



St Luke's Church of England (Aided) Primary School

Curriculum Overview (2020-2021)

Rationale for our Curriculum

The aim of our curriculum is to support children's physical, emotional, spiritual, cognitive, creative and academic development. We want our children to be eager to come to school because they are excited to learn about the many different things our curriculum offers them. We have used the national curriculum guidelines in order to develop the knowledge content of the curriculum, and our main aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving. Our curriculum is designed to support children's language development, to address the vocabulary deficit experienced by many of our children and to recognise and value their place as citizens in our world.

We have developed a **Curriculum Knowledge and Language Overview** document which details how the topics covered across the school link with the different subject areas, in terms of content, knowledge and language. Our **Curriculum Subject Learner Profiles** are the tool to ensure the progression of development of skills and knowledge in all of the subject areas. Language development features in both documents.

Intent

An important principle of our curriculum design is that children are provided with the knowledge, skills, vocabulary and memorable and engaging experiences they require and need to succeed in life. At St Luke's we aim to provide children with a wide range of educational visits and encounters in order to develop the range of cultural experiences children are exposed to. Through quality first teaching and sharing the best that has been thought and said we endeavour to develop the children into being life-long learners with a thirst for knowledge.

Our team of subject leaders have worked collaboratively to ensure that curriculum content is sequenced logically and chronologically and is also reflective of the child's growing awareness of the world in which we live. For example, in History children are taught the historical periods beginning with Stone Age & Iron Age in Year 3 to the Anglo-Saxons & Vikings in Year 6. This enables our children to place their learning within the bigger picture and better remember historical people, periods and events, contributing to their historical understanding. In Geography, we also ensure that coverage is reflective of the place in which they live; the children learn about their home, their street, Blakenhall, Wolverhampton, The Black Country, England and the United Kingdom. In addition, the children also study contrasting localities which are also reflective of our children's backgrounds, i.e. Jamaica, India, North America.

Implementation

The core subjects are taught discretely, with termly topics links made where appropriate. As part of a themed topic approach, foundation subjects are integrated to engage our children and provide a clear context for their learning. Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning. Our curriculum, enhanced by memorable experiences and wider opportunities, which inspire children to lead their own learning regardless of disability, race, religion or belief and gender. This is underpinned by strong pastoral provision and through building supportive relationships with families.

Impact

Assessment includes skills progression and knowledge and content in every curriculum area using our Curriculum Subject Learner Profiles. Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:

Standards: Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.

Aspire, Believe, Achieve: Children are confident and successful learners, demonstrating our school's learning values, and make the right choices for their learning.

Personal Development: Children demonstrate the 'St Luke's Way' in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community.

Early Years

The Early Years Foundation Stage curriculum is divided into seven areas of learning and development:

- **Personal, Social and Emotional Development** focuses on children learning to work, play and co-operate with others beyond the family. It also covers aspects of Personal, Social, Moral and Spiritual Development.
- **Communication and Language** focuses on enabling the children to develop their confidence and skills to be able to talk and listen in a range of situations. This is supported through the use of an inclusive programme called Helicopter Stories. Within this programme, children build their story telling skills through role play and it promotes children to talk out loud about their own stories with the teacher.
- **Physical Development** focuses on developing fine and gross motor skills and positive attitudes towards a healthy lifestyle through P.E. and Games using a range of large and small equipment.
- **Literacy** focuses on introducing the children to letters and sounds to enable them to begin to read and write. The children are also introduced to a range of different stories and books. The children are familiar with story structure through the use of Tales Toolkit principles and symbols. They also have the chance to visit the school library on a fortnightly basis to promote a passion for books.
- **Mathematics** focuses on practical activities to develop their counting skills and on using and understanding number and other mathematical language.
- **Understanding of the World** focuses on providing the children with opportunities to learn about the world around them through history, science, geography and religious education topics.
- **Expressive Arts and Design** focuses on developing children's imagination through Art, Music, Dance, Stories and Role Play.

Emphasis is placed on establishing good standards of behaviour and social skills. The seven areas are taught through 'Station Time', 'Project Time' and stories related to the children's interests and the following topics:

- Autumn term: Us and our homes and our school
- Spring term: Us and our world (particularly focusing on some of the countries which are children originate from)
- Summer term: Us and outside

The children also learn about relevant festivals and key events such as seasons, Christmas, Chinese New Year, Pancake day, Easter, etc.

