemblies about issues that arise throughout the school year.

Autumn 1

Summer data looked at in certain classes a lot of classes not secure in tracking data. Teachers spoken with individually.

Medium planning checked on line, book look, spoken to staff

Display in corridor –ready after half term to add children’s holiday destinations on, both abroad and UK

Maps in each classroom labelled with geographical vocabulary

Assembly on the World COP 27 current affairs

Next half term

– pupil interviews focus on Physical and human geography continue with book look,
- done (y5 and 6 still to do)

- **Check pre and post learning quizzes – still to do**

- **CPD digj maps – still to do**

- create a list of geographical events through the year

- Assembly on Venezuela IP

Spring 1

Continued to monitor planning – spoken to teachers a necessary

Checked coverage – KS1 coverage OK – check Y2 vocab

Completed Y3 planning for Spring 2

Y5 book look

Spring 2

Eco team – dog poo posters, made posters and provided poo bags for people to use along School Lane

Raising Aspirations Plan Autumn Term Evaluation

Subject: Geography

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	End of year data looked at. Monitored medium term planning, spoken to staff and supported when necessary. Book look		Discuss end of year data with staff Continue to monitor medium term planning Book look
The Quality of Education Teaching, learning and assessment.	New globes – the class set have been useful in Y6 lesson.		Lesson observations Look at tracker – end of term data Create a Geographical list of events for the year Check pre and post learning quizzes
Behaviour and Attitudes and Personal development	Geography board up in KS1 corridor, "Our footprint on the world" - showing where the children have been, taken from holiday passports ECO board updated – they have made posters, helped Sandye with some clearing up and made bug hotels		Pupil interviews CPD – <u>digi</u> maps for staff ECO team organise recyclable decorations for the Xmas, a reuse event and make bird feeders after school

Raising Aspirations Plan Spring Term Evaluation

Subject: Geography

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	<ul style="list-style-type: none"> Eco team made bird feeders after school Character meeting eco team – discussed ideas for next half term, and Swap shop event – posters made after school /parent mail sent out 		<ul style="list-style-type: none"> Litter pick Link with Charity <u>ambassadors</u> charity fundraiser? Walk to school week Promote Green Blue Peter badge Eco team to make posters and provide poo bags along School Lane
The Quality of Education Teaching, learning and assessment.	Continued to monitor planning – spoken to teachers a necessary Checked coverage – KS1 coverage OK – check Y2 vocab Completed Y3 planning for Spring 2 Y5 book look		Continue to check KS2 coverage Pupil interviews
Behaviour and Attitudes and Personal development	Eco team continue to work hard Staff continue to be enthusiastic about Geography.		Observe some lessons Pupil interviews

Raising Aspirations Plan Summer Term Evaluation

Subject: Geography

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	Eco team made posters for School Lane reminding people to pick up their dog poo, dog poo bags provided. Spoke to JB and a parent with a view to clearing the beds at the front of school Nearly completed subject ppt, photos taken of the children's work to show progression		Walk to school week Eco team to clear beds at the front of school Photos uploaded on to the ppt and ppt <u>completed</u>
The Quality of Education Teaching, learning and assessment.	Resources in the cupboard cleared and made more accessible Book look – focus progression of learning and skills Observed Y3 Geography lesson, feedback given and offered support Checked all documents are up to date on the website Viewed <u>Oddizzi</u> a geography resource to aid teaching and planning, staff asked to view it too.		Pupil interviews EYFS –discussion and look at learning Review summer 1 and 2 planning <u>Oddizzi</u> – ordered for July ?
Behaviour and Attitudes and Personal development	Y3 lesson obs. Offered support with behavior in the lesson, eg. engage children more in the lesson by using atlas's all the way through, offered support with <u>behaviour</u>		Drop in Y3 to support learning Geography subject lead zoom meet

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Stimulating enquiring minds

High expectations

Inclusion

Nurturing lifelong learners

Encompass whole child health and wellbeing

Blue print lesson plan - Humanities

Blueprint – Humanities

General

Long term plan found on Teams – Master Curriculum – General

These must be taught alongside the knowledge maps.

Medium term plan found on Teams – Master Curriculum – General

These are written but can be tweaked as long as expected knowledge taught and remembered.

Weekly plan board found on Teams – Master Curriculum – General

The main teacher creates and uploads these on Friday ready for the following week.


KQ 's should be stuck in the front/back of books for each topic taught

Pre knowledge/assessment undertaken

Post knowledge assessment/End of Unit Quiz

Complete RE big book half termly and termly assessments carried out – termly sheet with children's initials



<p>1. Review What is Geography? A geographer? Careers? What is History? An historian? How do we know about the past? Primary and secondary sources What is RE?</p>	<p>2. Recap What did we learn last week? Key question. (Links to previous learning in other year groups) Key vocabulary Make any cross-curricular links Subject index cards</p>
<p>3. Lesson Introduce new KQ – do the children have any knowledge to share? Introduce new key vocabulary Teach/children research key knowledge- answer to question Activities set – whole class, group work, and partner work Adaptions made so all children can access the learning Talk to the children as they complete the task/live mark – assessing understanding and picking up on any misconceptions, share and discuss these with the class Ensure lessons are not all listening to facts but that the children apply and use their knowledge too</p>	<p>4. Plenary Refer back to KQ – what have we learnt? Recap key vocabulary – check children understand the meaning/can verbalise what it means Next lesson we will be.....</p>
<p>Resources to use.. Oddizzi Digi maps Historical Association BBC bitesize</p>	

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work

At Longton Primary School we encourage study of the school environment and local area to really enhance the children's learning with different Year groups visiting the Brickcroft, a local nature reserve and Y5 undertaking a river study on a residential visit.

Cross curricular links are made with other subjects, particularly Science eg Y2 work on habitats links to locating them around the world, Y4 links with human impact both in science and geography work and knowledge builds on Y3 work, Y5 science work links with work on the water cycle.

We have produced end of year foundation transition documents which outline the key knowledge that children will leave each year group knowing, this will ensure that when they leave in Y6 they have acquired a good range of skills and a sound knowledge of Primary Geography as set out in the NC.



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SMSC in Geography

Intellectual

Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful. Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about understanding different views and opinions. They learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.

Moral

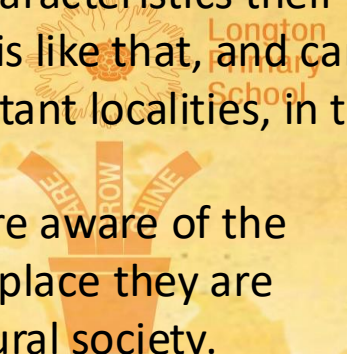
- Most geographical issues provide opportunities for distinguishing a moral dimension; eg environmental issues
- children understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these

Personal

Geography promotes the study of real people in real places, and of our relationship with the environment. It gives pupils the opportunity to reflect on their own values and beliefs, and those of others. It allows them to explore their own feelings about the people, places and environments they are learning about.

Cultural

- By understanding the features and characteristics their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad
- This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.



Geography SMSC and British Values



At Longton Primary School, we aim to develop SMSC through Geography by:

Spiritual	<p>Studying Geography is a way of promoting a sense of awe, wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have <u>far reaching</u> consequences. We need to understand that all life is linked together and create the processes that make Earth the only known inhabited planet. Pupils reflect on the long and short-term impacts noting the rights and wrongs linking into the value of justice. We learn the importance of taking care of something by looking at reduce, reuse and recycle.</p>
Moral	<p>Moral issues are a vital part of many of the topics covered in Geography, particularly when debating about the environment. We study issues linked to increasing population, deforestation, economy and trade links, and the different approaches taken by countries to tackle these problems. We also explore issues of poverty; disasters; the development of various settlements and the moral dilemma of recycling and trade, focusing on the consequences of it on global warming.</p>
Social	<p>Social issues are common themes within Geography. At <u>KS2</u> we study the distribution of natural resources including energy, food, minerals and water. Focus studies of countries in development and why we have <u>fair trade</u> also support to develop compassion. We complete a project on deforestation with an emphasis on how they can make a difference by making small changes to their lifestyles. Social impacts are <u>studied</u> in detail from natural disasters to meeting the increasing demand for water. Pupils also develop leadership and teamwork both in the classroom and on <u>field work</u> visits.</p>
Cultural	<p>We aim to understand different cultures and recognise this is an important part of Geography. We look at how different cultures and beliefs <u>can be affected</u> by weather and climate and how communities work together in times of need. KS1 look at the development of settlements within the United Kingdom and at KS2, they further understand the importance of leisure and tourism and how shifts in culture have <u>impacted on</u> tourism. At Upper KS2, pupils look at different places and <u>are introduced</u> to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.</p>

Implementation Long Term

1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (Hist/Geog / UW)	My Family Where I Live	Chronology - simple experiences in relation to themselves, and others. Nick Park (Wallace and Gromit)	Maps, where dinosaurs found in the world. Compare and contrast places animals live. Mary Anning (first woman to find a fossil)	Chronology Understanding changes/life cycles in time order, sequencing Weather Seasonal changes	Transport Compare present to the past British Leyland Plan a journey	Chronology Describe people and changes Around the World <u>Comparing life /</u> weather in different countries Maps/google maps China
Year 1	Weather and Climate to be taught throughout the year					
	School environment	Local Environment Longton	Hot and Cold areas of the world Continents		Southport human/ physical features	Countries and capitals of the UK and surrounding seas
Year 2	Five oceans		Physical and Human Landmarks of the UK Compass work			Investigate India and compare with UK
Year 3		Volcanoes Earthquakes and Mountains		Counties and cities in the UK.	North and South America S. America -Brazil	
Year 4		Britain from the air Map skills		Region of the UK – <u>North West</u>		Europe -Italy (comparison study)
Year 5	World knowledge – climates, biomes, vegetation			Skills and field work – linked to orienteering <u>The water cycle</u> River study		Locational knowledge Human and physical geography – North America
Year 6		Comparing nations: Russia, <u>China</u> , <u>USA</u> , Brazil	Geographical patterns – Longitude, <u>latitude</u> , and time zones.		The changing world coasts, erosion Global warming	

Long Term Planning

Year 1

GEOGRAPHY	Weather and Climate to be taught throughout the year					
	School environment	Local environment Longton	Hot and Cold areas of the world - continents		Southport-human physical features	Countries and capitals of the UK and surrounding seas
Knowledge	Develop local knowledge of school grounds. Aerial photos of school, drawing maps, Introduce words human and physical features. (buildings / landscape)	Develop local knowledge of Longton/Brickcroft Look at maps, fieldwork, find human and physical features Create maps	Name and locate the world's seven continents Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Develop local knowledge of place - Southport Use the terms human and physical features to describe Southport Use aerial photos to draw simple maps – Southport Field work – sand dunes	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Specific Vocab	Human features/physical features, environment, map, aerial view	Human, physical, village, map key,	Continent, Africa, North America, South America, Asia, Europe, Antarctica, Australia, equator, North Pole, South Pole, ocean, atlas		town, sea, coast, beach, sand dunes, pier	Country. England, Scotland, Wales, N. Ireland, London, Cardiff, Belfast, Edinburgh, North Sea, Irish sea, English Channel
Cultural Capital Famous People and events. Past and Present.		Conservationist – Sir Peter Scott set up WWF	Preet Chandi – army physiotherapist –		Rachel Carson –USA- Marine biologist –	Gerardus Mercator – cartographer – first world map
Subject links e.g., Maths, English			Compass points North/South		Writing a postcard	
Links to other subjects	History – location of old school	Art – drawing skills	Art – cold landscapes		History – seaside holidays	



