



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.

Subject			Relevant Curriculum Statements	Related Vocabulary
GEOGRAPHY-PHYSICAL KNOWLEDGE	EYFS	“To identify different types of weather in our own environment and surroundings.”		Weather (T1) Temperature (T2) Environment (T2)
	KS1	“To identify seasonal and daily weather patterns in the United Kingdom and locate the hot and cold areas of the world.”		Season (T1) Equator (T2) Barometer (T3)
	KS2	“To describe and understand key aspects of physical geography, including climate zones and vegetation belts.”		Biomes (T3) Climate (T2) Vegetation (T3)
SCHOOL AIMS		BRITISH VALUES		
<p>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’.</p> <ul style="list-style-type: none"> ✓ Respect ✓ Responsibility ✓ Resilience 		<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				
<p>Children may demonstrate knowledge of the physical features of culturally different places around the world. They will also be able to explain and describe the different weather types for these different places around the world. Children will understand various physical features of the world and they will compare and contrast this with their local environment.</p>				
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?				
<p>EYFS: Children begin to identify and understand the different types of weather. Year 1: Children identify seasonal and daily weather patterns in the UK. Year 2: Children look in more depth at the daily and seasonal weather patterns in the UK, as well as identifying the hot and cold areas of the world in relation to the equator and North and South Poles. Year 3: Children begin to identify the key aspects of the water cycle. Year 4: Children have increased knowledge of the world and they continue to identify the key aspects of the water cycle in depth, as well as understand different types of settlements. Year 5: With increased knowledge of physical features of the world, they start to explore, describe and understand features such as earthquakes and volcanoes. Year 6: With a broad and vast bank of knowledge about the physical features of the world, they explore and investigate climate zones, vegetation belts and biomes. Mastery: To apply their knowledge to confidently describe and explain the relationship between different physical features of the world.</p>				
IMPACT				
What knowledge will the children have embedded?				
<p>Children will be able to recall the four seasons, typical weather associated with that season and they will be able describe the varying weather patterns across different countries. They will have a good understanding of the vast physical features of both their local environment and the wider world. They will also be able to compare and contrast the different physical aspects of the world.</p>				
What retention may be demonstrated?				
<p>Here are some example questions that may be used to assess children’s understanding. EYFS: Can you tell me different types of weather? Can you describe what clothing you may need to wear outside in winter? KS1: Can you name the four seasons? Can you tell me any hot and cold areas of the world? KS2: Can you define the term ‘biome’? Can you describe a specific biome and what may live there and why?</p>				