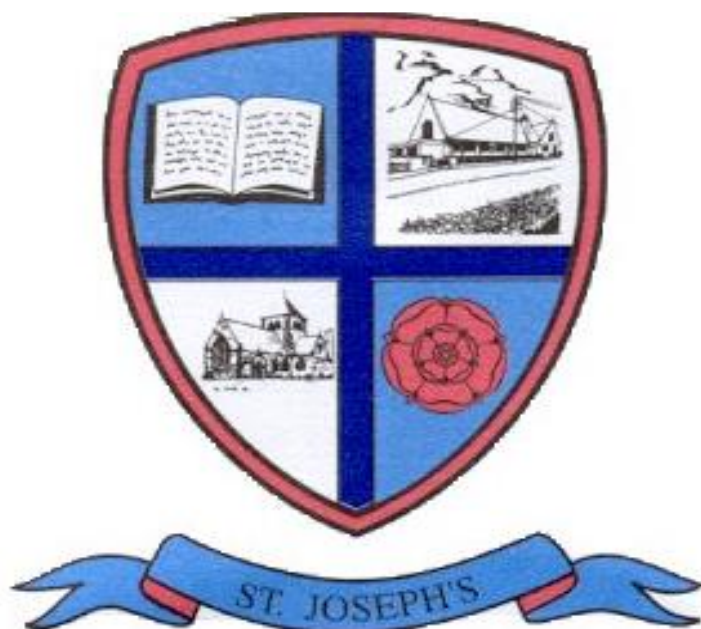


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



Geography Policy

Reviewed: October 2021

To be reviewed: October 2023



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON.
GEOGRAPHY POLICY

This policy reflects St. Joseph's values and philosophy to the teaching and learning of Geography. Geography teaching in the Primary School is about developing an understanding of our world, through experience, investigation and learning from secondary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment.

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

Aims:

Through our teaching of Geography we aim to:

- Develop children's geographical understanding and competence in specific geographical skills;
- Help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
- Stimulate the children's interest in and curiosity about their surroundings;
- Create and foster a sense of wonder about the world;
- Inspire a sense of responsibility for the environments and people of the world we live in;
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and it's resources and think about how it can be improved and sustained;
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

We also hope to:

- Improve pupils skills across the curriculum, especially in English, Mathematics and ICT;
- Develop thinking skills;
- Develop pupils as active citizens.

Entitlement:

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study.

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

Expectations:

During the Foundation Stage, children will work on Exploring and Understanding the World using the Development Matters Document. At the end of the year, they are assessed using the Early Learning Goals.

By the end of Key Stage 1, most children will be expected to-

- Describe the main features of localities and recognise their similarities and differences;
- Recognise where things are and why they are as they are;
- Recognise changes in the environment of localities and how people affect the environment;
- Find out and express views about people, places and environments by asking and answering questions and by using their own observations and other geographical skills and resources;

By the end of Key Stage 2, most children will be expected to-

- Explain the physical and human characteristics of places and their similarities and differences, and know the location of significant places and environments in the UK, Europe and the World;
- Explain patterns of physical and human features, and recognise how selected physical and human processes cause changes in the character of places and environments;
- Describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably;
- Undertake geographical enquiry by asking and responding to questions, identifying and explaining different views and using a range of geographical skills, resources and their own observations

Programmes of Study:

Geography is a National Curriculum foundation subject with designated programmes of study. The programmes of study for both Key Stage 1 and 2 are based on:

- Locational knowledge
- Place knowledge;
- Human and Physical geography;
- Geographical skills and fieldwork.

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

Teaching and Learning Style:

Children are taught in their normal class group for Geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

Planning:

In our school we plan Geography as part of our Creative Curriculum and the aims and objectives are covered presently through topics in our long-term plan (*see appendix 1*) which is a 2-year cycle, as we have mixed age classes, to ensure that all children cover all elements of the Geography curriculum; as well as special themed activities when the whole school takes part in special activities. Learning activities should be sequenced to ensure progression and continuity throughout the school.