Long Term Planning

GEOGRAPHY		Britain from the air – Map Skills		Region of the UK – Northwest		Europe - Italy (Comparison Study)
Knowledge		Look at a range of maps and photographs - match them together. Aerial views - identify from aerial views famous landmarks around the world. Identify from a map whether it is urban, rural, or coastal regions. Famous landmarks 4 figure grid references read, find place, add to maps.		Locate area of Northwest on UK map and the counties it contains. Identify main cities and some of the key human and physical features and landmarks found there. weather. Land patterns how they have changed over time e.g. - Buckshaw Village development. Compare maps.		Location of Italy in Europe Human. Name key cities - Rome, Venice. Identify famous landmarks Colosseum, Leaning tower of Pisa, St Marks Basilica. Physical. Name and locate Mt Vesuvius, Mt Etna, River Po Compare London to Rome. Compare Scilly food grown to UK
Specific Vocab		aerial, urban, rural, coastal, grid references, key,		mountains, hills, rivers, land-use, development, Landmark, city		Italy, Peninsula, Alps, Apennines, Vesuvius, Mt Etna, Sicily, Mediterranean Sea vegetation
Cultural Capital Famous People and events. Past and Present.		William Morris Davis		Beatles - Liverpool Emmeline Pankhurst - Manchester		Mt Vesuvius eruption - Pompeii.
Subject links e.g., Maths, English		Maths - Co-ordinates.				
Links to other subjects		Art- perspective		Music - Beatles History - Emmeline Pankhurst		Geography - volcanoes work in year 3

Long Term Planning

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Long Term Planning

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Medium Term Planning

Year 2

National Curriculum Content	Subject Organiser Questions
<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Plastic Pollution – link to word of the year Footprint. <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	<p>KQ: Can you name and locate the world's five oceans?</p> <ul style="list-style-type: none"> What are the names of the 5 oceans? Where is each Ocean found? Can you name 2 facts about each ocean? What is it like in the ocean? How can we look after the oceans?
Key Learning (answers to key Questions)	
<p>The world has 5 oceans. They are called – Atlantic, Pacific, Indian, Arctic and Southern. The Pacific Ocean is the largest and deepest ocean. The Arctic Ocean is the smallest. Oceans cover more than 70% of the surface of the Earth. The Pacific and Atlantic come together at the southern tip of South America called Cape Horn. Ocean water is salty. Most oceans are about 2 miles deep The Pacific has the deepest part – about 7 miles deep known as the Mariana Trench. 1 million different species of animals live in the Ocean. Plastic is polluting the oceans.</p>	
Key Vocabulary	
<p>Pacific Ocean, Indian Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean. Globe, Atlas, north, south, east, west,</p>	

Possible activities	Assessment notes
<p>Lots of activities to recap in short bursts over the half term. – keep coming back to the information – present it in different ways etc to help with long term memory.</p> <p>BBC Oceans of the World https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zyy2xbk Google Earth You tube song and facts – The five Oceans – Jack Hartman 5 Oceans song – Silly school.</p> <p>Lay out a large print-out of the World Outline Map/ Snadras shower curtain and show the children the Oceans and Continents Name Cards. place these on together looking in their atlases to see who can find it. Jumble up the cards, try again etc. Play again close eyes, which ocean has disappeared. Can you describe to me where to put it. – May need to add continent labels back onto map to help put explanations. Give a sentence stem to use. The _____ Ocean is inbetween _____ and _____. The _____ Ocean is to the left of _____ and the right of _____.</p> <p>Children have own map and word banks (initial letters on maps to help SEN)</p> <p>Grammarsaurus powerpoint – song – change words as mentions sea which is incorrect. True false worksheet.</p> <p>What do we find under the ocean – research animals that live there, how deep it is etc.</p> <p>Plastic pollution – what is the problem, where is it coming from, what harm does it do? what should we do about it? why should we do something? Twinkl lots of different powerpoints and quizzes. writing task – images to write responses to. Footprint templates to record the impact we have on the environment and what we should do.</p> <p>Make sure children realise that is actually 1 big ocean that has been split into different parts to help people understand where they are talking about as it is such a large expanse of water – there are no dividing lines/sections.</p>	
Cultural Capital - Famous People and Events – Past and present.	
<p>Roald Amundsen (1872-1928), Antarctic explorer</p>	
English Links	Maths Links
Other subject links	
<p>PSHE / character curriculum – looking after our environment – being a good citizen – our actions have consequences. Music singing songs</p>	

Medium Term Planning

Year 4

National Curriculum Content	Subject Organiser Questions
<p>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 –</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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 – North West England <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 	<p>Geography – A Region of North West</p> <p>KQ: What are current features of the North West and how has areas changed over time?</p> <ul style="list-style-type: none"> Locate the North West on a map; what are the 6 counties, key cities and other locations within it? What is the climate like in the North West? What human and physical features can be found in major cities in the North West? How has land use changed over time in Lancashire? Location study – Lake District.
<p>Skills:</p> <ul style="list-style-type: none"> 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 Geography. 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. 	

LO: What human and physical features can be found in major cities in the [North West](#)?

Quiz recap – physical and human geography and the differences.

Provide the children with images of; Blackpool [tower](#), Lake District, River Ribbles – How do we know what they are (human or physical)

GOOGLE MAPS LINK – Must use the link below to gain access to Google Earth Project:

<https://earth.google.com/earth/d/1hwn9Zt-0ix5AWZeAG0NA0eYb0DreAUq?uxs=sharing>

Explain to the children that they will be traveling across the [North West](#) to many different locations – they must decide if it is human or physical and describe what they see. When they have decided they need to look around that area to discover any more human or physical features.

For example:

Blackpool Tower is a human feature; By the tower, is the physical feature of a beach and more physical features like houses.

Lesson 4:

LO: How has land use changed over time in the Lancashire? ([Buckshaw Village development](#))

Show children the map below, is there anything they recognise? What do they see? What has changed?



Explain that in this lesson, we are going to see how the land in the [North West](#) has changed over time, but first we need to understand how land has changed not only by nature, but by humans: Show timelapse of Dubai changing.


We are specifically looking at [Buckshaw Village](#) – has anyone been to [Buckshaw](#)?



Medium Term Planning

Year 6

National Curriculum Content	Subject Organiser Questions
<p>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</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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, <u>including</u>: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water <u>cycle</u>, human geography, <u>including</u>: 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 	<p>KQ: What are the similarities and differences between four nations?</p> <ul style="list-style-type: none"> • Where are each of the <u>nations</u> (<u>Russia</u>, China, USA, Brazil) located on a globe/map/digital map? • What are the capital cities of Brazil, China, Russia, USA? • Which country has the largest population? • Which country covers the largest area? • What is the name of the longest river in each country? • What is the highest mountain in each country? • How would you describe the climate of each country? • What are the main land uses of each country? • What types of settlements can be found in each country? • Can you describe the economic activity, including trade links of each country?

Key Learning (answers to key Questions)
<ul style="list-style-type: none"> • Children to locate each nation on a variety of different types of <u>map</u> – globe, atlas, <u>dig</u> map and then locate correctly on a blank base map of the world. • Capital city Brazil – Brasilia, China- Beijing, Russia- Moscow, USA- Washington DC • <u>Population</u> Brazil 208,846,892, China 1,397,897,720 Russia 142, 122,776 USA 330,175,963 • Area Brazil 3,286,470 square miles, China 3,705,405 square miles, Russia 6,592,772 square miles USA 3,794,083 square miles • Longest rivers Brazil Amazon 4,000 miles, China Yangtze 3,915 miles, Russia Volga 2,194 miles, USA Missouri 2,341 miles • Highest mountain Brazil Pico da Neblina 2,995.30 m China Mount Everest 8, 849m Russia Mount Elbrus 5,642m USA Denali 6,190m • Climate Brazil – tropical savannah winters are <u>very</u> dry, with only about 10mm of rain during winter months of June, July and August, Summer is <u>rainy</u>. In rainforest temps average 27 degrees <u>c</u>. China- dominated by monsoon cycles that create wet and dry periods across the year. North of country has extremely cold winters where snow falls on sand dunes in the desert. Hot summers coincide with rainy season and temps may hit 38 degrees c. Russia mostly continental climate long cold winters and brief summers. Wide range of temperatures in both summer and winter, relatively low rainfall. USA large parts of country have warm summers and cold winters. Most of northern USA gets snow Some parts like California have a Mediterranean climate <u>Southeastern</u> US can get hurricanes • Land – residential, agricultural, recreation, transportation, commercial. China - • Settlement <u>types</u> Brazil cities, towns, China cities, towns, villages, Russia towns, cities, villages, USA cities, towns, villages • Brazil – service industry, industry, agriculture, China manufacturing, services, agriculture, Russia oil and gas, mining, aircraft building, weapons, electric engineering, cars, agriculture USA services, industry, mining tourism • Trade links – Brazil – China, USA, Argentina, Germany, Netherlands, Canada, South Korea, Morocco and the EU. China – USA, Hong Kong, Japan, Korea, Vietnam, Mongolia, Australia, India, Russia, plus many more. Russia – China, Germany, USA, Belarus Netherlands, Germany, Turkey, USA Australia, Bahrain, Canada, Chile, Colombia, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, <u>Israel</u>, Jordan, Mexico, <u>Morocco</u>, Oman, Panama, Peru, Singapore, South Korea
<p>Key Vocabulary</p> <p>Physical, human, population, climate, area, mountain, river, climate, land use, settlement, trade links, economic activity, similarities, differences,</p>
<p>Possible activities</p> <ul style="list-style-type: none"> • Use <u>atlases</u>, <u>dig</u> maps, globes to locate Russia, China, USA, Brazil on a base map. LA children base map will have country outlines <u>drawn on</u>, rest <u>have to</u> use what they have found out to place country as accurately as possible. Create a key. During discussions like to previous learning of continents. • Use https://kids.nationalgeographic.com/geography/countries/article/united-states to research Brazil, USA, China, Russia <u>find</u> <p> and use this grid to show major cities, rivers, mountain regions, population, area of each of the 4 countries. Children can choose how to present the info. Provide LA with a table format</p> <ul style="list-style-type: none"> • Use atlases and internet to research climate of each country, relate back to previous climate and biomes learning in Year 5 • Use atlases and information sheets to find out about settlements and main land uses. • <u>Magenta</u> lesson- match statements about economic activity and trade links with country. Discuss thoughts • Using <u>all</u> of the information you have gathered what are the similarities and differences between the four <u>countries</u>? Choose how to present findings to me and the rest of the class.

