



Geography Curriculum Map

John Clifford School

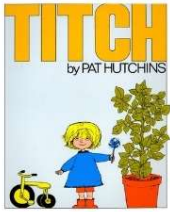
Autumn 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Cycle A/Cycle B</u> <u>All about Me</u></p> <p>Early Learning Goal: Understanding the world Past and present - Talk about the lives of the people around them and their roles in society</p> <p>People and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><u>Our local area – Beeston</u></p> <p>NC objectives: -Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop. -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><u>Seasons</u></p> <p>NC Objectives: -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -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><u>Our World</u></p> <p>NC Objectives: -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. -Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern</p>			<p><u>British Empire in the 1900's – Slavery (History topic)</u></p> <p>Lesson focusing on map work. By the end of the topic, children will be able to. -Name countries in the UK -Name continents of the world -Use an atlas to name other countries around the world</p> <p>NC Objectives: - Locate the world's countries, using maps to focus on</p>

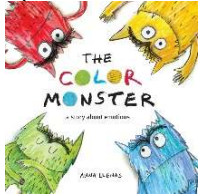
	<p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. -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. -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. -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. -Use simple fieldwork and observational</p>	<p>hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Use the eight points of a compass, four/six-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. -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><u>Extra opportunities: Trip to Nottingham City Centre</u></p>			<p>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 -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
--	--	---	---	--	--	---

		<p>skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Extra opportunities: Trip to Highfields</p>				
People of interest linked to each unit:						
Grandparents and relatives around the world						
Vocabulary to be taught:						
<p>Cycle A/B Family, Mum, Dad, Brother, Sister, Cousin, Aunty, Uncle, Country, Local environment, My house, My garden, My school</p>	Bakery Butcher Country Environment Far High Street Key Modern Map Natural Man-made Park School Supermarket	Weather, Climate, Season, Vegetation, Equator, Country, Continent, City	Globe, Map, Longitude, Latitude, Continent, Ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Address, Postcode, County, Continent, Earth, Solar system, Universe, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Longitude, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean			

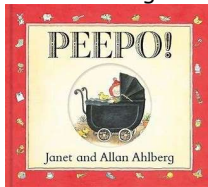
Topic links to:						
	Science – Link to animals and habitats.	English – Information Text about Seasons				
<p>Cycle A/B</p> <p>Polar bear, polar bear what do you hear by Bill Martin JR/Eric Carle</p>  <p>So much by Trish Cooke and Helen Oxenbury</p>  <p>Titch by Pat Hutchins</p>	<p>One day, so many ways by Laura Hall</p> 	<p>Tree by Britta Teckentrup</p> 				



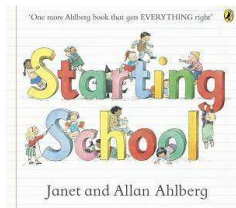
The Colour monster
by Anna Llenas



Peepo by Janet and
Allan Ahlberg



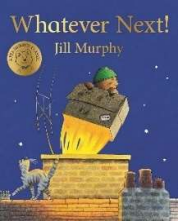

Starting school by
Janet and Allan
Ahlberg

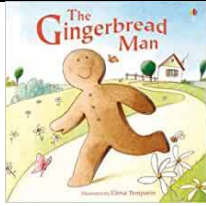


Autumn 2

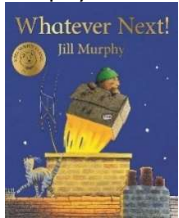
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cycle A <u>Celebrations, festivals and space</u></p> <p>Early Learning Goal: Understanding the world Past and present -Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People and communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>The Natural world -Understand some important processes and changes in the natural world around</p>	<p><u>People and their communities</u></p> <p>NC Objectives: -Name and locate the world's seven continents and five oceans. -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -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. -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. -Use basic geographical vocabulary to refer to</p>				<p><u>Changes in our local environment</u></p> <p>NC Objectives: -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. -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. -Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	

