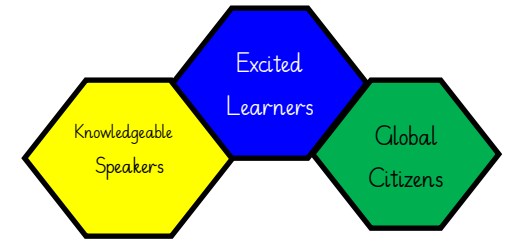
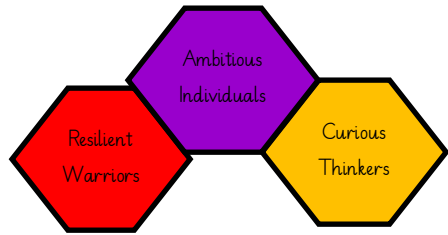


Curriculum Skills Progression and Assessment Handbook



Art and Design
"Art is a place for children to learn to trust their ideas themselves and to explore what is possible."
Maryann F Kohl – educator and publisher

Geography
"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world."
President Barack Obama

Science
"The important thing is to never stop questioning."
Albert Einstein

Computing
"The computer is not a device anymore. It is an extension of your mind and your gateway to other people."
Mark Shuttleworth-Entrepreneur

History
"The more you know about the past, the better prepared you are for the future"
Theodore Roosevelt

At Burnt Tree Primary School 'every child matters'; therefore, we strive to ensure our pupils are happy and healthy both physically and mentally. We endeavour to exploit every opportunity within the curriculum to develop their physical and mental strength to be successful. All children will develop the emotional intelligence to be caring and kind citizens who are aware of their self-worth and identify their place in society. They will become life-long learners who are independent, responsible and respectful.

Languages
'The limits of my language are the limits of my world'.
Lutwig Wittgenstein. Australian-British philosopher of language.

Music
"There is music in every child. The teacher's job is to find it and nurture it."
Francis Clark- pianist

Design and Technology
"It's not just about ideas, it's about making ideas happen"
Scott Belsky- entrepreneur

P E
"If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do, you have to keep moving forward."
Martin Luther King

RE
"The beauty of the world lies in the diversity of its people."
Unknown

Geography N

Geography is covered throughout all areas. See EYFS topic plan for further information on topics covered over the year.

All about me – Autumn 1 All about autumn – Autumn 2

All about winter – Spring 1 All about spring – Spring 2

All about summer – Summer 1 & 2

To include families around the world, animals around the world, local area, seaside, seasonal changes

Geography Y6

Rainforests Spring and Summer 1

How can we raise awareness of protected environments and promote fairness in the world?

Outcome Carry out a communication campaign/Fund raising/Sponsor an animal related to the Rainforest.

Local Area mini topic

Contribute to whole school local area book. (Summer mini topic)

Geography Y5

North America Spring

Can we create an exhibition to showcase North America? How can we produce and display this?

Outcome Create a leaflet for tourists describing a popular destination?

Local Area mini topic

Contribute to whole school local area book. (Summer mini topic)

Geography R

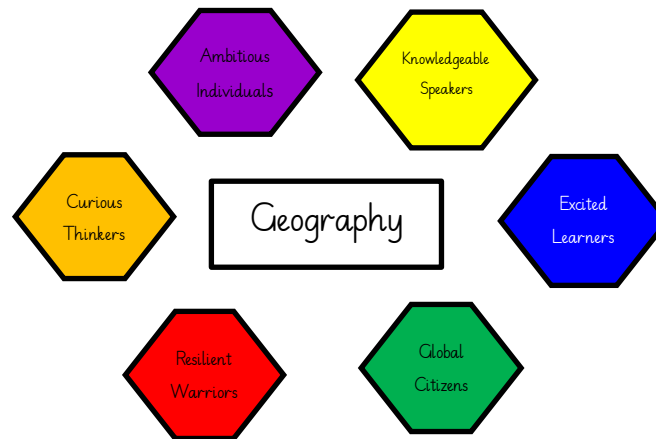
Geography is covered throughout all areas. See EYFS topic plan for further information on topics covered over the year.

All about me – Autumn 1 All about autumn – Autumn 2

All about winter – Spring 1 All about spring – Spring 2

All about summer – Summer 1 & 2

To include families around the world, animals around the world, local area, seaside, seasonal changes



Geography Y4

European region Spring

What is life like for those living in other parts of Europe? How can we run a restaurant to show our geographical and cultural knowledge?

Outcome Open a pop up restaurant for parents, friends, carers and special guests.

Local Area mini topic

Contribute to whole school local area book. (Summer mini topic)

Geography Y1

Castles Spring 2

What can we learn about the past from castles?