Weekly Planning

Year 1

KQ: Where do we live and what is it like?

- **What physical and human feature does our school have?**

Show photos from last half term where is this? Recap learning, what does our school look like? Explain how we call that features of school and we can sort the features in to human and physical features. What might that mean? Show the printed photos - class sort some - human /physical Recap Vocabulary - features/human /physical children have their own photos to cut and stick, children write terms in their books - human /physical, sort features. Share as a class – do we agree on how we sorted the photos?

SEN - words already written

Mixed ability groups- partner work



Longton
Primary
School

Weekly Planning

Year 3

KQ: What are the main counties and cities of the United Kingdom whilst identifying human and physical characteristics?

5. What are the identifying human and physical features characteristics of the West Midlands?

Recap features. Children to explore this area in their atlas to find out any features (Explain keys and how a river, for example, would be represented.

Record findings in a table.

Discuss with partner how it differs/is the same as Cumbria.

Share findings with class.

Weekly Planning

Year 5

What is the water cycle?

- 1. Water evaporates into the air -The sun heats up water on land, in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air.
- 2. Water vapour condenses into clouds - Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds.
- 3. Water falls as precipitation -The clouds get heavy and water falls back to the ground in the form of rain or snow.
- 4. Water returns to the sea

Children will explore what the water cycle is and why it is important. They will learn to describe each process of the water cycle using appropriate vocabulary. They can then express their understanding of how the water cycle works independently.

EYFS

Marvellous Me Reception Autumn 1st Half Term Are we all the same?

Giraffe Tribe – Harvest Assembly / Autumn Walk.

During this half term the children will be given a tour of the inside and outside of school and will be encouraged to learn routines, class rules and will learn about the roles of important people in the school. We will be talking about our families, ourselves and looking at similarities and differences. We will look at our local community, visit our local church and link our learning to stories about school, ourselves, families and Harvest.

Understanding of the World

History/Geography:

KQ: Can I talk about people around me and explain their role?

- Where do I live?
- Where is my school?
- Can I name people in my family?
- What do I like to do as a family?

Science:

KQ: Can I use my senses outside?

- Can I name parts of my body?
- What food would go in a healthy packed lunch?
- What do my senses do?
- What do I look like?
- How can I look after myself in school?

Can you find the meaning of these key vocabulary words?

Harvest	Differences	Tomorrow	Sharing	Tallest	New
Christian	Similarities	Church	Feelings	Shortest	Old
Past	Today	Kind	More	Bigger	Village
Future	Yesterday	Responsibilities	Less	Smaller	Community

Expressive art: Art / DT

KQ: Can I create a self-portrait?

- Can I join in with songs, rhymes and poems?
- What do I look like?
- Can I use paints, chalks and natural resources to create art?

RE:

KQ: Where do I belong?

- What is a Harvest Celebration?
- When is Harvest?
- What is a church?
- What is a bible?

Physical Development

- Can I throw underarm / overarm?
- Can I balance?
- Can I jump for distance?
- Can I travel safely?
- Can I change direction?
- Can I cooperate in games?
- Can I use scissors and cutlery?

PSHE Jigsaw – Being Me in My World

KQ: Where do I belong?

- How am I feeling today?
- How am I the same / different?
- Why do I need to be gentle and have kind hands and feet?
- Why should I care for my friends' feelings?
- How can I work together in my class?
- Can I manage my own basic hygiene / personal needs?
- Can I take turns?

EYFS

Theme: Ticket to Ride	EYFS: Reception	Term Summer One
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Key Texts	Useful Websites	Key Festivals and Celebrations
<p>Whatever Next by Jill Murphy Where the Wild Things Are by Maurice Sendak Paddington Bear Stories by Michael Bond Three Bears in a Boat by David Soman On the Way Home by Jill Murphy The Naughty Bus by Jan Oke Mr Grumpy's motor car by John Burningham Mrs Armitage on wheels by Quentin Blake Emma Janes Aeroplane by Katie Haworth and Daniel Rieley The hundred decker bus by Mike Smith Journey by Aaron Becker What the ladybird heard on holiday by Julia Donaldson The bus is for us by Michael Rosen The train ride by June Crebbin Duck in the truck by Jez Alborough Oi get off our train by John Burningham You can't take an elephant on the bus by Patricia Cleveland Peck</p>	<p>General: Transport songs – https://bigeyedowl.co.uk/show_songs.php?t=6 https://littleowlsresources.com/on-the-move https://www.bbc.co.uk/programmes/p007g5y4 https://learnenglishkids.britishcouncil.org https://www.bbc.co.uk/cbeebies www.busythings.co.uk http://www.bbc.co.uk/schools/websites/eyfs/ http://www.funwithspot.com/ www.abc.net.au/children/play https://www.teachingideas.co.uk/library/books/handas-surprise</p> <p>Maths: White Rose Maths https://rich.maths.org/early-years https://nzmaths.co.nz/supporting-rich-mathematical-interactions-ecce http://www.topmarks.co.uk/learning-to-count/eddy-numbers http://www.crickweb.co.uk/Early-Years.html</p> <p>Literacy: https://www.phonicsplay.co.uk http://www.ictgames.com/phonicsPop/index.html http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/ http://www.crickweb.co.uk/Early-Years.html https://www.literacyshed.com/the-adventure-shed.html</p>	<p>Earth Day – 22nd April Art Week Antibullying day – May 4th International Astronomy day – May 7th Deaf Awareness Week – 7/13th May Local History Month – May</p>

L i t e r a c y	Read, follow and write instructions for making sandwiches for picnic.	Talk about what you can see from a train window. Share a book that focuses on a journey made by a train with the children. Talk about the places that the train travelled through. Talk about the views with the children and help them to use appropriate vocabulary to describe what they can see. Ask the children to imagine that they are travelling on a train. What would they like to see when they look out of the window? Help them to describe what they are imagining. Provide each child with a piece of paper, and some drawing and colouring materials. Encourage the children to draw the view that they would like to see from a train window. Invite the children to colour in the pictures on the activity sheet. Talk to them about the things they can see. Encourage the children to label the objects / write a sentence.	Retelling stories, language development through role-play and small world play, recognising rhyming words.	Outdoor writing opportunities – planning / labelling. Story tent – story sack / puppets. Hide a selection of small world vehicles around the outside area and ask children to write a list of what they found on clipboards.
	Write alternative endings to class stories. Make a list of vocabulary to describe the animals that appear in the story.	Simple sentences – journeys / transport.	Sequencing Stories using props, pictures, puppets. Writing speech bubbles for characters – writing in different genres: letters, menus, diaries, captions. Shopping list – what we need for packed lunch.	
M a t h s	Make a bar chart or pictogram of how the gju travel to school each day. Support gju to read the results using counting skills. Sing the song 'How did you travel to school today?' to the tune of 'Here we go round the mulberry bush.' All the gju who came on foot should reply: 'We walked to school this morning.'	2D shapes to create transport pictures. Organise a traffic survey. Make a list of road vehicles. Ask groups of gju to spend 5 minutes with an adult watching the traffic and mark what they see on the list. Count and compare the results. Look at some train timetables. Why do we need them? Use a large model clock to introduce a 'clock' activity.	Continuous Provision – White Rose Maths. Junk modelling transport vehicles – 2D and 3D shapes.	Play a practical maths game during role play/ outdoor play. Invite a child to be the bus driver and ask them to wear a hat and 'drive' around the room. Explain to the other children that they are going to play at being passengers on a bus and that you will be the conductor. Say that you will tell them how many passengers may get on or off the bus when it arrives at the bus stop. Ask the driver to stop at the bus stop, and then direct some of the children to
	Daily Maths – White Rose Maths.			

Key Vocab to be introduced						Key Questions
Join	Safe	Muslim	vintage	Force	Push	<p>Where would you like to go and how would you like to get there? Can I investigate like a scientist? Can I draw and create a vehicle? How do we know where we belong? Can I form relationships with adults and other children?</p>
instrument	Control	Mosque	Old fashioned	Magnet	pull	
Sound	Rules	Islam	Museum	magnetic	Squash	
build	tools	argue	relationships	3D shape	squeeze	

Half termly planning documents, end of year transition documents, end of year data all help the Year teacher know and understand what has been taught. A transition meeting is also held at the end of year.

The curriculum was planned with the foundation stage at the fore front, building on knowledge taught and ensuring that links could be made into KS.

Prior and post learning grids also inform what has been taught and how it links to future learning.

End of transition year information

Reception		
<p>Science</p> <ul style="list-style-type: none"> • Can compare minibeasts (worm, caterpillar, butterfly, spider etc) • Name parts of a plant (roots, stem, petals) • Can compare materials – say which are rough, smooth, shiny, soft, hard, bouncy. 	<p>RE</p> <ul style="list-style-type: none"> • To know that the Bible is a special book for Christians • To be able to retell a story about Jesus 	<p>Computing</p> <ul style="list-style-type: none"> • To use an ipad to take photos. • To program and bee bot. • To know we need an adult when we go on the internet
<p>Geography</p> <ul style="list-style-type: none"> • To find the UK on the map of Europe • To know their house number, street name and city 	<p>History</p> <ul style="list-style-type: none"> • To know that the past is different from today. 	<p>PE</p> <ul style="list-style-type: none"> • To catch a beanbag and sponge ball • To be able to travel in different ways across/under and over climbing equipment

Prior Learning	In Year 1	Later learning: Children do not need to be taught this year.	Key Vocabulary
<ul style="list-style-type: none"> Recognise environments which are different to where they live. know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explain and describe similarities and differences between life in this country and in other countries. 	<ul style="list-style-type: none"> Name local towns and name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas. Use simple fieldwork and observational skills to study the geography of their school and its grounds Use photographs to recognise landmarks and basic human and physical features (in the UK) Locate local towns on a simple map (where do we live in UK?) 	<p>In Year 2 pupils will be taught to: Name and locate the world's seven continents and five oceans. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Understand geographical similarities and differences of human and physical geography of the different continents. Refer to maps, atlases and globes to identify all continents and oceans studied</p> <p>In Year 3 pupils will be taught to: To use maps, atlases, digital mapping to locate countries and features in the UK and North and South America. Name and locate the counties and cities of the UK identifying their human and physical characteristic. Lancashire focus. Compare UK to Volcanic countries. Explain own views about locations, giving reasons. Ask and answer geographical questions about the regions studying</p> <p>In Year 4 pupils will be taught to: To use maps, atlases, digital mapping to locate countries and features. Europe / World. Name and locate the countries of Europe and identify their main physical and human characteristics</p> <p>In Year 5 pupils will be taught to: To locate and identify places within Asia. To identify their main physical and human characteristics. Ask and answer geographical questions about the regions studying</p> <p>In Year 6 pupils will be taught to: Collect and analyse <u>statistics</u> and other information to draw conclusions about locations. Locate key geographical zones of the world.</p>	<p>Buildings,park, Brickcroft, church Shops, pubs, post office, ,school ,library field,Longton,village,UK , Lancashire, town, World, countries, UK, map, globe,aerial image, , earth, countries England, Scotland, Wales, Northern Ireland, capitals, NW towns, flags, Human, physical geography, Human features eg playground, shed, running track. Church, carpark, shop Physical features eg soil, trees, grass, stream</p>

