

School Organisation

Pupils in Nursery to Year 2 are taught as single-entry year groups.

Key Stage 2 pupils are divided into 3 classes. This consists of one mixed Year 3/4 class, one mixed Year 4/5 class and one mixed Year 5/6 class.

There are three possible journeys pupils can take through key Stage 2. Each pupil will spend two years in one of the Key Stage 2 classes. The majority of pupils spend two years in Deer Class (Years 4/5).

How our Curriculum Cycles are organised so that there is coverage of all National Curriculum objectives in all subjects.

Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the full National Curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through Key Stage 2.

- Pupils from Nursery to Year 2 are taught in single cohorts so no cycle organisation is required.
- A 2-year cycle is in place for pupils who are taught in Rabbit Class (Year ¾) Deer Class (Year 4/5) and Stag Class (Year 5/6).

How is the curriculum sequenced?

The curriculum has been sequenced to ensure coherence and so that prior knowledge and connections can be made to strengthen past and future learning.

Pupils in EYFS are introduced to and given opportunities to use vocabulary connected with the passage of time through daily conversation, adult led class and group times and through the stories which are read. From KS 1 onwards pupils are taught specific History lessons beginning with History within living memory at the start of Y1, then History beyond living memory is taught for the remainder of Y1 and Y2. In KS2 pupils build on the historical skills they have begun to develop in KS1 and further develop a sense of chronology through study of History from the Stone Age onwards and to include ancient civilisations and places beyond GB.

Our Early Years Curriculum offers a wide variety of rich activities and experiences which is crucial to child development. The Geography element lies within 'Understanding the World' Educational Programme, although we acknowledge that all areas of learning and development in EYFS are inter-connected.

Understanding the World Educational Programme (0 – 5 years)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

	Autumn	Spring	Summer				
Nursery	Be able to talk about their immediate world, their home, family and friends.	Be able to talk about their immediate world, their home, family, friends, school and where they like to play.	Be able to talk about their immediate world - places near them that they have visited - how they travel to school and other personal journeys/routes. - know there are different countries in the world and talk about the difference they have experienced or seen in photos (Development Matters) or books. Comments or asks questions about aspects of their familiar world such as the place where they live. (Birthto5Matters)				
Reception	Talks about the features of their own immediate environment and how environments might vary from one another (Birthto5Matters) Draw information from a single map (Development Matters)	Talks about the features of their own immediate environment and how environments might vary from one another (Birthto5Matters) Contrasting environments Arctic and Antarctic.	Be able to describe features of the local environment e.g. the forest area and river. Be able to name places- Edmondsley, Sacriston, Durham, Chester le Street, Newcastle, London, England, Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Early Learning Goal) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (Early Learning Goal)				
KS1	National Curriculum Focus	Year 1					
		Autumn	Spring	Summer			
		Where Do I come From? My Geography What is My Place Like? Home and School	Edmondsley Explorers - What Can I Find? Me and My Corner of the World - Our village	Best of British What is my Country Like?	How is a Town Different to a Village? Scale. Local fieldwork Chester le Street.	Why is my World Wonderful? Continents and Oceans.	Wherever Next? Tanzania Comparison/'Hot and Cold' areas
Locational Knowledge	Developing knowledge about locality through first hand observation.						