Assessment for Learning:

Children demonstrate their ability in Geography in a variety of different ways. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lesson, discussions, question and answer techniques and observation. Children's attainment from each year group is then placed in our own in house tracking system (*see appendix 2*)

On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to make judgements about how they can improve their own work and edit in red pen during 'Fix it Time'.

Resources:

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their geographical work, all pupils have opportunities to use ICT and a variety of data, such as Discovery Education, maps, statistics and graphs where this serves to enhance their learning.

They also have opportunities to use the following resources: globes, maps, atlases, online pictures, photographs and aerial photographs, compasses, measuring equipment, iPads, and books from the library.

Teachers should also plan school trips and use the school grounds (Forest School) to make Geography more practical and to develop Geography skills.

The Role of the Subject Leader:

- To undertake monitoring of standards in geography and use this to inform the geography action plan;
- Provide leadership and management of their subject to secure high quality teaching and learning;
- Play a key role in motivating, supporting and modeling good practice for all staff;
- Take a lead in policy development and review ;
- To liaise with outside agencies and attend subject specific courses;
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Monitoring and Evaluation:

Monitoring and evaluation is carried out on a number of levels to enhance the teaching and learning of geography in our school:

- Class teacher and TAs
- Headteacher
- External inspectors
- Geography Subject Leader

Monitoring may be through a range of methods including,

- Assessment of pupils' work and achievement
- Work analysis
- Planning analysis
- Staff discussion and feedback
- Pupil interviews

Equality Statement:

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

S.E.N.D:

Work will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Everything should be done to avoid highlighting the disabilities of a particular child. Support may be especially necessary during field study activities.

Health and Safety:

Before any field study, a risk assessment will be carried out and submitted in accordance with the schools and Education Authorities guidelines.

WHOLE SCHOOL CURRICULUM OVERVIEW FOR GEOGRAPHY YEAR A

	AUTUMN	SPRING	SUMMER
EYFS	Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children’s abilities and interests. Guidance and skills are taken from the Development Matters Document under the heading Understanding the World.	Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children’s abilities and interests. Guidance and skills are taken from the Development Matters Document under the heading Understanding the World.	Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children’s abilities and interests. Guidance and skills are taken from the Development Matters Document under the heading Understanding the World.
CLASS 2 Y1/Y2	<p style="text-align: center;">The Great Fire of London <u>Locational knowledge</u></p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p style="text-align: center;"><u>Place knowledge</u></p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p style="text-align: center;">Florence Nightingale and Mary Seacole <u>Locational knowledge</u></p> <p>name and locate the world’s seven continents and five oceans –Spring B</p> <p style="text-align: center;"><u>Human and physical geography</u></p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p style="text-align: center;">Spain <u>Human and physical geography</u></p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>

<p>CLASS 3 Y2/Y3</p>	<p>Great Britain & Dinosaurs: Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Capital Cities and other cities, Local towns. Geographical regions – identifying human and physical characteristics.</p>	<p>Romans & Locality: Places and features that change over time. A range of sources including digital maps, atlases, globes and satellite images to research. Observe record and name geographical features in their local environments. Name a wider range of places in the locality Use the eight compass points and recognise some Ordnance Survey symbols on maps. Create own simple maps and symbols.</p>	<p>Japan: Using world maps, atlases, globes and aerial photographs to identify places in the wider world (Japan) and feature of those places and follow routes. Make observations about features that give places their character. Describe similarities, differences and patterns when comparing places, features and their lives with those of children in other places. Earth Day – Express opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p>
<p>CLASS 4 Y4/Y5</p>	<p>The Tudors: Name and locate counties and cities of the UK Find out about Walter Raleigh’s voyages of discovery use maps to find the places and compare and contrast</p> <p>Dinosaurs: Identify human and physical characteristics -hills, mountains, coasts and rivers and understand how they’ve changed over time Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Fantasy Island: Describe and understand key aspects of physical geography, including climate zones, vegetation belts, rivers, mountains, volcanoes, earthquakes The water cycle Use the eight points of a compass, 4 and 6 figure grid references, symbols and keys Use OS maps to build knowledge of the UK and wider world</p>	<p>Space Race: Use maps, atlases, digital computer mapping to locate counties and describe features studied</p>
<p>CLASS 5 Y5/Y6</p>	<p>Evolution and inheritance: <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a</p>	<p>Polar regions: <u>Locational knowledge</u> 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). <u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical</p>	<p>Vikings: <u>Locational knowledge</u> 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 Locate the countries of Europe (including Russia), North and South America</p>

