



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

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Subject	Relevant Curriculum Statements	Related Vocabulary
GEOGRAPHY-LOCATIONAL KNOWLEDGE	EYFS	“They talk about the features of their own immediate environment and how environments might vary from one another.” Past (T2) Changed (T1) Different (T1)
	KS1	“Name and locate the world’s seven continents and five oceans” Decade (T2) Century (T3) Impact (T3)
	KS2	“Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities... identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)” Chronology (T3) Society (T2) Civilisations (T2)
SCHOOL AIMS Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’. <ul style="list-style-type: none"> ✓ Respect ✓ Responsibility ✓ Resilience 		BRITISH VALUES <ul style="list-style-type: none"> ✓ Democracy. ✓ The rule of law. ✓ Individual liberty. ✓ Mutual respect. ✓ Tolerance of those of different faiths and beliefs
CULTURAL CAPITAL Children may demonstrate an understanding of different culturally significant places. They will relate locational knowledge to the impact not only their immediate lives, but in a wider setting such as community, British values and cultural relevance. They will compare differing locations to their own experiences, drawing on their understanding to make comparisons and similarities as well as differences.		
IMPLEMENTATION AND SEQUENCING		
What will be made, produced, performed, or published?		
Children will produce a piece of work, demonstrating their knowledge and understanding. They will participate in a sequence of lessons with a geographical focus, producing a range of evidence.		
What sequence of activity and pedagogy will be undertaken?		
EYFS: They begin to understand some features of their immediate environment and they begin to draw a simple map. Year 1: They look closely at our world and identify the seven continents and the five oceans. They can label these on a map. Year 2: They look more closely at our world and using compass points, they describe where the seven continents and the five oceans are in relation to each other. Year 3: They have increasing knowledge of our world, and can name and locate counties and cities of the UK using grid references. Year 4: They have detailed knowledge of our world and they can identify key topographical features (Inc. hills, mountains, coasts and rivers), using grid references, symbols and keys where appropriate. Year 5: With a broad knowledge of the world, they can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. Year 6: With a broad and detailed knowledge of the world, they explore time zones within our world, as well as identifying the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian. Mastery: Apply knowledge they have gained about the world to plan routes and journey times accurately.		
IMPACT		
What knowledge will the children have embedded?		
Children will be able to recall specific locational features, appropriate to age. They will demonstrate an understanding of the key landmarks within Britain and the wider world, and the impact it has had on current British society and the World.		
What retention may be demonstrated?		
Here are some example questions that may be used to assess children’s understanding. EYFS: What town do you live in? What do you see on your journey to school? KS1: Can you tell me the continent we live in? How would you describe the area you live in? KS2: What geographical features are specific to [continent]? Why are different time zones used across the world?		



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