The children also have discrete sessions for Phonics, Writing and Maths that are taught in ability groups. Children are taught nursery rhymes weekly through the use of the charanga music programme. A reading session takes place fortnightly and a whole class story takes place every day to promote the importance of reading.

From Years 1 to 6, Reading and Maths are taught across the school indicated by Prior Attainment. English is taught in mixed ability groupings. Religious Education is taught either discretely or within the topic themes as appropriate. Science, Physical Education and FL are taught discretely

English and Reading

With regards to English, in KS1 and KS2, children are taught English on a daily basis, through our own designed programme based on the aspects of the Curriculum. English skills are taught and revisited many times in order that these key skills are embedded into the children's long term memory and then used in a wide variety of contexts across the whole curriculum. Throughout the two weekly English cycle, children are:

- **Reading Detectives:** During these sessions, children are introduced to the text, they 'unpick and deconstruct' the text, look at vocabulary using 'Word Aware' – Anchor, Step-on and Goldilocks words and focus on different Reading domains, developing and extending comprehension skills. In these sessions, children 'experience' the text which can be through Hot seating, conducting research, practical activities, role play, re-telling of the story, drawing; all of the activities focusing on 'activating the vocabulary'.
- **Spagologists:** These sessions focus on children developing their Spelling, Punctuation and Grammar skills both revisiting skills and introducing new concepts.
- **Sentence Stylers:** The focus of these lessons are based upon sentence types. Children have the opportunity to build a varied and rich vocabulary and increase their knowledge of a range of sentence structures. The sessions focus on building up structure, creating paragraphs, developing vocabulary. Activities include peer support, 'Boxing Clever' strategies, snowballing, picture strips and words mats. These sessions include lots of modelling.
- **Literal Masterminds:** These sessions are where children plan and prepare for their 'Big Write' activity. This builds upon the skills that they have been introduced to throughout the week.
- **Authors:** During this session, children are asked to produce a final product which links to the theme. This can be written, presented, videoed, performed, etc.
- **Editors and Publishers:** The children are then given an opportunity to edit their work to make improvements either through self-editing or peer editing, they are also given the tools to add in further SPaG where appropriate. Children are encouraged to publish their work where applicable in order to give their writing a purpose, for example, display, website, School facebook page, school twitter account, etc.

The teaching of spelling is incorporated into Year 1 English Lessons through spelling starters and Years 2 – 6 follow the daily Read Write Inc. Spelling Programme with a dedicated 15 minute slot.

Phonics: For Synthetics Phonics, we follow the Ruth Miskin Literacy programme. This is predominantly taught in Nursery, Reception and Year 1, with some Year 2 and a small minority of Year 3 still being in the programme. This is taught daily for 30 minutes with a focus on decoding and comprehension skills. For children who do not pass the Phonics Screening Check, children will be participate in phonics interventions.

Stop! Reading time: Once the children have exited Read Write Inc. groups, the children then move into Stop! Reading time. This is an opportunity for children to develop a passion for and establish a love and appreciation of reading, participate in wider reading, develop and embed their reading comprehension skills, focusing on the different Reading Domains in different curriculum contexts and also, to develop children's vocabulary. This is achieved through a two weekly programme: one week focuses on the teaching of reading skills around the different reading domains; the other week involves a carousel of activities to develop passion for reading and independent reading skills. This is facilitated through the use of the Bug Club programme, comprehension boxes, a teacher led task and independent reading using the wide variety of reading areas across the school. At St Luke's we value the importance of storytelling and sharing short stories, poetry and classic novels with the children and have incorporated whole class story time into the two weekly cycle.

Handwriting: In Early years and year 1, handwriting is embedded into their writing and English sessions. Handwriting is taught discretely from years 2 – 6 with a dedicated half an hour slot every week.

Maths

At St Luke's, we aim to promote enjoyment of learning through practical activity, exploration and discussion; to promote confidence and competence with numbers and the number system; to develop the ability to solve problems through decision making and reasoning in a range of contexts; to develop a practical understanding of the ways in which information is gathered and presented; to explore features of shape and space, and develop measuring skills in a range of contexts and to understand the importance of mathematics in everyday life.