Prior learning

Communicating Geographically

Prior Learning	In Year 2	Later learning: Children do not need to be taught this year.	Key Vocabulary
<ul style="list-style-type: none"> They can talk about the features of their own immediate environment from observation and stories. Draw information from a simple map. Describe what they can see, hear, feel outside. Should use basic Geographical vocabulary to describe physical features of the school, grounds and surrounding environment Should be able to use world maps, atlases and globes to identify the United Kingdom and its countries. Should be able to draw simple picture maps (e.g. school grounds) 	<ul style="list-style-type: none"> Accurately use basic geographical vocabulary to describe physical and human features of places. Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes (e.g. near and far) Devise a simple map, including basic symbols in a key. 	<p>In Year 3 pupils will be taught to: Describe and understand key aspects of physical geography including volcanoes and earthquakes and mountains. Describe and understand key aspects of the human geography of volcanoes, earthquakes and mountains. To use the eight points of a compass, symbols and keys to communicate knowledge of the UK and the wider world.</p> <p>In Year 4 pupils will be taught to: Describe and understand key aspects of the human geography including settlements and land use. To use the eight points of a compass, four figure grid references, symbols and keys to communicate knowledge of the UK and the wider world.</p> <p>In Year 5 pupils will be taught to: Describe and understand key aspects of the human geography including settlements, land use, economic activity including trade links. Physical geography including the water cycle. To observe, measure and record human and physical features of a local area, sketch maps.</p> <p>In Year 6 pupils will be taught to: Describe and understand key aspects of the human geography including distribution of natural resources including energy, food, minerals, and water supplies Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. To use the eight points of a compass and four figured grid references, symbols and keys (OS maps) To create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</p>	<p>town, village, river, mountain</p> <p>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.</p>



Key Vocabulary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Human Features</p> <p>house, school, shops, church, mosque, farm, stable, village, museum, <u>market</u>, <u>railway</u>/bus station lane, street, motorway, cul-de-sac, avenue, roundabout, traffic signs, lights, road safety, fence, wall, gate, railings, statue, sign, signpost, bridge, pier, tower, lighthouse, promenade, lifeboat station, park, café, lake,</p>	<p>To investigate places</p> <p>Buildings, park, Brickcroft, church, Shops, pubs, post office, school library field, Longton, village, UK, Lancashire, town, World, countries, UK, map, globe, aerial image, earth, countries, England, Scotland, Wales, Northern Ireland, capitals, NW towns, flags, Human geography, physical geography, Human features eg playground, shed, running track. Church, carpark, shop Physical features eg soil, trees, grass, stream</p>	<p>To investigate places</p> <p>world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. Physical features, <u>including</u>: beach, cliff, coast, forest, hill, mountain, sea, <u>ocean</u>, <u>river</u>, soil, valley, vegetation, season and weather; Human features, <u>including</u>: city, town, village, factory, farm, house, office, port, <u>including</u> and shop.</p>	<p>To investigate places</p> <p>sketch map, atlas, digital mapping, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. pollution, settlement, settler, site, need, shelter, food, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. Lancashire, compare county, country, town, coast, mountain, hill, river, sea, climate</p>	<p>To investigate places</p> <p>sketch map, atlas, digital mapping, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, pollution, settlement, settler, site, need, shelter, food, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. Lancashire, compare county, country, town, coast, mountain, hill, river, sea, climate</p>	<p>To investigate places</p> <p>latitude, Asia, physical features, climate, human geography, land use, settlement, economy, natural resources, vegetation belts, mountains, types of settlement, land use, economic activity, trade links, natural resources, energy, food, minerals and water; mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, atlas, index, coordinates, latitude, longitude, contour</p>	<p>To investigate places</p> <p>physical features, climate, human geography, land use, settlement, economy, natural resources, vegetation belts, mountains, types of settlement, land use, economic activity, trade links, natural resources, energy, food, minerals and water; atlas, index, coordinates, latitude, longitude, contour, Equator, Northern Hemisphere, Southern Hemisphere, longitude, latitude, time zone, biomes</p>
<p>Physical Features</p> <p>grass, lawn, tree, hedge, flowers, boundary, pond, lake, ocean, stream, sea, waterfall, <u>wild flowers</u>, toadstool, <u>fungi</u>, <u>hedgerow</u>, wildlife, river, beach, sand, sand dune, rock pool, shell, rocks, seaweed, cliff, seagull</p>	<p>To investigate patterns</p> <p>Change, Autumn, Winter, Spring, Summer, colours, seasons, weather, cold, hot, windy, rainy, snowy, frosty, cloudy, world, hot, cold, equator, 7 continents, seas, oceans, earth, countries</p>	<p>To investigate patterns</p> <p>Human, physical geography, Human features eg playground, shed, running track. Church, carpark, shop Physical features eg soil, trees, grass, stream</p> <p>South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>To investigate patterns</p> <p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>To investigate patterns</p> <p>country, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural, pollution, settlement, settler, site, need, shelter, food, urban, rural,</p>	<p>To investigate patterns</p> <p>latitude, longitude, Greenwich Meridian, physical features, climate, human geography, land use, settlement, economy, natural resources, diversity, positive, negative, economic, social, environmental, time zone</p>	<p>To investigate patterns</p> <p>physical features, climate, human geography, land use, settlement, economy, natural resources, diversity, positive, negative, economic, social, environmental, time zone, 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, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>
<p>Wider World</p> <p>Space/moon/planet</p> <p>crater, moon rocks, specific planets, desert/rainforest – cactus, sand dune, canopy, tree, north/south pole – snow, iceberg, snow cap, mountain, ridge, avalanche, jungle – undergrowth, water hole, northern lights – waterfall, sea/ocean, whale, aurora, coloured sky, map, compass, north, west, east, south, binoculars, British Isles, England, Scotland, Ireland, Wales, flags world maps-places/seas/flags thermometer, measurement gauge.</p>	<p>To communicate geographically</p> <p>Countries, World, UK, map, atlas, globe, aerial image, , earth, countries, England, Scotland, Wales, Northern Ireland, capitals, NW towns, flags, world, hot, cold, equator, 7 continents, seas, oceans, earth, countries Map, key, near, next to, behind, aerial view,</p>	<p>To communicate geographically</p> <p>town, village, river, mountain 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.</p>	<p>To communicate geographically</p> <p>physical geography volcanoes, tornadoes, tsunamis, earthquakes mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado pollution, settlement, settler, site, need, shelter, food human features, landscape, feature, population, land use, compass, 8-point, direction, North, East, South, West, NE, NW, SW, SE</p>	<p>To communicate geographically</p> <p>pollution, settlement, settler, site, need, shelter, food, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p> <p>compass, 8-point, direction, North, East, South, West, NE, NW, SW, SE</p>	<p>To communicate geographically</p> <p>settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, origin, import, export, trade, trade links, natural resources, energy, food, mineral, water; efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental, atlas, index, coordinates, key, symbol, Ordnance Survey, Silva compass, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>	<p>To communicate geographically</p> <p>environmental disaster, settlement, resources, minerals, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, origin, import, export, trade, trade links, natural resources, energy, food, mineral, water; efficiency, conservation, carbon footprint, tourism, positive, negative, economic, climate zone, biome, vegetation belt, social, environmental, atlas, index, coordinates, key, symbol, Ordnance Survey, Silva compass, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>



Key Knowledge

Zebras Year 2 Spring 1st half term



Happy New Year Zebras. As we enter the Spring term, we will be focusing on making sure we are our best selves. Making choices that will leave a positive footprint with our learning and our relationships with our friends. Children received a new book band reading book over the holidays. I hope they have enjoyed the new challenge – we will review again just before half term and move children up accordingly. The colour coded grid at the front of the reading record shows you that we are aiming to be reading white and lime books by the end of the year. (The year 2 expectation). Phonics and spelling continue to be a focus – please practise the words we put in the reading record each Monday. In Maths we will start with money and then will soon be delving into multiplication and times table facts. Quick recall of these is important – we will send home some ideas for how you can support this learning soon.

Holiday Passports – we love looking at these please send them in ASAP. Homework – please can it be returned in the green folders.

If you have any questions, please [come](#) and speak with us. We are looking forward to another term watching the Zebras, CARE, GROW and SHINE. Mrs Catterall and Miss Harrison.

Geography: Human and Physical Landmarks of the UK

KQ: Can you name some famous landmarks (human and physical) of the UK.

- What are the names of the 7 continents of the world? Can you label them on a map?
- What famous landmarks are there in England and where can they be found?
- Can you name a locate physical and human landmarks on Scotland?
- Can you mark on a map human and physical landmarks in Wales.
- Can you describe the location of places using the compass directions, N, S, E, W?

Science: Animals including Humans

KQ: What does it mean to be healthy?



- Why do we all need to Exercise?
- What is a healthy diet?
- Why do we need to have good hygiene?
- How can we feel better when we are ill?
- How do I care for my body?

Can you find the meaning of these key vocabulary words?

Human	North	Exercise	carbohydrates
Physical	East	Pulse	proteins
Landmark	South	Hygiene	fruit and vegetables
Compass directions	West	Medicine	East well Plate

DT: Mechanisms: STEM vehicles

KQ:

- Can you label a model of a moving vehicle?
- Can you make wheels for your vehicle to make it move in a straight line?
- Can you decorate your vehicle to make it something specific? E.g. fire engine.
- Can you add extras to your vehicle to make it safer for the teddy to travel in?

RE: Hindu Dharma

KQ: How might people show their devotion?

- How might people show their devotion?
- What do Hindus understand about God?
- What names and roles are given to Hindu deities?
- What objects do you find on a Puja tray?
- What is the same and different about shrines in the home and those in the temple?
- What object is special to me and why?



PSHE: Jigsaw Dreams and Goals

KQ: How can we reach our goals?

- What are your strengths as a learner?
- Who do you work well with?
- How do you feel when you work as part of a group?
- How can we share our successes?

Computing:

- Information technology around us

Art:

- Beside the seaside. Painting and mixed media.

Music:

- Musical Me: using letter notation to write a melody

PE:

- Gymnastics
- Games - cricket



My Happy Mind – Meet your Brain

Children will learn:

- More about what their brain looks like and that it is fully grown by age 6.
- That our brain helps us to make good decisions and remember what we have learnt.
- That the Amygdala causes them to fight, flight or freeze. Children will be asked to reflect and think of examples of how they use each of Team
- H-A-P.
- That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them.
- How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.



