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		Sprir	ng			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 (Develop 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)		eatures of their own i ht vary from one anoi environments Arctic	her (Birthto5Mat			the local environment e.g. the forest area and river. riston, Durham, Chester le Street, Newcastle, London, England, rom observation, discussion, stories, non-fiction texts and maps. (Early Learning Goal) his country and life in other countries, drawing on knowledge from stories, non- n appropriate – maps. (Early Learning Goal)								
KS1	National Curriculum	Autumn	Year 1 Spring	Summer	Autum	Year 2 nn Spring		Summer							
	Focus	Where Do I come From? My Geography What is My Place Like? Home and School	Edmondsley Explorers - What	Best of British What is my Country Like?	How is a Town D	Different to Scale.	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.														

ĺ	Name and locate the world's 7	continents and five ocea	ins.															
	Name and locate the 4 countries	s and capital cities of the	UK.				These are revisite knowledge each time on LIK	we begin work			These are revisit knowledge each t work on	me we begin						
	Name and locate the surro	ounding seas of the UK.					on UK.		1		work on	vn.						
	Identify characteristics of the 4 countries and cap	pital cities of the UK and	its surrounding seas.															
Place Knowledge - Understand similarities and differences through studying the human	a small area	of the UK																
and physical geography of	a small area in a contrastin	g non-European country																
Physical Geography	Use basic geographical vocabulary to refer to coast forest, hill, mountain, sea, ocean, river, s			See vocabulary progression document for specific vocabulary.	See vocabulary progression document for specific vocabulary.	See vocabulary progression document for specific vocabulary.	See vocabulary progression doc specific vocabul		See vocab progressio document vocabulary	n for specific	See vocabula progression d for specific vo	ocument						
	Identify seasonal and daily w	eather patterns in the UI	К.	vocabulary.		Vocabalary.												
	Identify the location of hot and cold areas of the and South																	
Human Geography	s s s s s s s s s s s s s s s s s s s		See vocabulary progression document for specific vocabulary.	See vocabulary progression document for specific vocabulary.	See vocabulary progression document for specific vocabulary.	See vocabulary progression doc specific vocabul		See vocab progressio document vocabulary	n for specific	See vocabula progression d for specific vo	ocument							
Geographical skills and fieldwork	Use world maps, atlases and globes to	o identify the UK and it's	countries.															
HEIGWOIK	Use world maps, atlases and globes to identify t at this key		and oceans studied															
	Use simple compass di	irections (N,S,E,W) .																
	Use locational and directional language to describe the location of features. Use locational and directional language to describe the routes on a map.		of features.															
			on a map.															
	Use aerial photos to recognise land marks/ human and physical features.																	
	Use plan perspectives to recognise land marks/human and physical features.																	
	Devise a simple map.				Add to an existing		Add to an existin	ng map.										
	Use and construct bas	ic symbols in a key.			map.													
	Use simple fieldwork the geograp	ohy of our school and its g	grounds.															
	Use simple fieldworkthe key human and physical features of its surrounding environment (our school).															 		
KS2	National Curriculum Focus		ear 3/4 Cycle A			Year 3/4 Cycle B			ear 4/5 Cycl			ar 4/5 Cycl			/ear 5/6 Cycl		Year 5/6 Cy	
	/in coo hu fea		Vhy Do We Have ities?	Rivers - Where does the Cong burn flow to?	What Would We Do Without Water? Seaham coastal erosion	Is the UK Same Everywhere?	We've got it all! Why is the North East Special? River study	What Can we Discover about Europe? Part 1	What Can we Discover about Europe? Part 2	Europe What is special about Italy?	Forests Why are	Europe What is special about France?	Mountains, Volcanoes, Earthquakes	Global Trade. What can I find out about Global Trado2	N America/ Canada What are the key features of the Americas?	USA What are the key features of the USA?	Brazil What do destinations h in common?	
Location														Trade?				ļ
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· · ·		Autump 1			Autump 2	I	Coring 1			Spring 2			Summer 1			Summer	2
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	Eco Warrior Meeting	gs, Switch Off Squad, Hot	Geography assemb	lies, class environmer	nt pledges, contact	t with our link sch	ool in Tanzania workin	g on share	d projects (Int	ernational S	chool Award),	Eco School	Green Flag a	ction plan ru	ns all year.	Planting schedu	le linked wi
	Science - growing our ov	wn fruit and vegetables.	Healthy school awa	ard. Reception - Natur	re Explorers. Scho	ool Pond Visit on c	alendar - all classes. 3	charities s	upported by sc	hool/school	council. Oases	s leads geo	granhy /onvir	conment ses	sion at leas	st twice a year . F	Examples ind
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What's u	nder your feet? - The P	od.		d World's Largest on Protect the Plan				27th March, Ea Recycle to Rea	March, Waste Week rth Hour 25th March, d 15th April, SDGs in mbly plan.	Walk to So Day for Bio		ernational y 22nd, see	5th June Environment Day, 5th -11 Week, 15th Global Wind Day, s assemblies for SDGS		d Day, see
Tourism study related to Blackpool study - Sunderland coast/South Shields.	·		Seaham coastal erosion		River tributary study Congburn	Waldridge Fell	c e h u s t t	Edmondsley Woods Wildlife Trust			Waldridge Fell Visit		Farm visit		High Force