

INTENT

Aspire

At Morley Meadow we want all children to understand their sense of place in the world; where they are provided with opportunities to provoke and provide answers to questions about the natural and human aspects of the world. They will locate where they are in the world and beyond.

Using our local environment and researching and exploring the wider world the children will become, use enquiry and fieldwork to discover human and physical processes and make sense of them.

There will be opportunities to think about diversity, cultures and sustainability and how our choices can affect the world around us.



IMPLEMENTATION

Aspire



At Morley Meadow we have a consistent approach through using clear themes, from the National Curriculum and Cornerstones, that are built on throughout the years. The progression is shown through an overview grid that outlines prior and next knowledge for all year groups. Each theme has a Composite – A question or statement that the children will work towards through components of knowledge that allow them to make connections and reach informed conclusions. Children will use knowledge organisers, maps/aerial photos and vocabulary to secure and gain understanding.

They will consider how each unit is built upon from previous knowledge and its place this on a map. They will have fieldwork opportunities to ask questions and record in their books. Where appropriate the children will have 'hands on' opportunities through visitors and local visits.

YF	Y1	Y2	Y3	Y4	Y5	Y6
<p>People, culture and communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-</p>	<p>Paws, Claws and Whiskers</p> <p>A local study of school grounds producing maps of the school thinking about how to improve the environment for hedgehogs and other animals.</p>	<p>Street Detectives</p> <p>They use maps, photos and satellite images of the local area. They will create own maps (including a key) and use fieldwork to think about how the local area could be improved.</p>	<p>Rocks, Relics and Rumbles</p> <p>There are three main types of rock found in the Earth's crust.</p> <p>Describe the parts of a volcano.</p> <p>They will name and describe properties of the Earth's four layers.</p>	<p>Road Trip USA</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. They will explore time zones and climate.</p>	<p>Sow, Grow and Farm</p> <p>The children will study the location/origin of food. They will explore the physical or human geography of an area and the impacts on the surrounding environment. The children will also find out about the different types of farming</p>	<p>Gallery Rebels</p> <p>The children will complete a study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p>MAAFA</p> <p>In MAAFA the children will be considering the</p>

<p>fiction texts and (when appropriate) maps</p> <p>The natural world Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Look at the difference in temperature / weather in places around the world and talk about the equator.</p> <p>Big Lights, Big city The children will explore the landmarks of London and use positional language. Look at local landmarks.</p> <p>Rio Vida The children will be comparing and contrasting Brazil with England including weather.</p>	<p>Land Ahoy Naming and locating the world's 7 continents and 5 oceans. Finding out about places that explorers visited. Know and locate the equator on a map or globe.</p> <p>Coastline A local study on the physical and human features along the coastline. This will look how people use the water and local landmarks.</p>	<p>Through the Ages Land use – Dartmoor Describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Flow This looks at rivers from source to mouth. Local study as well as locating significant places/ rivers around the world. They will learn about the water cycle and why settlement is often found near rivers.</p>	<p>Blue Abyss To study the southern hemisphere - Oceans They will find out about significant places – the Great Barrier Reef and make comparisons to the waters of the UK. They will also consider environmental issues linked to the seas and oceans.</p> <p>Misty Mountain Winding River Focus will be on Mountainous regions across the world. They will find out how they were formed and what the 5 types of mountains are. Continuing from 'Flow yr3' they will look at how rivers transport materials in four ways.</p>	<p>including those in the local area.</p> <p>Pharaohs The children will study Egypt making comparisons to the UK. They will learn and locate significant places both human and physical including the SUEZ Canal and the importance of this for trade links across the world.</p> <p>Alchemy Island Local study using OS maps look at 4 and 6-digit grid references The children will locate cities and significant features of the UK such as rivers, cities and landmarks.</p>	<p>land use and location of the continent of Africa.</p> <p>Frozen Kingdom The study of the Poles – Arctic and Antarctic. The children will explore the distribution of natural resources and consider climate and extreme weather. Explain how climate change affects climate zones and biomes across the world.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Achieve</p>	<p>IMPACT</p>
	<ul style="list-style-type: none"> • Throughout each theme and at the end, the children will return to the composite and use all the knowledge gained from the components to talk about and apply their knowledge. • The children will be able to answer questions in quizzes to check for 'Sticky Knowledge' • The children will understand and use prior knowledge, from current or previous year groups', alongside the unit, making connections and thinking about similarities, differences, and connections. • Confidently debate and discuss choices made and sustainability. • Pupil voice opportunities for the children to reflect on their own learning and progression. • To apply and further their knowledge through use of fieldwork locally.