Key Knowledge

Year 4

Welcome to the second half term of year 4! I hope you had a nice half term, and we are excited to get back into the swing of learning. This term will welcome lots of opportunities for new learning and applying prior knowledge even further. This term, the Koalas will be doing the class assembly, assembly visitors and yogi day. In geography this term, year 4 will explore Britain from the air, identifying human and physical features and developing a great understanding of our country. Additionally, we will be visiting the Brickcroft to collect birds-eye views. In science we will be exploring the three states of matter: liquid, gas and solids. Of course, we will be doing lots of learning in maths and English and developing our writing even more. We will continue to become super secure in our timetables, spellings and reading a wide range of text types. By the end of the term, we will of course have our Christmas parties, winter warmer and lots more wintery themed days!

Geography: Britain from the Air

KQ: From looking at aerials views of Britain how can you describe what the country is like?

- What countries make up the UK?
- What key cities can you locate on a map?
- What are the names of the seas surrounding the UK?
- What are the UK's main rivers?
- Where does the River Ribble start and enter the ocean?
- What is a 'Bird's-eye view and how is it used?
- What is the difference between Human and Physical Geography?
- What do the terms urban, rural and coastal mean?
- How can you tell where higher ground is on a map?
- Can you use the eight points of a compass and four figure grid references, to communicate knowledge of the UK?
- What do the symbols on OS maps mean?

Science: States of matter

KQ: How and why do materials change due to a change in temperature?

- What are the behaviours of the particles in solids, liquids and gases?
- Explain how heating and cooling causes materials to melt and freeze.
- Why is a material's melting and freezing point is the same temperature
- How does heating and cooling cause materials to evaporate and condense?
- Why does a higher temperature will speed up evaporation?
- Why is the water we have on Earth today is the same water that has been here for millions of years?
- Why do some materials change state when they are heated or cooled?
- Can you measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material's state?
- Can you make and record accurate observations and use scientific language to explain their findings?

Can you find the meaning of these key vocabulary words?

grid reference	political map	urban	matter	water vapour	boil
land use	ordnance survey	agriculture	solid	evaporate	freeze
aerial view	map keys	coast	liquid	condense	melt
physical map	settlements	sea	gas	precipitation	steam

DT: Torches

KQ: Can you make a functioning torch?

- Identify electrical products and explain why they are useful.
- Help to make a working switch.
- Identify the features of a torch and how it works.
- Describe what makes a torch successful.
- Create suitable designs that fit the success criteria and their own design criteria.
- Create a functioning torch with a switch according to their design criteria.

Computing

- Photo editing

Art:

- Art and Design skills. print, sculpture, painting.

Music:

- Wider Opportunities
- Rock and Roll: origin, features and walking bass line.

PE:

- Gymnastics

RE: Christianity God

KQ: How and why might Christians use the Bible?

- Why do people have different views about right and wrong?
- What types of writing does the Bible contain?
- How do Christians use the Bible and follow the teachings within it?
- What sources of authority might Christians look to when making moral decisions?

French: Me and my family

To describe myself using 'j'ai'
To use adjectives in sentences with je suis
To say who is in my family
To speak in sentences using il est and elle est with an adjective
To complete a short assessment
To learn about Christmas traditions in France
To learn a French Christmas carol

PSHE Jigsaw Celebrating Difference

KQ: Where do my views about people come from and are they accurate?

- Can you understand that, sometimes, we make assumptions based on what people look like?
- Do you understand what influences me to make assumptions based on how people look?
- Do you know ways to spot bullying and what should you do even if you are not sure?
- Can you identify what is special about yourself and value the ways in which you are unique?

Progression

Knowledge maps for each year group

EYFS

<p>EXPRESSIVE ARTS AND DESIGN MUSIC</p> <p>Autumn One - Learn Harvest song. Tiem to line up song. Rhythm and rhyme – number songs / poetry basket. 'Them bones' song. 'Sitting listening' song. Autumn Two - Music is enjoyed all around the world. Many countries have their own style of music – tradition. Music which has been enjoyed over many years – past. In music: the pulse is a special</p>	<p>EXPRESSIVE ARTS AND DESIGN ART</p> <p>Autumn One - Looking in a mirror to paint / chalk / use natural materials to create my face – eyes, ears, nose, mouth, eyebrow, hair. A self-portrait is a picture of me. A collage is a piece of art using lots of materials. Autumn Two – Tools are objects that help us to make changes to things. Texture is how something feels to touch. We can use adjectives to describe different textures: Bumpy</p>	<p>PHYSICAL DEVELOPMENT</p> <p>Autumn One - Jumping for distance. Underarm throw for distance. To catch with accuracy. To hop on both feet. To overarm throw for distance. To climb with confidence. To change direction safely. Use scissors independently. Autumn Two - Climb using alternate feet. Face direction of the throw, step forward with opposite foot to throwing hand, follow through with</p>	<p>UNDERSTANDING OF THE WORLD RE</p> <p>Autumn One – Harvest is the season of gathering crops. Harvest time is in Autumn – food is collected to share for people who are less fortunate / a combine harvester is used to harvest wheat / harvest is a time to say thank you to farmers. A church is a place where Christians go to worship, pray and celebrate. The bible is a book full of stories, poems, songs and letters from the past</p>
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<p>UNDERSTANDING THE WORLD HISTORY</p> <p>Autumn One - My family, parents, grandparents, aunts, uncles, cousins, pets. (Families are unique / all different) A family tree is a diagram that shows all my family. Autumn Two - Past – many traditional tales were written in the past. A traditional tale has been retold over many years. Fiction stories describe imaginary people and events. Remembrance Day - A Day to remember people who helped to keep us safe. Poppies are worn as a symbol of remembrance. Spring One – Prehistoric - Dinosaurs were a large group of reptiles that appeared around 251 million years</p>	<p>UNDERSTANDING THE WORLD SCIENCE</p> <p>Autumn One – Scientists find out how and why things happen. Parts of my body – head, neck, shoulders, arms, elbows, wrist, chest, hips, legs, knees, feet, toes, back. Features of my face / I know what I look like - 2 eyes, 2 ears, nose, mouth, hair colour, eyebrows. Skeleton – the bones in our body to help us stand tall and move. Senses – 5 senses. Eyes to see, mouth to taste, ears to hear, hands and fingers to touch, nose to smell. Humans go through life stages - Baby, toddler, child, teenager, adults and grandparents. Healthy eating – healthy and unhealthy food. Exercise – healthy heart.</p>	<p>UNDERSTANDING THE WORLD GEOGRAPHY</p> <p>Autumn One - My school is in a village called Longton. Longton – familiar places – library, Booths, my school, the park and St. Andrews church. I know that a map can show me where I live, and I can find different countries using a map. There are 12 months in a year. (January-December). The weather changes at different times in the year. The four seasons are winter, spring, summer and autumn. It is coldest in the winter and warm in summer. Autumn is a season in which the weather gets cooler, and it gets darker earlier. We can see different plants and animals in the different seasons.</p>
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Year 2

COMPUTING	GEOGRAPHY	HISTORY
<p><u>Game Making</u></p> <p>Images/sprites can be controlled to do different things on the computer screen.</p> <p>To make them move etc you <u>have to</u> write a special type of code.</p> <p>In the code sequence a trigger can make them do something.</p> <p>The sprites can interact with each other.</p> <p><u>Animation</u></p>	<p>There are 5 oceans – Pacific, Atlantic, Indian, Southern, Arctic.</p> <p>The Pacific Ocean is the largest, it contains the Mariana Trench – the deepest part of the ocean.</p> <p>The Indian Ocean is the warmest</p> <p>The Arctic Ocean is the smallest.</p> <p>The Atlantic Ocean is between America and Africa.</p> <p>4 compass points North, <u>South East</u>, West.</p> <p>Physical features = <u>Beach</u>, cliff, coast, forest, hill, mountain, sea, valley</p> <p>Human features = shop, church, park, factory, school, village, <u>town</u>, city.</p> <p>Scotland – Eridinburgh Castle. Loch Ness</p>	<p>Famous Women in History</p> <p><u>Queen Elizabeth I</u>, 1st female queen. It was called The Golden Age. England had lots of wealth.</p> <p><u>Queen Victoria</u>, ruler of the British Empire. Only black after husband Albert died. Lots of industry - steam trains.</p> <p><u>Florence Nightingale</u>. She was a nurse who saved many lives during the Crimean war. She made hospitals much cleaner <u>places</u> and she taught others how to be a nurse.</p> <p><u>Amelia Earhart</u>, one of the first American female pilots to fly solo across the Atlantic Ocean.</p> <p><u>Rosa Parks</u> she stood up for black people by not moving seats on the bus for a white person to sit down. She changed history, there were no separate seats for black and white people on the buses. Black people could now sit anywhere!</p> <p><u>Beatrix Potter</u>. Female Illustrator, writer, farmer from the Lake district. Determined to get her work published.</p>

Year 4

GEOGRAPHY	HISTORY
<p>Britain from the Air:</p> <ul style="list-style-type: none">• Key Cities: London, Edinburgh, Cardiff, Belfast, Preston, Glasgow, Birmingham.• Rivers: Thames, River Ribble, Severn, Clyde• OS Maps show human and physical features in detail.• Recognise OS symbols for: school, road, house, camping, parking & motorway.• Birds-eye view is the aerial view of objects.• Urban – a location with <u>a large number of</u> human structures and large population (Preston)• Rural – fewer people, home and businesses are far away from each other.• Coastal – An area located near a sea or ocean.• Maps can show us land height, they are called topography maps. <p><u>Regions of the North West</u></p>	<p>Boudicca's rebellion</p> <ul style="list-style-type: none">• Leader of the Iceni tribe.• Romans stole her land and attacked her family after her husband, who was King, died.• She persuaded Celts to join her & defeated Romans in Colchester.• Eventually her forces were defeated at Watling Street.• Roman left Britain in 410AD because Rome was being invaded.• The western Roman Empire fell because they were invaded by barbarians around Europe and ran low on money. <p><u>Picts, Scots, Anglo-Saxons, Vikings.</u></p> <ul style="list-style-type: none">• Picts were tribes that lived in Northern Scotland, they had a lust for battle.• Scots invaded the Picts from <u>Ireland</u>, they eventually became the settlers in <u>Scot(LAND)</u>.

SEND Adaptations

Photos of examples of work from SEND and non SEND.

Support from AT

Questioning

Pre-tutoring for some pupils in important geographical vocabulary, concepts and/or processes "

'Scaffold' pupils' use of equipment, especially for complex tasks and for tasks requiring accuracy or skill (eg accurate measurement, working with 'specialist' equipment),

Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing)

Record verbally – AT acts as scribe

Record more visually

Work in pairs/groups

On going observations and questioning during lessons help teachers to understand children's knowledge and understanding and help to address any misconceptions. Live marking also enables teachers to quickly spot any misconceptions and key questions can then be asked and further information given to aid understanding.