<p>them, including the seasons and changing states of matter</p> <p><u>Cycle B</u> <u>Heroes and Celebrations</u></p> <p>Early Learning Goal: Understanding the world Past and present -Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People and communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>The Natural world -Understand some important processes</p>	<p>key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</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>describe features studied.</p> <p>-Use the eight points of a compass, four/six-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>-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>	
--	--	--	--	--	--	--

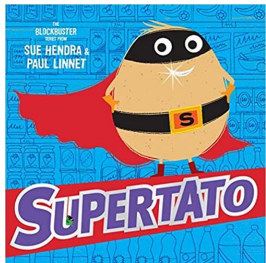
and changes in the natural world around them, including the seasons and changing states of matter.						
People of interest linked to each unit:						
Cycle A/B Guy Fawkes	Ellen Churchill Semple					
Vocabulary to be taught:						
Cycle A/B Local environment, London, City, River, Travel, Place	key human features including city, town, village, factory, farm, house, office, port, harbour and shop key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather				Ordnance survey map, environment, region, atlas, change, locate, symbol, feature, geography, local	
Topic links to:						
RE – Diwali, Hannukah, Christmas	Science – Seasonal changes					
Texts that link to the topic:						
Cycle A Whatever Next by Jill Murphy  The Gingerbread Man	This is our world 					



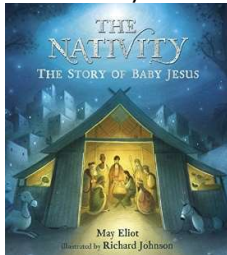
Cycle B
Whatever Next by Jill
Murphy



Super Tato by Sue
Hendra and Paul
Linnet




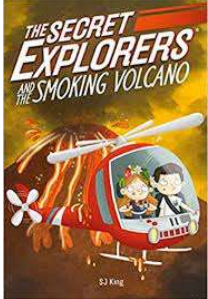
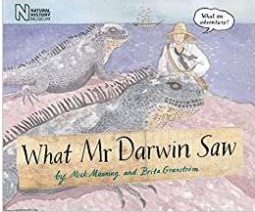
The Nativity

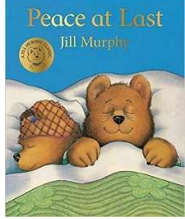


Spring 1

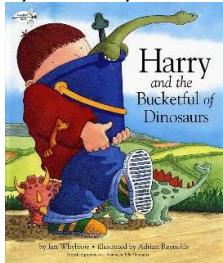
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Cycle A</u> <u>Authors and Books</u></p> <p>Early Learning Goal: Understanding the World People and communities - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>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.</p> <p><u>Cycle B</u> <u>Dinosaurs</u></p> <p>Early Learning Goal:</p>				<p><u>Earthquakes and Volcanoes</u></p> <p>NC Objectives: -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. -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). -Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts,</p>		<p><u>What is remarkable about the Galapagos Islands and how do they compare with Nottinghamshire and the Alps?</u></p> <p>NC Objectives: -Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Identify biomes, vegetation belts and other physical features of the Galapagos Islands -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 in North or South America</p>

<p>Understanding the World 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 and changing states of matter.</p>				<p>rivers, mountains, volcanoes and earthquakes, and the water cycle. -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. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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. -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. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Extra Opportunities: Trip to Willersley Castle</u></p>
People of interest linked to each unit:						
<p>Cycle B Mary Anning</p>				<p>Giuseppe Mercalli Charles Francis Richter</p>		<p>Charles Darwin</p>
Vocabulary to be taught:						

<p>Cycle A Rivers, Forest, Snowstorm, Field, Cave, Over, Under, Next to, Countryside, City</p> <p>Cycle B Habitat, Environment, South America, Asia, Fossil, Climate</p>				<p>Earthquake, Tsunami, Epicentre, Focus, Seismic waves, Tectonic plates, Plate boundary, Aftershock, Richter scale, Mercalli scales, Volcano, Magma, Pyroclastic Flow, Vent, Crater</p>		<p>Climate, Vegetation, Abundance, scarcity, Environment, Temperature, Weather, Biome, Flora, Fauna</p>
Topic links to:						
				<p>English – Diary and setting description</p>		<p>English – Journey stories Non-chronological report comparing the Galapagos, the Alps and Nottinghamshire Computing – Research of Galapagos Islands Art – Easter Island Science - Evolution</p>
Texts that link to the topic:						
<p>Cycle A We're going on a bear hunt by Michael Rosen and Helen Oxenbury</p>  <p>Peace at last by Jill Murphy</p>				<p>Secret explorers and the smoking volcano by S J King</p>  <p>Escape from Pompeii</p>		<p>What Mr Darwin saw</p> 