Mathematics is taught daily from years 1 to year 6, with additional mathematics activities taking place through science and topic work wherever possible. Teachers' planning is based upon the National Curriculum and Age Related Expectations. Medium Term Plans (MTPs) give details of the main teaching objectives and define what we teach. Age Related Expectations from the new National Curriculum have been broken down into stages which we are referring to as 'Emerging', 'Developing' and 'Secure'. Staff use these statements to plan and assess and move children's learning forward.

Lessons on Monday, Tuesday and Wednesday generally focus on number and place value, calculating and fractions, as well as algebra in Year 6. Lessons on Thursday and Friday focus on geometry, measures and statistics. Staff are encouraged to ensure that in each lesson there are opportunities for problem solving, developing number fluency, reasoning mathematically and extending mathematical vocabulary.

Science

The teaching and learning of Science at St Luke's follow National Guidelines in that KS2 have 2 hours per week and KS1 approximately 1.5 hours per week. Early Years access Science through Station time, Project time and Forest Schools. Each year group decides the most appropriate way to deliver the science to ensure that it is relevant and engaging. At the moment this is taught as a stand-alone subject in years 1-6. Links to other subjects are made wherever possible. Skills are taught and embedded over the Key Stage : knowledge teaching is discreet to the Science Topic. Teacher's planning is from our Learner Profile, which mirrors the NC requirements, and assessment to move learning forward is built into sessions.

We strongly encourage independent thinking, questioning and investigation across our curriculum for science; preparing our children to understand the real world in which they live.

A Learner Profile has been developed to ensure progression from Foundation through to Year 6, to meet National expectations, which is based on the National Curriculum for science. The expectations for each topic are based on the skills used and developed in order to become a good scientist. The Learner profile ensures that key scientific skills are developed to enable our aim of making all children see themselves as scientists achievable. Knowledge and understanding is also developed, building on Foundation work continuing to use children's interests and experiences in a non-repetitive way. How work is recorded is dependent on the activity and the enquiry skill focus of the lesson, however any skills related work is recorded in the Science Skills book (green) and any additional work is compiled as part of that topics 'floor book'.

ICT & Computing (E-Learning)

We believe that the implementation of ICT across the whole curriculum will enhance learning experiences for our children which will promote enjoyment, enrichment and develop life skills that will support our children in the 21st Century. Distinct ICT skills lessons are taught to develop key skills and introduce new software, which are then revisited, consolidated and applied through the other subject areas. Coverage of the key skills at each stage is mapped across the school to ensure continuity and progression. Through termly talk topics children are taught about safe use of the internet and other communication technologies and SMART rules are explained and displayed in classrooms. Rules around E-safety are then continually highlighted to children and issues are regularly put forward for debate during daily talk topic sessions within classes then continued during lunchtimes as a whole school discussion topic. Ongoing/ larger issues are considered at greater length in family group sessions as and when the need arises.

At St. Luke's we have a wide range of ICT equipment, all of which are available throughout the school during morning sessions for regular daily use in Maths & English lessons. Use of such technologies is negotiated and timetabled within each phase. The children are given tasks to do using software and web

applications they are familiar with and using skills already acquired. Children complete the tasks independently then share results, findings etc with the teacher or adult at the end of the session. Work may be saved for later completion or as evidence towards learner profile targets. Planning for foundation subjects also includes opportunities for technology and e-learning, incorporating laptops, iPads, iPod Touches, digital cameras, flip cameras, talk recorders, beebots/probots, log boxes etc. In the afternoon sessions a trolley of laptops is available for ICT skills sessions in each year group at least one afternoon per week, with a half trolley of laptops available to be used by a group within topic sessions to support learning objectives in other subjects, i.e. history, geography, science etc.

Religious Education

Our RE provision is based on the school's trust deed and the guidelines issued by the Lichfield Diocese, through its RE handbook. As a Church of England School, with a strong Christian ethos, most of our RE teaching is centred on the Christian Faith. However, in Early Years children explore world faiths in the context of similarities and differences and in both Key Stage 1 and Key Stage 2, many RE units of study also include direct learning about and comparisons of beliefs, practices and teachings of two other world religions - Sikhism and Islam.