Our Foundation tracker allows staff to see children 's (and the class as a whole) previous achievements and to note any gaps. We also have a transition meeting at the end of the year where gaps can be highlighted, the tracker is also monitored by the subject lead and conversations had as necessary.



FBV in Geography

Individual Liberty

- Have opportunities to be involved in extra curricular activities e.g. trips
- Are able to have freedom of expression whilst respecting others
- When comparing and contrasting locations children will also explore the people living in these environments and their own individual liberties

Rule of Law

- Children are given the opportunities to explore and evaluate the outcomes of meetings such as those surrounding climate change.
- investigate laws at a local and global scale and how these can influence both the physical and human layout of the landscape

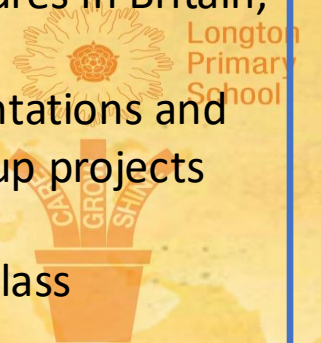
I REALLY DO MATTER

Democracy

- Treat others how we want to be treated
- Are involved in discussions and debates

Mutual Respect and Tolerance

- by learning about people and their cultures in Britain, Europe and the Americas
- by listening attentively to others' presentations and to plan and work collaboratively on group projects
- encourage everyone to feel confident in expressing their ideas and opinions in class discussions



At Longton Primary School, we aim to develop British Values through geography by:

Democracy	We take the views and opinions of others in to account and take turns and instructions from others.
Rule of Law	We understand the importance of safety rules when working with equipment and ICT and know that there are consequences if rules are not followed.
Individual Liberty	We make choices when researching or planning projects, understanding that others may have different viewpoints as to where to start.
Tolerance of those with different Faiths and Beliefs	We know that discoveries, research and developments have come from other cultures. We understand that religious beliefs may compete with global issues around the world.
Mutual Respect	We work as a team; discuss ideas and findings and offer support and advice others.

Stretching those that can

Photos of examples of work from more able. List of what adaptations can be made.

- Establishing prior knowledge, understanding and developing the skills of pupils;
- Variable and flexible grouping of children;
- adapting task and outcome;
- Individual target setting;
- Encouraging all children to become independent learners;
- Setting unaided tasks which involve making choices about their work and self-evaluation;
- Planning high quality tasks for enrichment with extension materials that relate to the subject always available; and
- Ensuring extension tasks are identified in lesson plans.



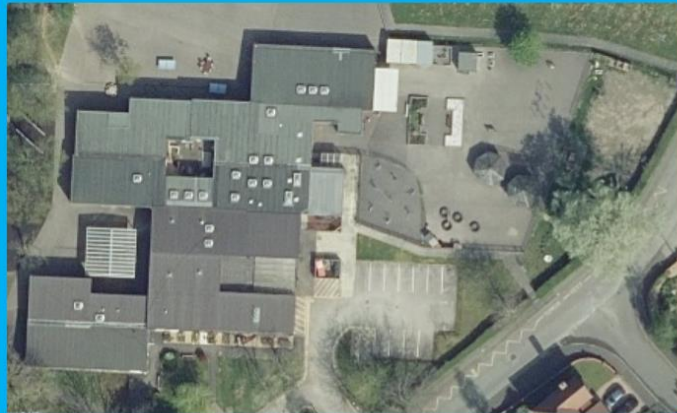
Longton
Primary
School

Year 1 – school environment

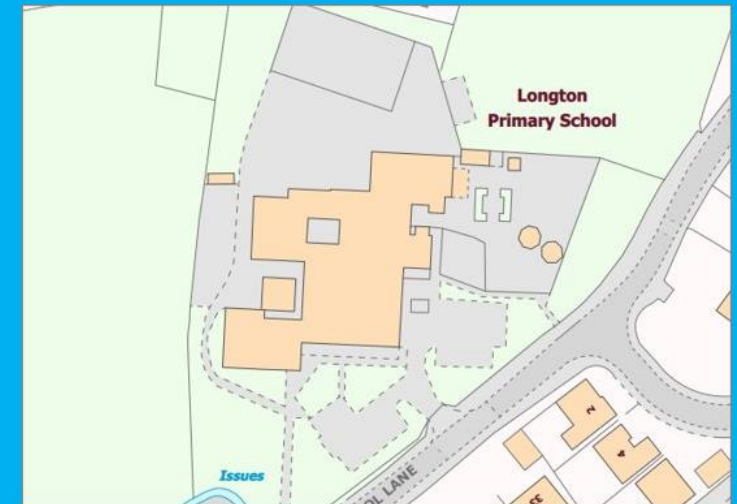


End of unit quiz

What do we call this?



What do we call this ?



Assessment for the leader

EYFS

AREA OF LEARNING											
LITERACY											
Current assessment: Analysis summary		All pupils	Boys	Girls	DIS	SEND	High attainers	EAL	Autumn born	Spring born	Summer born
Monitoring	Tally	10	4	6	2	0	0	0	2	2	7
	Percentage	33%	31%	35%	100%	0%	#DIV/0!	#DIV/0!	22%	40%	44%
On track (inc. Aiming high)	Tally	20	9	11	0	1	0	0	7	3	9
	Percentage	67%	69%	65%	0%	100%	#DIV/0!	#DIV/0!	78%	60%	56%

In Literacy 67% of the class are on track, the number of girls and boys is broadly in line. Both of the DAPS children are in the monitoring category. The SEND child is on track, more summer born children are in the monitoring category.

AREA OF LEARNING											
UNDERSTANDING THE WORLD											
Current assessment: Analysis summary		All pupils	Boys	Girls	DIS	SEND	High attainers	EAL	Autumn born	Spring born	Summer born
Monitoring	Tally	3	0	3	1	0	0	0	0	0	3
	Percentage	10%	0%	18%	50%	0%	#DIV/0!	#DIV/0!	0%	0%	19%
On track (inc. Aiming high)	Tally	27	13	14	1	1	0	0	9	5	13
	Percentage	90%	100%	82%	50%	100%	#DIV/0!	#DIV/0!	100%	100%	81%

In this area 90% of the class are on track. Girls and boys are broadly in line. 1 DAPS child is on track and the SEND child is on track.



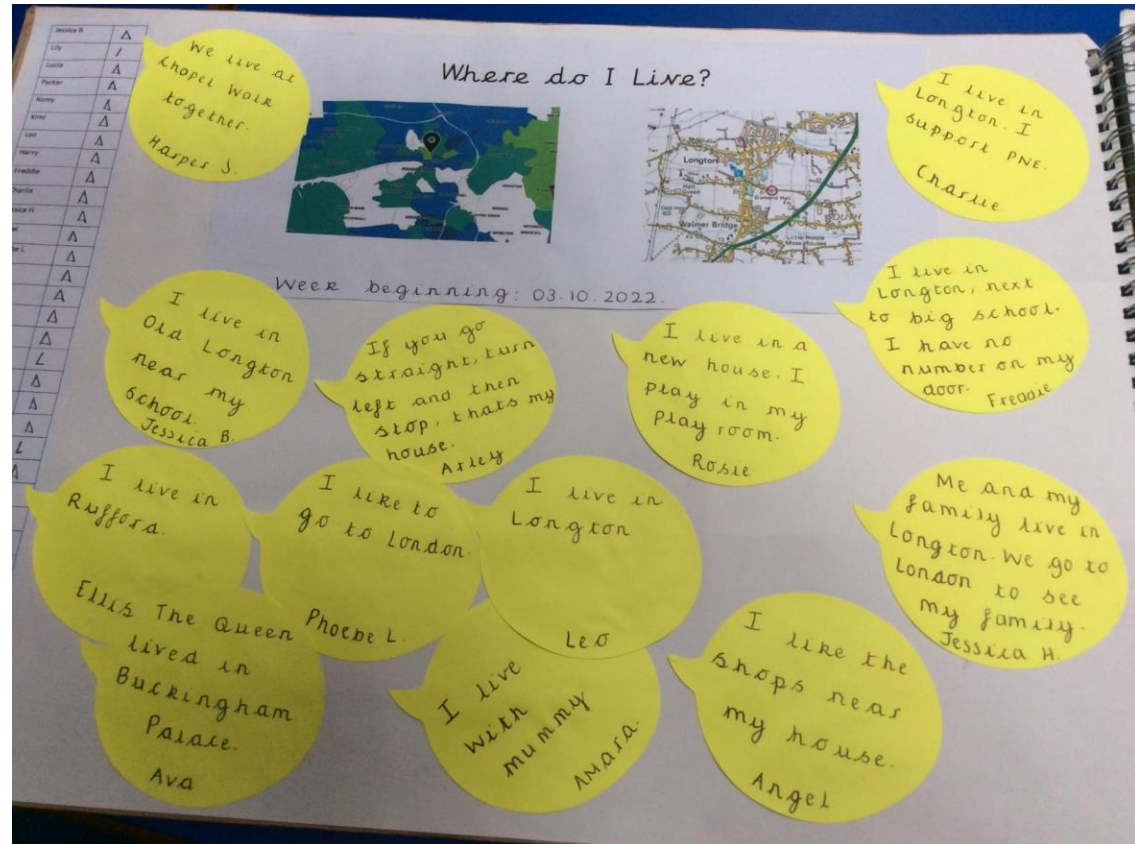
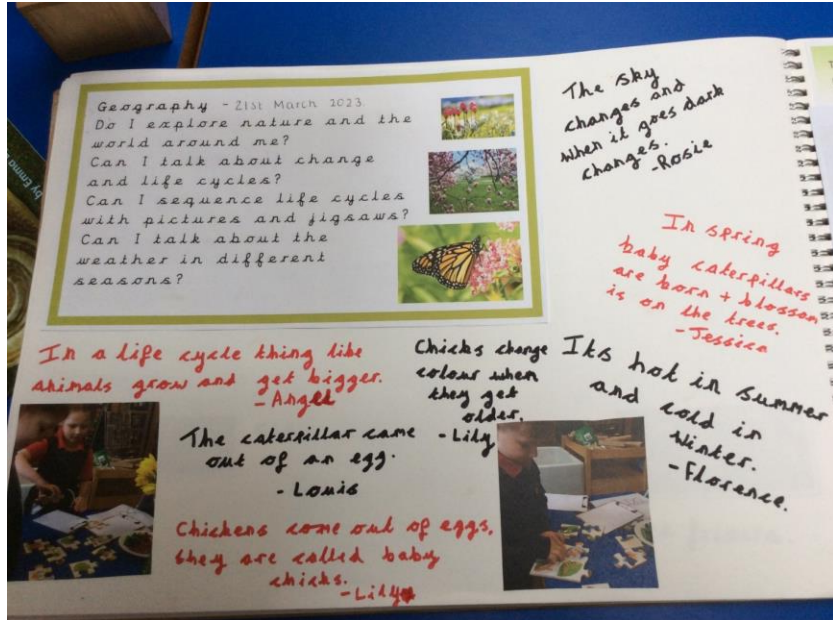
End of year data collection

Geography data 23/24

	E	D	S	GDS
Year 1	1	3	20	6
Year 2	4	6	14	7
Year 3		5	21	
Year 4		6	26	
Year 5		3	26	
Year 6	3	5	16	4

Photos of Subject in Action

EYFS




Do I observe changes in the seasons and can I describe them?
Dec. 2022.