	<p>European country, and a region within North or South America.</p> <p>WW11: <u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe Use maps to locate European countries and major cities; to name and locate some counties and cities of the UK.</p> <p><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u> describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Research the similarities and differences between the Arctic and Antarctic. Record data and information in charts, tables and spreadsheets.</p> <p>Read specialist travel websites for activities available on a polar trip. Consider the impact of tourism on the environment</p>	<p><u>Human and physical geography</u> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Propose geographical questions, collecting and recording specific evidence to answer them</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Draw sketch maps and plans using standardised symbols and a key</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world Locate and name geographical features on an Ordnance Survey map</p> <p>Earth Matters: <u>Locational knowledge</u> Explore and discuss coastal features and processes and the impacts of coastal erosion</p> <p><u>Human and physical geography</u> Describe and understand key aspects of physical geography, including rivers and the water cycle.</p>
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			<p>To describe and understand key aspects of physical geography including the geology and climates of mountain ranges, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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**WHOLE SCHOOL CURRICULUM OVERVIEW FOR GEOGRAPHY
YEAR B**

	AUTUMN	SPRING	SUMMER
EYFS	Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children’s abilities and interests. Guidance and skills are taken from the Development Matters Document under the heading Understanding the World.	Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children’s abilities and interests. Guidance and skills are taken from the Development Matters Document under the heading Understanding the World.	Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children’s abilities and interests. Guidance and skills are taken from the Development Matters Document under the heading Understanding the World.
CLASS 2 Y1/Y2	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>

<p>CLASS 3 Y2/Y3</p>	<p><u>Great Britain</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Romans & Locality</u></p> <p>Human geography, describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>Japan</u></p> <p>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)</p>
<p>CLASS 4 Y4/Y5</p>	<p><u>Mexico:</u></p> <p><u>Locational knowledge</u></p> <p>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.</p> <p><u>Place knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Geographical skills and fieldwork</u></p>	<p><u>Ancient Greece:</u></p> <p><u>Locational knowledge</u></p> <p>Locate the world's countries using maps. Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Human and physical geography</u></p> <p>Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of physical geography and human geography.</p>	<p><u>The Benin:</u></p> <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u></p>