We aim to develop pupils' knowledge and skills across a variety of teaching opportunities; sometimes in discreet RE units and at other times in themed cross curricular work. To ensure progression from Foundation through to Year 6 in accordance with National expectations, we have developed a long term plan which is based on Understanding Christianity and the published scheme of work: Religious Education Guidance 2017 Lichfield Diocese Board of Education.

PE & Sports

To ensure there is progression throughout the school, to meet National expectations, a Learner Profile/Assessment tool has been created for each year group which is adapted from the National Curriculum for Physical Education. The Learner profile ensures that our aim of each child receiving excellent physical education is apparent through key skills being taught and developed whilst continuing to use children's interests and experiences.

EYFS pupils will have access to outdoor play each day, independent physical activities and a teacher led station to support aspects of Physical Development; co-ordination, control, and movement. Key Stage 1 pupils will have a minimum of 2 hours of PE each week to develop their fundamental movement skills through gymnastics, dance and games. In Year 2, OAA will be taught through the Kingswood Residential. Key Stage 2 pupils will have a minimum of 2 hours each week to further develop a broader range of skills through gymnastics, dance, games, OAA and athletics activities. The skills learnt in these lessons will be transferred into competitive games. All pupils from Year 2 to Year 6 will be taught swimming lessons for one term out of the year, with the exception of targeted Year 5/6 who will have swimming lessons for two terms. Swimming lessons are taught by Colton Hills swimming instructors and ASA Level 1 Qualified Swimming Teachers from St Luke's Primary School.

Forest School & Outdoor Learning

Forest School sessions take place across the school; they are an integral part of our Early Years led by the Early Years teachers and also, Forest School sessions, led by the designated Forest School leader, take place in Years 1, 3 and 5 (one year group per term). The ethos of Forest School allows learners to take ownership of their education while at the same time developing critical thinking, teamwork and collaboration, risk taking skills and much more. Through holistic development of each learner we are able to foster '*resilient, confident, independent and creative learners.*' In addition, the children in these year groups also participate in Gardening Sessions.

Years 2, 4 and 6 have the opportunity to participate in a range of residential. Year 2 is local to school, 2 days and an overnight stay; Year 4 is 3 days and 2 overnight stays and Year 6 is 4 days and 3 overnight stays.

History and Geography

History and Geography at St. Luke's are taught as part of a themed curriculum which integrates this subject into topics covering the National Curriculum. Pupils are encouraged to learn independently through a range of activities carried out across an afternoon. Skills lessons are taught separately to ensure understanding and these are then incorporated into the independent learning sessions.

Art & Design

Art and Design is taught as part of a themed curriculum where possible, linking to the termly topic. Teachers are responsible for ensuring coverage of the Learner Profile statements and the assessment of pupils' progress (see assessment section below). There are opportunities for teachers to choose whether to teach weekly sessions or as blocks of lessons according to each year group's timetable and needs. Pupils are encouraged to consolidate their learning of key skills through independent learning activities and cross-curricular links.

Design & Technology

Design and Technology is taught as part of a themed curriculum where possible, linking to the termly topic. Teachers are responsible for ensuring coverage of the Learner Profile Statements and the assessment of pupils' progress. There are opportunities for teachers to choose whether to teach weekly sessions or blocks of lessons according to each year groups and needs. Pupils are encouraged to consolidate their learning of key skills through independent learning activities and cross-curricular links.

Music

Music is taught as a discrete subject. We have adopted Charanga music programme for all pupils across the school. However, there are planned opportunities for children to be taught music with links to topics where possible. Teachers are responsible for ensuring coverage of the Learner Profile statements and the assessment of pupil's progress. There are opportunities for teachers to choose whether to teach weekly sessions or as blocks of lessons according to each year group's timetable and needs. Pupils are encouraged to consolidate their learning of key skills through independent learning activities and cross curricular links. The school uses a variety of teaching styles in Music lessons. We do this through a balance of direct teaching and individual/group activities. Teachers share learning objectives (WillBBA) with pupils to encourage them to be reflective learners at all stages. Attention is drawn to good examples (WAGOLLs) of individual performance as models for the other pupils. Planned opportunities ensure that pupils are encouraged to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them.