On our Autumn walk we found...
My head would ache
I got up
Harper S.
I had
we had
but
as the
then
to
e-
oft.

There is lots of rain.
Remy.

It is getting cold and I will need my new hat.
Freddie.

Autumn
September October November



Sept 1

How does the season change the natural world around me?

The ground feels soft (muddy)
Holly
Windy
Harper S.
The trees are bare.
Jessica H.
The wind blows my hair.
Angel

No leaves on the trees.
Kimi

There is lots of rain. I can hear branches in the wind.
Harry


It was too slippery to play but I did.
Frank.

The grass was crunchy.
Alexa.

I wear my Christmas jumper, hat, scarf and gloves in winter.
Phoebe L.

The wind blew leaves off the shed roof.
Frank.

Winter
December January February



The Easter bunny comes in Spring.
Ellie.

Flowers and plants start to grow.
Harper S.

We get April showers.
Remy

Blossom comes and blows off.
Frank

The animals can get food.
Harry

I have buds on my trees at home.
Phoebe S.


The Easter bunny comes.
Phoebe L.

Caterpillars build a cocoon.
Lucia

My Grandad has frog spawn in his pond.
Harry

30-03-2023

Spring
March April May



My birthday is after Easter.
Freddie

mass
re up
m hibernation
Rory

It is hot so we need sunscreen on.
Harper S.

We can go swimming.
Frank.

Summer comes after Spring.
Freddie.

You don't need coats.
Phoebe S.

You can go to the sea side.
Rory

The sun is hot.
Jessica H.

It's hot.
Louis

You need to wear sun hats so you don't burn.
Lily.

We see flowers in summer.
Holly

Summer
June July August




The World Around Us

England
church
school
village
street
road safety
shops

Triceratops - North America



Mary Anning
Lyme Regis, Dorset
Mary uncovered a strange 3' 2" long object.
It was named Ichthyosaurus - meaning fish
legend!



Veracruz
China



A Gondola from Venice, Italy.



Vasily Kandinsky - Russian Painter



Wallace and Gromit, Nick Park
Walmer Bridge.



Longton Brickcroft




World Cup Football - Qatar


A Fishwick bus from Leyland



The South Pole
explorers.



The South Pole



A Tuk-Tuk from Thailand



The World

Buckingham Palace is in London. The
Queen often lives there.



Piet Mondrian lived in a country
called the Netherlands



We had a class visit to our local...

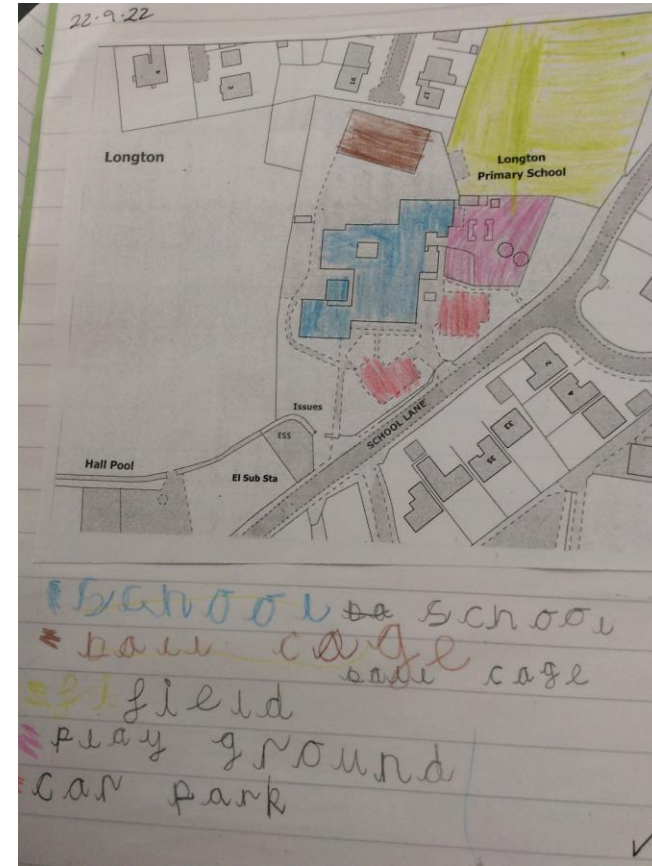
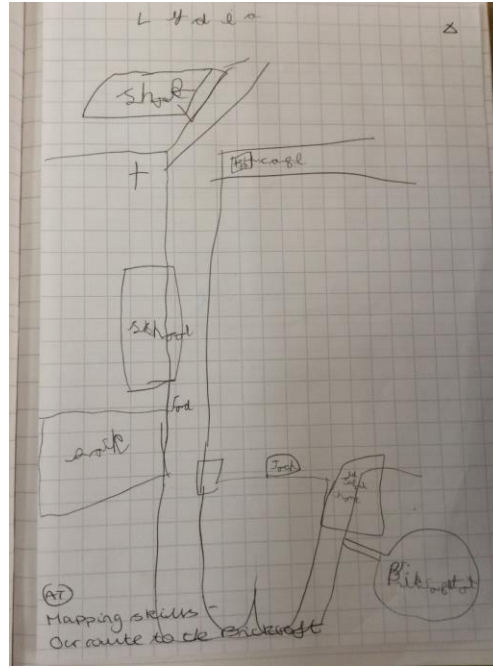


Photos of Subject in Action

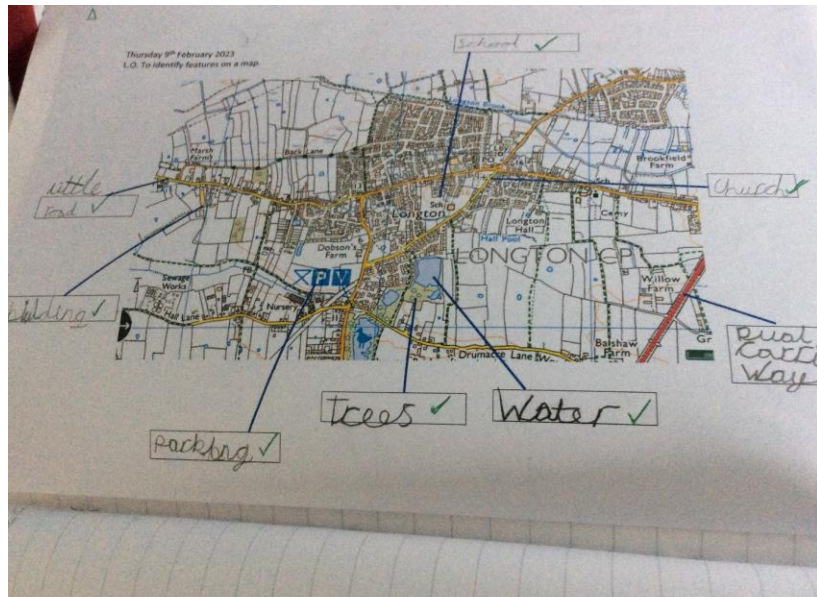
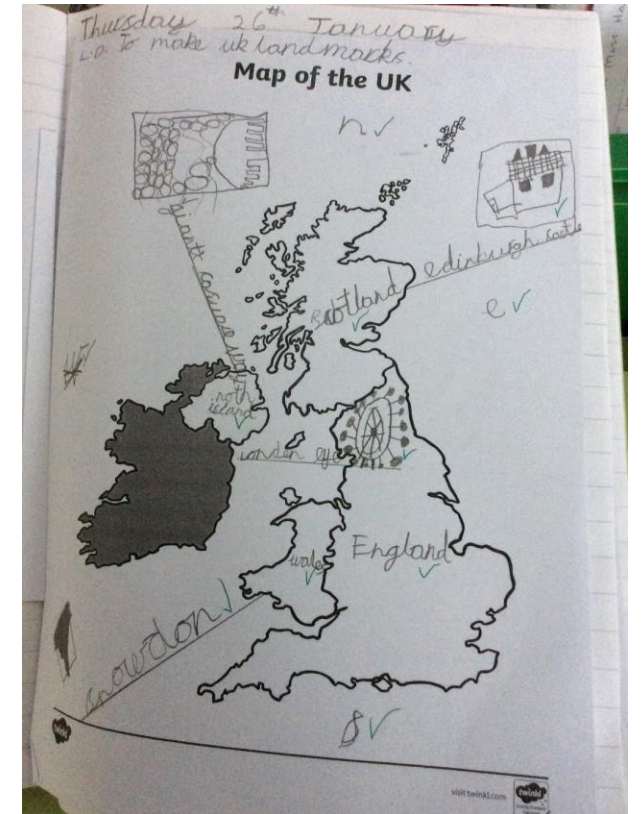
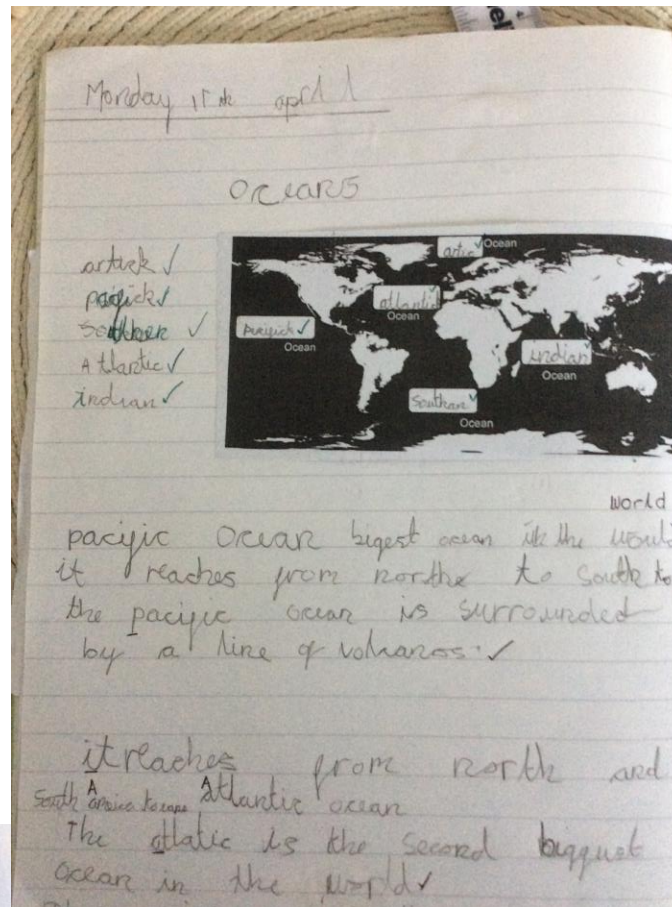
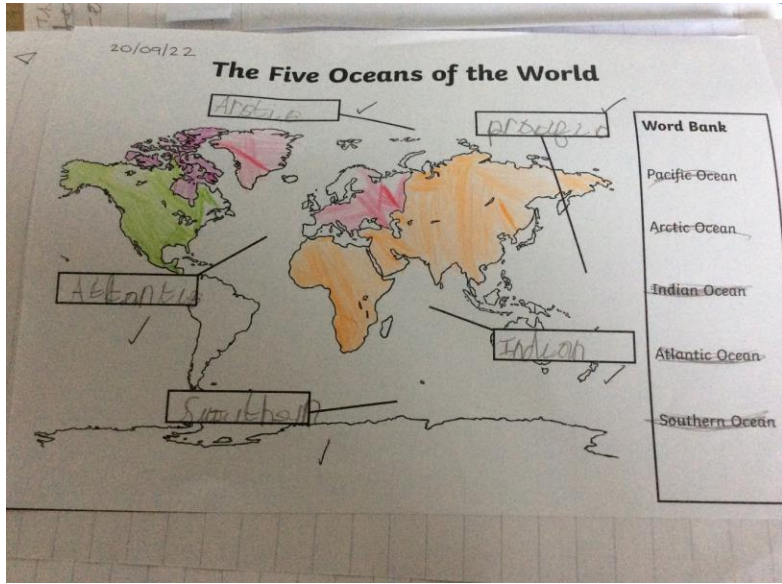
Y1 - Southport trip