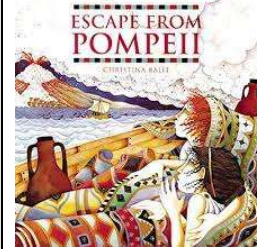
Cycle B
Harry and the
Bucketful of
Dinosaurs
by Ian Whybrow



The Dinosaur Who
Pooped a Planet by
Tom Fletcher and
Dougie Pointer



Dinosaurs Love
Underpants by Claire
Freedman

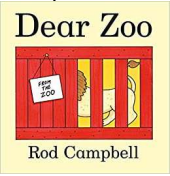
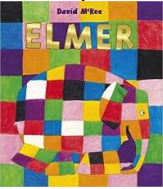
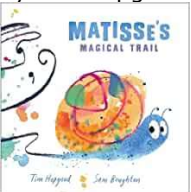
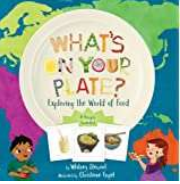
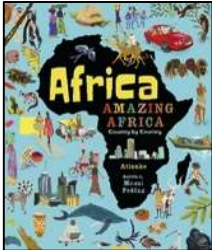
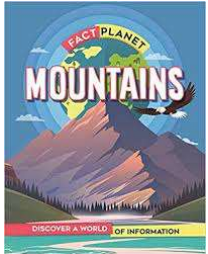
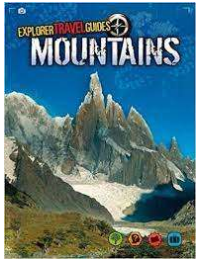


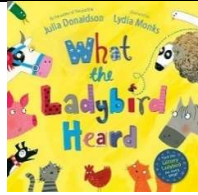
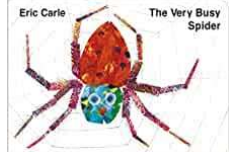
						
---	--	--	--	--	--	--

Spring 2						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Cycle A</u> <u>Animals and their habitats</u></p> <p>Early Learning Goal: <u>Understanding the World</u> <u>People, culture and communities</u></p> <ul style="list-style-type: none"> - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>Natural world</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Understand some important processes and changes in the 	<p><u>Journeys: Food</u></p> <p>NC Objectives:</p> <ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -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. -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and 	<p><u>What is life like in Nairobi compared to London?</u></p> <p>NC Objectives:</p> <ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans. -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -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- 			<p><u>Europe & Mountains: A study of the Alps</u></p> <p>NC Objectives:</p> <ul style="list-style-type: none"> -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. -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 	

<p>natural world around them, including the seasons and changing states of matter.</p> <p>Cycle B Minibeasts</p> <p>Early Learning Goal: Understanding the World People, culture and communities</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Natural world</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>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>-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>European country.</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>key human features, including: city town, village, factory, farm, house, office, port, harbour and shop</p>			<p>North or South America.</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>-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>-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</p>	
--	--	---	--	--	---	--

					graphs, and digital technologies.	
People of interest linked to each unit:						
Cycle A David Attenborough						
Cycle B Matisse – focus artist						
Vocabulary to be taught:						
Cycle A Animals, Wild, Farm, Pets, Habitat, World, Arctic, Antarctica, Hot, Cold, Country	Butcher, bakery, climate, country, continent, environment, far, near, equator, farm, fast food, flora, fauna, High Street, Map, man-made, natural, ocean, processed, seasons, source, supermarket, tropical, vegetation belt	Capital city, Ocean, Human, Physical, Landmarks, Maps, Compass, Aerial Photograph			Fold mountains, Tectonic plates, Natural resources, Avalanche, Industry, Agriculture, Tourism	
Cycle B Minibeast, Lifecycle, Metamorphosis, Wings, Legs, Shell, Habitat, Thorax, Antena, Insect						
	English - role-play Maths - understanding of scale and distance. What grows close to us/far away? Science - links to food growing, life cycles, ecosystems and edible and inedible things Modern foreign languages - extend learning by mentioning other languages of the British Isles such as	Science - Living things and their habitats				