Foreign Languages

Foreign Languages at St. Luke's is taught as a discrete subject from Year 3 to 6. At St Luke's, we teach **French** to all children in years 3-6. Foreign Languages is taught either on a weekly basis or in a block of lessons according to how it fits into the term's theme or each year group's timetable. We use learner profiles to plan, assess and monitor progress in the four year groups.

Topics across the school

The majority of our topics are based primarily around the History and Geography Programmes of Study. However, Art & Design, Music, Design & Technology, PE and ICT objectives are linked as appropriate using the Learner Profiles.

We are in the process of developing a **Curriculum Knowledge and Language Overview** document which will detail how the topics covered across the school link with the different subject areas, in terms of content, knowledge and language, i.e. identifying the key objectives for the different subjects and how they link to each of the termly topics. The grid below shows the History and Geography focuses for each of the topics.

Year 1 Topics	Best of British	<p><i>History and Geography focus:</i></p> <ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally: The Great Fire of London and The Gunpowder Plot. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas To 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
	Let me entertain you	<p><i>History focus:</i></p> <ul style="list-style-type: none"> To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: Victorian toys and present toys and games.
	Right up my street	<p><i>Geography focus:</i></p> <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of Barmouth and Jamaica. 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.
Year 2 Topics	I need a hero!	<p><i>History focus:</i></p> <ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods focussing on Florence Nightingale, Mary Seacole and Edith Cavell and Douglas Morris Harris, a local war hero.
	Around the world in 80 days	<p><i>Geography focus:</i></p> <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans 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 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
	The 'Wander' of Wolves	<p><i>History and Geography focus:</i></p> <ul style="list-style-type: none"> To learn about significant historical events, people and places in their own locality. To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map To use simple fieldwork and observational skills to study the geography of their local area.

Year 3 Topics	Yabba Dabba Doo!	<p><i>History focus:</i></p> <ul style="list-style-type: none"> • To learn about changes in Britain from the Stone Age to the Iron Age <p>Including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, e.g. Stonehenge <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture
	Phunky Pharaohs	<p><i>History focus:</i></p> <ul style="list-style-type: none"> • To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt
	Bostin ay it!	<p><i>History and Geography focus:</i></p> <ul style="list-style-type: none"> • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). • To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere. • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom: The Black Country. • human geography, including: the distribution of natural resources including energy, food, minerals and water linking to the canal system and Black Country museum. • To do a local history study of the Black Country with a focus on the Black Country Museum site that is significant in the locality dating from beyond 1066.
Year 4 Topics	From Rome to Rio	<p><i>Geography focus:</i></p> <ul style="list-style-type: none"> • To 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 • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • To understand geographical similarities and differences through the study of human and physical geography of Rome and Rio.
	Romans: What have they done for us?	<p><i>History focus:</i></p> <ul style="list-style-type: none"> • To learn about the Roman Empire and its impact on Britain <p>Including:</p> <ul style="list-style-type: none"> • The Roman Empire and the Roman invasion of Britain. • Julius Caesar and the establishment of the Roman Empire in Britain. • Claudius and the role of the Britons and the Celts . • The Romanisation of Britain: culture and beliefs; buildings and technology.
	Come on over to Maya place!	<p><i>History focus:</i></p> <ul style="list-style-type: none"> • To learn about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.

Year 5 Topics	Yes Your Majesty!	<p><i>History focus:</i></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Elizabeth I and Elizabeth II • Crime and punishment.
	It's all Greek to me!	<p><i>History focus:</i></p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world
	River Deep Mountain High	<p><i>Geography focus:</i></p> <ul style="list-style-type: none"> • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • physical geography, including: rivers, mountains, volcanoes 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.
Year 6 Topics	Savage Saxons, Vicious Vikings and Scots.	<p><i>History focus</i></p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots <p>Including:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • Lindisfarne
		<p><i>History focus</i></p> <ul style="list-style-type: none"> • To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>Including:</p> <ul style="list-style-type: none"> • Viking raids and invasion; Resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danelaw • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066
	Here there and everywhere	<p><i>Geography focus:</i></p> <ul style="list-style-type: none"> • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • To 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. • To 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)

		<ul style="list-style-type: none">• 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• To understand geographical similarities and differences through the study of human and physical geography of Wolverhampton and the Black Country (Y3), Rome and the surrounding area (Y4), and California (Y6).
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