Year 1 – Seasons - Brickcroft visit



Year 2





Arctic Ocean

Pacific Ocean

North America

Rosa Parks

Atlantic Ocean

Beatrix Potter

Hansel and Gretel
The story comes from Germany.

The story comes from Russia.

Europe

Asia



We wrote stories about animals that live in the African savannah.

The way home for a fox
There once was a fox who
lived in a forest. One day
he always wanted to try
sunny hills on his own.
One sunny day he went
on an adventure though
the woods but he got
lost. One day at the
end of a branch of
trees was his bed for the
night. It rained that night
and a bird and took
him to a monkey. The
monkey took him to the
market. The market
took him to a shop.
The shop took him home.
He was very very
happy and he had
had the best time.

Africa

Indian Ocean

Australia

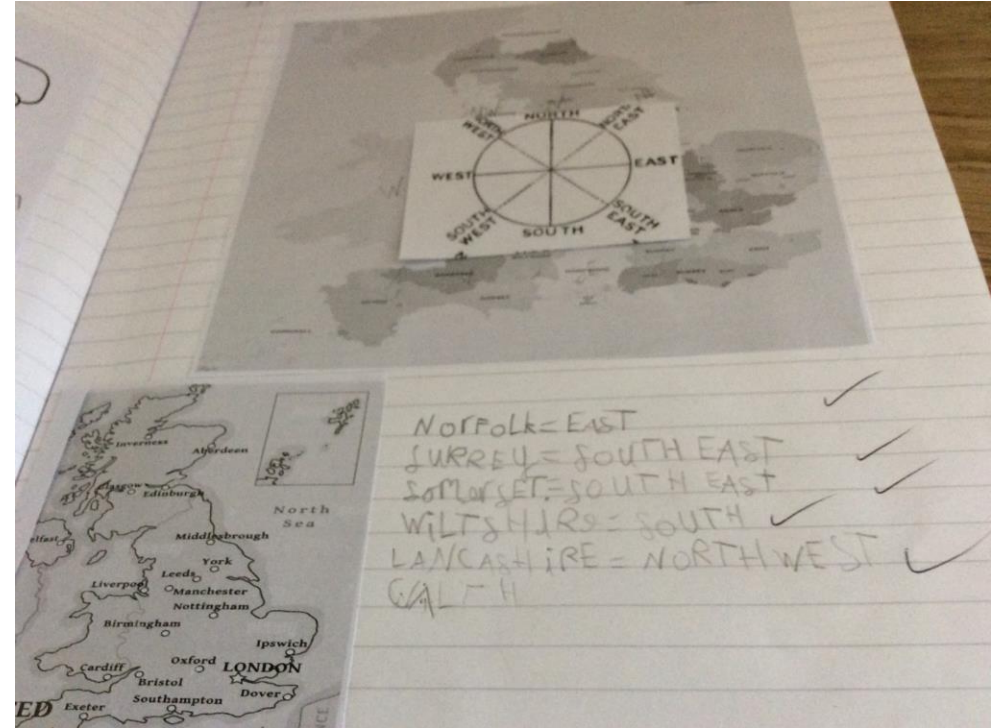
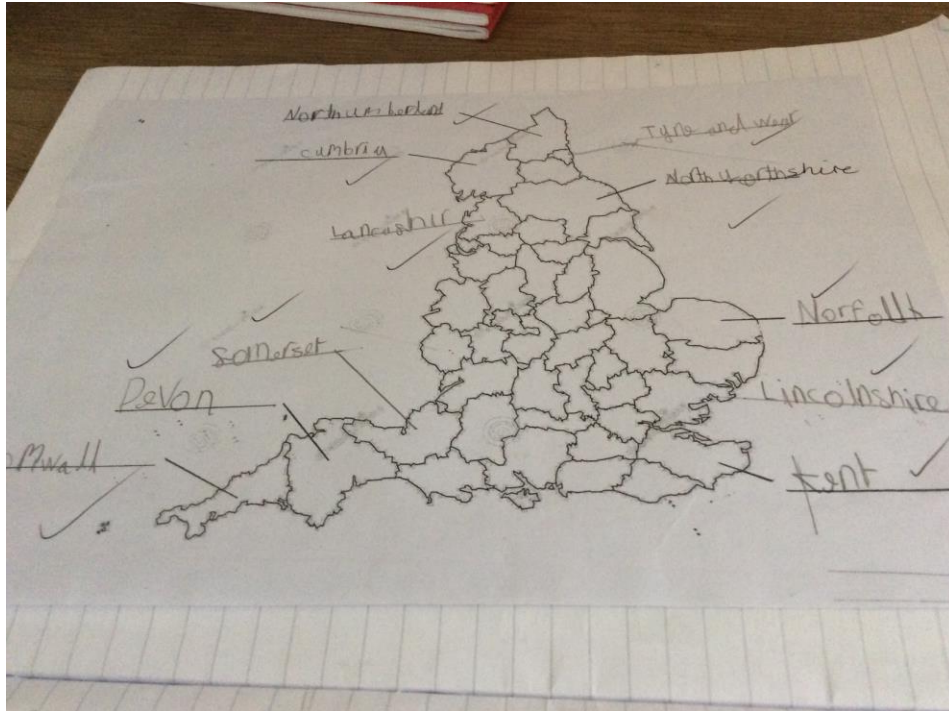
Southern Ocean

Antarctica

Collins
The World


CLOSER

Year 3 – counties compass work



Year 4

Monday 20 February



Longton needs a new nature reserve
Can you complete the map using Ordnance Survey symbols.
Your map has to include:


- Water
- Picnic area
- Parking
- Houses
- Trees
- Walking path

DFW River
Went 24

▲ = trees
○ = path

Friday 18th November

LO: Can I compare OS maps and use OS symbols?



From Woods
Got 59 on it
icy at school
icy for 50 on

The smallest
is 50
No numbers on
No school

Has a school
It is the
icy at school
No bridge
No school

Friday 18th November

LO: Can I compare OS maps and use OS symbols?

No school on 1st/2
The only school on 1st/2
Park on 3
No school on 1
No school on 3
No school on 3

Map Symbol Match Up

Cut out the map symbols below and stick into correct boxes (next page).

Aerial

Physical Features

Human Features

Rural

Coastal

City

Ordnance Survey

birds-eye view

LAMBOLD TIME



Using Ordnance Survey Maps

You have been given an Ordnance Survey map to look at. Can you find the following information from the map?

- Which area does your map show?
Preston, Blackpool and Fylde
- What colour is a motorway shown in?
Dark blue
- What colour is a main road shown in?
Orange
- Show how another road, drive or track is shown on these maps.
- What is the symbol for a camp site?
- What is the symbol for a parking area?
- Show the symbol for a railway track.
- What is shown by an area of plain, light green?
at or that
- What do these abbreviations stand for on the map?
• P Parking
• PC Public Convenience
• CG Cattle grid
- How are the heights of hills and mountains shown?

Year 5 water cycle biomes

Monday 20th February
What is the water cycle?

Precipitation: Small droplets of water or ice (snow) form in the clouds. These droplets get heavy and then fall to the Earth.

Infiltration: Rain water soaks into the ~~hard~~ ground through soil and rock layers. The water also runs off the mountain and collects in rivers.

Evaporation: Liquid (water) changes from a liquid to gas as it warms up. The gas then rises into the air as water vapour.

Transpiration: Water in the leaves of plants gets warm and evaporates (turns to gas). This releases water vapour into the air.

Condensation: Water vapour turns back into liquid when it cools down.

Monday 3rd October

Tropical rainforest biome

- Tropical rainforests are rainforests that occur in the equatorial and sub-equatorial zones.
- The top five largest rainforests are in Peru, Colombia, Indonesia, Brazil and Democratic Republic of the Congo.
- Of the animals and reptiles in the rainforest, 80 percent live in the canopy.
- We get lots of items from the rainforest such as bananas, chocolate, coffee, cinnamon and rubber.
- 25 percent of the medicines we use come from plants in the rainforest.
- There are lots of animals in the rainforest but most of them are bugs.

Grassland biome.

Grasslands are wide expanses of land filled with low growing plants such as grasses and wildflowers. The amount of precipitation is not enough to grow tall trees and produce a forest. Across the world, 25 per cent of land is in the grassland biome.

- Grasslands are found north of the Tropic of Cancer and south of the Tropic of Capricorn.





Year 6 – Place knowledge

are longitude and latitude
identify the capital cities of given cities

London, England $51^{\circ}30'N$
 $0^{\circ}10'W$

Athens, Greece $38^{\circ}00'N$
 $23^{\circ}44'E$

Moscow, Russia $55^{\circ}45'N$
 $37^{\circ}11'62''E$

Beijing, China $39^{\circ}54'N$
 $116^{\circ}26'E$

Co-ordinates

Meridian
Prime Meridian

North America
North Atlantic Ocean
South America
South Pacific Ocean
South Atlantic Ocean
Europe
Africa
Asia
Indian Ocean
Pacific Ocean
Oceania

- Tropic of Cap
- Equator
- Tropic of Cap

☆ Good use of an atlas
☆ Labels printed (TP)

where in the world? A

World Map

Tuesday 1st November

Key

- U.S.A
- Brazil
- Russia
- China

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