	Welsh, Gaelic, Irish, Cornish Physical education - national sports and teams, team games					
Texts that link to the topic:						
<p>Cycle A Dear Zoo by Rod Campbell</p>  <p>Rod Campbell</p> <p>Elma by David McKee</p>  <p>Cycle B Matisse Magical trail by Tim Hopgood</p>  <p>What the Ladybird Heard by Julia Donaldson</p>	<p>What's on your plate? Exploring the world of food by Whitney Stewart</p> 	<p>Amazing Africa: Country by country</p> 			<p>Fact Planet: Mountains by Izzi Howell</p>  <p>Explorer travel guides: Mountains by Chris Oxlade</p> 	

 <p>The Very Busy Spider by Eric Carle</p> 						
---	--	--	--	--	--	--

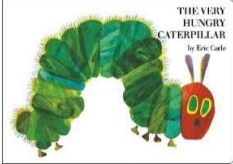
Summer 1						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cycle A <u>Garden, parks, growth and change</u></p> <p>Early Learning Goal: Understanding the World People, culture and communities - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>		<p><u>Mapping skills</u></p> <p>NC Objectives: -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 key human features, including: city town, village, factory, farm, house, office, port, harbour and shop -Use world maps,</p>	<p><u>Coasts</u></p> <p>NC Objectives: -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.</p>	<p><u>Rivers and the Water Cycle</u></p> <p>NC Objectives: -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</p>	<p><u>Global Trade</u></p> <p>NC Objectives: -Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. -Describe and understand key aspects of human geography including types of settlement and land use,</p>	

<p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>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 and changing states of matter.</p> <p><u>Cycle B</u> <u>Changes and Growing</u></p> <p>Early Learning Goal: Understanding the World People, culture and communities - Explain some similarities and</p>		<p>atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. -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. -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>-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. - Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - 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. - Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>aspects have changed over time. -Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -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><u>Extra Opportunities: Trip to Beeston Canal</u></p>	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -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>	
--	--	--	---	---	--	--

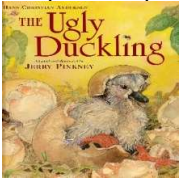
<p>differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Natural world</p> <p>- 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.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			<p>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. (if possible)</p>			
People of interest linked to each unit:						
<p>Cycle B Van Gogh</p>			<p>Grace Darling</p>			
Vocabulary to be taught:						

<p>Cycle A/B Seasons Changes over time map</p>		<p>Map, Sketch Map, Plan, Perspective, Compass, Route, Key</p>	<p>Coast, Erosional landform, Depositional landform, Sand, Shingle, Bay, Beach, Cliff, Dunes, Erosion, Location, Harbour, Human feature, Physical feature, Natural, Region, Seaside, Tourism</p>	<p>River, Source, Course, Mouth, Tributary, Water cycle, Flood, Floodplain, Dam, Canal, Tributary</p>	<p>Raw materials, Manufactured goods, Origin, Import, Export, Trade, Economy/economic, Shipping routes, Globalisation</p>	
Topic links to:						
			<p>English – narrative writing</p>	<p>Science - water cycle History – local history, canals DT - Construction</p>	<p>English – Kensuke’s Kingdom</p>	
Texts that link to the topic:						
<p>Cycle A Farmer Duck by Martin Waddell and Helen Oxenbury</p>  <p>Jack and the beanstalk</p> 			<p>The Story of Grace Darling</p> 	<p>Song of the River – Gill Lewis</p> 	<p>Kensuke’s Kingdom – Michael Morpurgo</p> 	