Y3/4	cities	3/4a	3/4b	3/4a			3/4b												
	regions		3/4b	3/4a			3/4b					4/5b							
	hills	3/4a					3/4b					4/5b							
	mountains	3/4a					3/4b					4/5b							
	coasts	3/4a			3/4b		3/4b												
	rivers	3/4a		3/4a	3/4b		3/4b												
	changes over time	3/4a	3/4b	3/4a	3/4b														
Europe inc Russia	environmental regions								4/5a		4/5b	4/5b							
Y4/5	key human/physical								4/5a	4/5a	4/5b	4/5b	4/5b						
	countries								4/5a	4/5a		4/5b	4/5b						
	major cities								4/5a	4/5a		4/5b							
Americas Y5/6	North America			3/4a											5/6b		5/6a		
	South America			3/4a															
Position and significance	latitude longitude										4/5b				5/6b	5/6b		5/6a	5/6a
	tropics										4/5b				5/6b	5/6b		5/6a	5/6a
	circles										4/5b				5/6b	5/6b		5/6a	5/6a
	meridian														5/6b	5/6b		5/6a	5/6a
	time zones														5/6b				5/6a
	day and night														5/6b				5/6a
Globally significant places	location and characteristics	3/4a	3/4b	3/4a	3/4b	3/4a			4/5a		4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a	5/6a	5/6a
Place																			
Understand similarities and differences through the study of...	region UK	3/4a		3/4a	3/4b				4/5a	4/5b		4/5b	5/6b	5/6b		5/6a	5/6a		
	region Europe								4/5a			4/5b							
	region N or S America										4/5b	4/5b		5/6b		5/6a	5/6a		
Physical Geography																			
Describe/understand key aspects...	climate zones	just weather UK		flooding climate change		just UK 3/4a/climate change			4/5a	4/5a	4/5b				5/6b			5/6a	5/6a
	biomes								4/5a		4/5b				5/6b			5/6a	5/6a
	veg belts								4/5a	4/5a	4/5b				5/6b			5/6a	5/6a
	rivers	3/4a		3/4a	3/4b	3/4a	3/4b			4/5a		4/5b	4/5b	5/6b	5/6b	5/6a	5/6a		
	mountains	3/4a				3/4a	3/4b		4/5a	4/5a		4/5b	4/5b	5/6b	5/6b	5/6a	5/6a		
	volcanoes									4/5a		4/5b			5/6b				
	earthquakes									4/5a		4/5b			5/6b				
	water cycle			3/4a			3/4b								5/6b	5/6b			
Human Geography																			
Describe/understand key aspects...	types settlement	3/4a	3/4b	3/4a	3/4b	3/4a	3/4b			4/5a		4/5b			5/6b		5/6a	5/6a	
	land use	3/4a	3/4b	3/4a	3/4b	3/4a	3/4b		4/5a	4/5a	4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a		
	economic activity incl trade links	3/4a	3/4b	3/4a	3/4b				4/5a		4/5b	4/5b	5/6b		5/6b	5/6a	5/6a		
Distribution natural resources	energy			3/4a			3/4b		4/5a		4/5b	4/5b	5/6b		5/6b		5/6a		
	food	3/4a							4/5a			4/5b	5/6b		5/6b	5/6a			
	minerals								4/5a			4/5b			5/6b		5/6a		
	water			3/4a	3/4b		3/4b		4/5a			4/5b			5/6b	5/6a	5/6a		
Geographical Skills/ Fieldwork																			
	maps, atlas, globes	3/4a	3/4b	3/4a	3/4b		3/4b		4/5a	4/5a	4/5b	4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a	5/6a
	digital mapping	3/4a	3/4b	3/4a	3/4b		3/4b		4/5a	4/5a	4/5b	4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a	5/6a
	8 points compass	3/4a	3/4b	3/4a					4/5a	4/5a	4/5b	4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a	5/6a
	4 fig grid ref	3/4a	3/4b	3/4a	3/4b	3/4a	3/4b												
	6 fig grid ref	3/4a		3/4a					4/5a	4/5a	4/5b	4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a	5/6a
	symbols and key	3/4a	3/4b	3/4a	3/4b	3/4a	3/4b		4/5a	4/5a	4/5b	4/5b	4/5b		5/6b	5/6b	5/6a	5/6a	5/6a
	topographical mapping	3/4a					3/4b		4/5a	4/5a	4/5b	4/5b	4/5b		5/6b	5/6b	5/6a	5/6a	5/6a
Fieldwork human/physical	obs/meas/record	3/4a	3/4b	3/4a	3/4b		3/4b		4/5a	4/5a	4/5b	4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a	5/6a
	present	3/4a	3/4b	3/4a	3/4b		3/4b		4/5a			4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a	
	plans	3/4a		3/4a	3/4b		3/4b		4/5a			4/5b	4/5b	5/6b	5/6b		5/6a	5/6a	
	graphs	3/4a	3/4b	3/4a	3/4b		3/4b		4/5a		4/5b	4/5b	4/5b	5/6b	5/6b		5/6a	5/6a	5/6a
	digital tech	3/4a	3/4b	3/4a	3/4b		3/4b		4/5a	4/5a	4/5b	4/5b	4/5b	5/6b	5/6b	5/6b	5/6a	5/6a	5/6a
NC cross curr British values	Democracy, Rule of Law, Respect and Tolerance, Individual Liberty	3/4a																	
Our World - climate and sustainability			Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2						
			Eco Warrior Meetings, Switch Off Squad, Hot Geography assemblies, class environment pledges, contact with our link school in Tanzania working on shared projects (International School Award), Eco School Green Flag action plan runs all year. Planting schedule linked with Science - growing our own fruit and vegetables. Healthy school award. Reception - Nature Explorers. School Pond Visit on calendar - all classes. 3 charities supported by school/school council. Oases leads geography /environment session at least twice a year. Examples include World Climate Conference with Durham Uni/international schools or Enabling Environments based on local area/John Muir Award. Evidence in Electronic Big Books.																

		What's under your feet? - The Pod.			Global Explorers and World's Largest Lesson assembly introduction Protect the Planet Day			Fairtrade Fortnight, awards for Global Explorers for the Global Goals.			Water Day 6th March, Waste Week 27th March, Earth Hour 25th March, Recycle to Read 15th April, SDGs in assembly plan.			School Ground Week 1st May, Walk to School 16th, International Day for Bio diversity May 22nd, see assemblies for SDGs			5th June Environment Day, 5th -11th Bike Week, 15th Global Wind Day, see assemblies for SDGs		
Fieldwork		Tourism study related to Blackpool study - Sunderland coast/South Shields.	Durham City	Cong burn flooding Chester Le Street - Award winning flood defence system.	Seaham coastal erosion		River tributary study Congburn	Waldridge Fell		Italian cooking experience/why these foods used/ Italian speaking teacher contact - comparison of life.	Edmondsley Woods Wildlife Trust			Nissan or Farm supply chain	Waldridge Fell Visit		Farm visit		High Force