

Nettleham Church of England (Voluntary Aided) Junior School

Curriculum

Our School Vision

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

Our Curriculum Vision

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.



Rationale

Intent

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.

Impact

As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.

The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



Geography

Objectives in black relate to those which must be taught, those in red could be taught to deepen and extend understanding, those in green are new objectives/wording changes. Concept links are blue, value links are in purple.

KNOWLEDGE			
Year 3	Year 4	Year 5	Year 6
<p>Local History/Geography Study – The Bishop’s Palace</p> <ul style="list-style-type: none"> • Develop a broad and generalised understanding of the Bishop’s Palace site in Nettleham, including its location and the topography of the site. • Understand that a map represents a bird’s eye view of a specific location and represents 3D features of that location in 2D using symbols. • Understand how to orientate a map correctly with reality using the North arrow. • Understand how to use a map to locate features drawn on the map in reality. • Know the cardinal compass points, and intercardinal points, and how to use them to give directions. 	<ul style="list-style-type: none"> • Revise countries of the UK and the capital cities. • Learn that capital cities are marked by a square symbol and understand what a capital city is. • Be able to locate and recognise key countries using atlases, focusing mainly on Europe including Russia. (Roman topic) Be familiar with our close neighbours in Europe. • Understand the term continent and know that we are part of Europe. • Recognise the continents and identify some countries from each continent. • Understand the term border and understand that borders have changed historically and can do so in the future. • Locate North, Central and South America using atlases (Aztecs topic). • Identify key environmental, physical and human characteristics (including Mexico City). • Understand that the physical features of Mexico and UK such as mountains and volcanos relate to their position on plates making up the Earth’s surface. • Identify the position and significance of lines of latitude, longitude, equator, <p><i>Responsibility - to explain, in simple terms, reasons for changes of border boundaries</i></p> <p><i>Diversity – Understanding the diversity of how people live now and in the past, in every aspect of life, respecting different cultures</i></p> <p><i>Morality - To explore the moral implications and effects of using natural resources and destroying habitats.</i></p>	<ul style="list-style-type: none"> • Build on knowledge of the United Kingdom and the wider world. • Revise the continents of the world – locating the world’s countries. • Focus on the continent of Asia and identify the countries within Asia. • Develop understanding of geographical features - both human and physical features – of a named country (India). • Understand geographical similarities and differences through the study of the physical geography of India in comparison to the UK (focusing on mountains, hills, rivers and deserts) • Understand geographical similarities and differences through the study of the human geography of Chembakolli in comparison to Nettleham (including schooling, housing, employment and trade.) • Begin to understand the relationship between location, land use and economic activity. • Understand the differences between the rural and urban life in India. <p><i>Diversity – Understanding the diversity of how people live in other countries, respecting different cultures</i></p>	<ul style="list-style-type: none"> • Know that the United Kingdom is divided into 4 countries and is surrounded by several seas. • Know that the U.K is divided into Geographical regions and these are sub divided into counties. • Know the key topographical features of the U.K including hills, mountains, coasts and rivers. • Know land-use patterns of the U.K and understand how some of these aspects have changed over time • Locate the continent of South America on a world map and globe. • Use maps and atlases to identify and name the countries of South America. • Understand that the Andes were formed by tectonic activity. • Understand some of the ways in which the Andes are used. • Use a climatic zone world map to allow understanding of the climate of South America. • Understand the effect of the location of countries in South America on climate and economy. <p>Map and European Study</p> <ul style="list-style-type: none"> • Know the 7 continents of the world and the major oceans. • Know the most northern and southern points of the Earth are known as polar regions. • Know that the world is divided into lines of latitude and longitude. • Know that the key lines of longitude are the Prime meridian and the international date line. • Know that the world is divided into time zones.

Year 3

Year 4

Year 5

Year 6

Northern/Southern Hemispheres, Prime meridian and Tropics of Cancer and Capricorn.

- Understand that the position of Mexico and UK in the world affects the climate in these countries. Have a basic understanding of phrase relating to climate: equatorial, tropical, temperate, polar.

Responsibility – to discuss climate change and the implications for how we choose to live our lives.

- To understand that plates make up the Earth's surface and that the edges of these plate cause movement than can result in volcanoes and earthquakes.

(relate back to Vesuvius in Roman topic as well as Mexican volcanic action).

- To locate and identify the Pacific Ring of Fire and link the location to volcanic and earthquake activity, especially in relation to Mexico.
- To understand that mountains often form chains and ranges and to know where some of the larger ranges exist in the world
- Describe and understand key features of volcanos, mountains, earthquakes and the water cycle (science – changing states).
- Understand how the 4 main types of mountain are formed and recall some features of each.

- Know that the world is divided into time zones.
- Complete an in depth study of a European country.

South American Study

- Describe the difference between human and physical geography of South America.
- Know that the Andes run the length of South America. Understand the impact of the Andes on the human and physical geography of South America.
- Understand what world trade is. Research and understand trade and industry in South America. Name some of the biggest exports of South America. Identify some of the main industries in various South American countries
- Use a variety of resources to carry out an in depth study of a South American country.
- Create an information booklet about a chosen South American country. Select and include appropriate facts, figures and images. Present geographical information in a variety of ways.