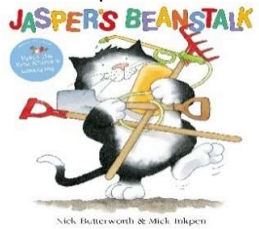
The Very hungry caterpillar by Eric Carle



Cycle B
The Ugly Duckling by Jerry Pinkney



Jasper's Beanstalk by Nick Butterworth and Mick Inkpen



Summer 2						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A Up, Up and Away: Travel and Journeys		<u>Seaside in the past</u> (History topic)	<u>Climate and Weather</u> NC Objectives: -Locate the world's countries, using maps to	<u>The Americas</u> NC Objectives: -Locate the world's countries, using maps to		

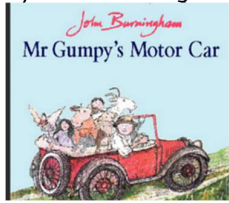
<p>Early Learning Goal: Understanding the World Past and present - Talk about the lives of the people around them and their roles in society. - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, culture and communities - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>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.</p> <p>Cycle B Under the Sea/pirates</p>		<p>Link to physical and human features of the seaside and map work.</p> <p>NC Objectives: -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 key human features, including: city town, village, factory, farm, house, office, port, harbour and shop</p>	<p>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>-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.</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>-Understand geographical similarities and differences through the study of human and</p>	<p>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>-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>-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>-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</p>		
--	--	--	--	--	--	--

<p>The World</p> <p>Early Learning Goal: Understanding the World</p> <p>Past and present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, culture and communities</p> <ul style="list-style-type: none"> - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>Natural world</p> <ul style="list-style-type: none"> - 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. 			<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <ul style="list-style-type: none"> -Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -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>including energy, food, minerals and water.</p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Use the eight points of a compass, four/six-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><u>Extra Opportunities:</u> <u>Trip to Hathersage (Residential)</u></p>		
---	--	--	--	--	--	--

People of interest linked to each unit:						
Cycle B Turner – link to coastal paintings			David Attenborough	Ben Franklin		
Vocabulary to be taught:						
Cycle A Travel, Map, Symbol			Weather, climate. Climate zone, polar zone, temperate zone. Tropical zone, subtropical zone, biome, flora, fauna, vegetation, tropical forest, desert, temperate deciduous forest, tundra	Continent, country, state, Biome, canyon, climate, delta, drought, erosion, flood plain, geology, gorge, Grand Canyon, lake, latitude, levee, longitude, mountain, range, plateau, population density, population distribution, topography, weather, urban, rural		
Cycle B Sea, land, sail, captain, crew, pirate, treasure, chest, map, telescope, parrot, plank, storm, seagull, waves, wind, flag, skull, crossbones, Ahoy!, Cross Nest, capsized, Jolly Roger, hijack, Landlubber, mutiny, plunder, swashbuckler Sea creatures: octopus, jelly fish, crab, fish, sea star, turtle, whale, shark, sea, dolphin, coral, plankton, shell, sand, ocean, sea, water, sal Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean, Great Barrier Reef, island, continental shelf, currents						
Topic links to:						
			Science - plants	History – Vikings (settling in US)		
Texts that link to the topic:						

Cycle A

Mr Grumpy's Motor Car
by John Burningham

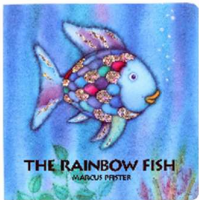


Lost and found by
Oliver Jeffers



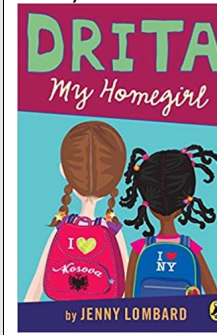
Cycle B

The Rainbow Fish by
Marcus Pfister



Pirates love underpants
by Claire Freedman and
Ben Cort

Drita My Homegirl by
Jenny Lombard



 <p>Pirates Love Underpants</p> <p>Claire Freedman and Ben Cort</p>						
--	--	--	--	--	--	--