	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Star Gazers: <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a range of aerial images of the Earth to identify geographical features such as countries, continents, volcanoes, rivers and impact craters. Refer to globes and maps to make their identifications.</p>	<p><u>Geographical skills and fieldwork</u> Present the human and physical features in the local area using a range of methods.</p> <p>Label a map of the Greek Empire with the key physical and human characteristics.</p> <p>Make sketches of some of the places and environments the Greek army experienced</p> <p>To label a blank map of the Mediterranean with modern and ancient names</p> <p>Beast Creator: <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Match a range of minibeasts to places they can be found around the world and mark on map.</p> <p>Create a large-scale world map and locate where the deadliest minibeasts live.</p> <p>Make maps and plans to show the route taken for a Mini beast hunt on school grounds, creating a key to show where each minibeast was found.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Make animated maps of West Africa To become familiar with the modern country of Benin, including its location on a world map and some facts about the country.</p> <p>Explore the West African rainforest and what settlement would have looked like in early Benin.</p> <p>Explore the human geography of an early city in Benin</p> <p>Read a map to identify trade routes and environmental zones</p> <p>Research the environmental zones in Africa Annotate a map with information about trade routes, environmental zones and transportation types</p> <p>Use a scale to estimate distance on a map</p> <p>Anglo Saxons and the Scots: <u>Human and physical geography</u> Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources.</p> <p>Understand some aspects of human geography including place names that describe the settlement, land use and trade links.</p> <p>Understand how land use has changed over time</p> <p><u>Geographical skills and fieldwork</u> Use maps and create sketch maps to record features.</p> <p>Interpret and draw sketch maps Research local place names</p>
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			<p>Understand how the Anglo-Saxon tribes gradually spread across the country Describe how the landscape of Britain was changed by the Anglo-Saxons Through map work, learn about the kingdoms and ancient roads of the Anglo-Saxons.</p>
<p>CLASS 5 Y5/Y6</p>	<p>Mexico: <u>Locational knowledge</u> 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.</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Star Gazers: <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a range of aerial images of the Earth to identify geographical features such as countries, continents, volcanoes, rivers and impact craters. Refer to globes and maps to make their identifications</p>	<p>Ancient Greece: <u>Locational knowledge</u> Locate the world's countries using maps. Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Human and physical geography</u> Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of physical geography and human geography.</p> <p><u>Geographical skills and fieldwork</u> Present the human and physical features in the local area using a range of methods.</p> <p>Label a map of the Greek Empire with the key physical and human characteristics.</p> <p>Make sketches of some of the places and environments the Greek army experienced</p> <p>To label a blank map of the Mediterranean with modern and ancient names</p>	<p>The Benin: <u>Human and physical geography</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Make animated maps of West Africa To become familiar with the modern country of Benin, including its location on a world map and some facts about the country Explore the West African rainforest and what settlement would have looked like in early Benin Explore the human geography of an early city in Benin Read a map to identify trade routes and environmental zones Research the environmental zones in Africa Annotate a map with information about trade routes environmental zones and transportation types</p>

		<p>Beast Creator: <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Match a range of minibeasts to places they can be found around the world and mark on map</p> <p>Create a large-scale world map and locate where the deadliest minibeasts live</p> <p>Make maps and plans to show the route taken for a Mini beast hunt on school grounds, creating a key to show where each minibeast was found.</p>	<p>Use a scale to estimate distance on a map Anglo Saxons and the Scots: <u>Human and physical geography</u> Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources.</p> <p>Understand some aspects of human geography including place names that describe the settlement, land use and trade links. Understand how land use has changed over time.</p> <p><u>Geographical skills and fieldwork</u> Use maps and create sketch maps to record features.</p> <p>Interpret and draw sketch maps Research local place names Understand how the Anglo-Saxon tribes gradually spread across the country Describe how the landscape of Britain was changed by the Anglo-Saxons Through map work, learn about the kingdoms and ancient roads of the Anglo-Saxons.</p>
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ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON GEOGRAPHY WHOLE SCHOOL DATA

Year Group	Ahead	On track	Below
RECEPTION 9 pupils			
Understanding of the world	EXCEEDING	EXPECTED	EMERGING
AUTUMN 2020		8/9 89%	1/9 11%
SPRING 2021			
SUMMER 2021		7/10 (70%)	3/10 (30%)
Year 1 – 17 pupils			
AUTUMN 2020	2/17 12%	12/17 71%	5/17 89%
SPRING 2021			
SUMMER 2021	2/17 12%	10/17 59%	5/17 89%
Year 2 – 18 pupils			
AUTUMN 2020	4/18 22%	14/18 78%	4/18 22%
SPRING 2021			
SUMMER 2021	4/18 21%	14/18 79%	4/18 21%
Year 3 – 15 pupils			
AUTUMN 2020	3/15 20%	11/15 73%	4/15 27%
SPRING 2021			
SUMMER 2021	3/14 21%	10/14 71%	4/14 29%
Year 4 – 16 pupils			
AUTUMN 2020	2/16 13%	16/16 100%	
SPRING 2021			
SUMMER 2021	4/15 27%	11/15 73%	
Year 5 – 19 pupils			
AUTUMN 2020	3/19 16%	16/19 84%	3/19 16%
SPRING 2021			
SUMMER 2021	4/19 21%	12/19 63%	3/19 16%
Year 6 – 15 pupils			
AUTUMN 2020	2/15 13%	14/15 93%	1/15 7%
SPRING 2021			
SUMMER 2021	3/15 20%	11/15 73%	1/15 7%