Outcome Begin whole school local area book.

Local area Summer 1

What is this place like around us? What can we learn from it?

Seasides. Summer 2

Where will we find seashores and what can we learn from them?

Outcome Prepare and undertake a trip to the seaside.

Geography Y2

What a wonderful world! Spring

Can we create an exhibition to showcase amazing places? How can we produce and display this?

Outcome Invite parents and friends to "An exhibition of amazing places"

Local Area mini topic

Contribute to whole school local area book. (Summer mini topic)

Geography Y3

Extreme weather Spring

Can we create an exhibition to showcase our amazing natural world? How can we produce and display this?

Outcome Fundraise to help those affected by extreme weather disasters.

Local Area mini topic

Contribute to whole school local area book. (Summer² mini topic)

Geography							
Locational knowledge/ Place Knowledge/ Human and physical geography / Geographical skills and fieldwork							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Develop an understanding of families around the world.</p> <p>Talk about holidays they have been on.</p> <p>Talk about each other's families and cultures.</p> <p>Notice similarities and differences between families and countries.</p>	<p>Talk about the school setting, commenting on name of the road, town, buildings, open space, roads.</p> <p>Draw simple maps of their immediate environment.</p> <p>Talk about places in the world that contrast with locations they know well.</p> <p>Describe contrasting locations.</p> <p>Develop an understanding of lives in other countries and how these may be similar and different in terms of how they travel to school, what they eat, where they live etc.</p> <p>Explore and observe the natural world, including animals and plants.</p> <p>Discuss how we care for the natural world around us.</p>	<p>Ask and answer geographical questions.</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify and describe the characteristics of the UK its countries and capital cities.</p> <p>Use compass directions (N, S, E, W) and locational language e.g. near and far, to describe the location of features and routes on a map.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observation skills of the school and key human and physical features of its environment.</p>	<p>Ask and answer geographical questions.</p> <p>Use world maps, atlases and globes to identify the UK, countries, continents and oceans.</p> <p>Use world maps, atlases and globes to identify and describe the UK and its countries, continents and oceans studied at Key Stage 1.</p> <p>Use compass directions (N, S, E, W) and locational language e.g. near and far, to describe the location of features and routes on a map.</p> <p>Identify seasonal and daily weather patterns in the UK and hot and cold areas of the world in relation to the equator and the North and South poles</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features using sketch maps and plans.</p> <p>Describe and understand key aspects of physical geography including rivers, mountains, volcanoes, earthquakes, the water cycle, climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Locate Europe's countries, their environmental regions, key human and physical characteristics, countries and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Identify the position and significance of latitude, the Equator, Northern Hemisphere, The Tropics of Cancer and Capricorn, Arctic, Antarctic Circle and time zones.</p> <p>Describe similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Locate the worlds countries using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass and six figure grid references, symbols and keys to build up their knowledge of the UK and wider world.</p> <p>Identify the position and significance of</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Identify the position and significance of the Equator</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>

		<p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Study the human and physical geography of a small area of the UK.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Identify land use around school.</p> <p>Use basic geographical vocabulary to refer to physical and human features (see vocab list)</p>	<p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observation skills of the school and key human and physical features of its environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Tividale) and of a small area in a contrasting non-European country (Mugurameno)</p> <p>Use basic geographical vocabulary to refer to physical and human features (see vocab list)</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Name and locate key topographical features of the UK (including rivers) and land use patterns.</p>	<p>Describe and understand key aspects of physical geography including climate zones.</p> <p>Describe and understand key aspects of 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> <p>Use fieldwork to observe and record the human and physical features using plans, graphs and digital technology.</p> <p>Describe and understand key aspects of physical geography including rivers, mountains, volcanoes, earthquakes, the water cycle, climate zones, biomes and vegetation belts.</p>	<p>latitude, longitude and time zones including day and night.</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>Describe and understand key aspects of 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> <p>Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Describe and understand key aspects of 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> <p>Describe and understand key aspects of physical geography including climate zones,</p>
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							<p><i>biomes and vegetation belts.</i></p> <p><i>Describe how locations around the world are changing and explain some of the reasons for change.</i></p> <p><i>Identify and describe how the physical features affect the human activity within a location.</i></p> <p><i>Use the eight points of a compass and six figure grid references, symbols and keys to build up their knowledge of the UK and wider world.</i></p> <p><i>Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area.</i></p>
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Geography Assessment		Class -	Academic Year -
Autumn	Spring	Summer	
Working at greater depth	Working at greater depth	Working at greater depth	
Working at	Working at	Working at	
Working towards	Working towards	Working towards	
Working below	Working below	Working below	