

Cycle A

<p>Superheroes – What does a secret Superhero base look like?</p>	<p>Robots – Where and how does a robot move?</p>	<p>Castles What does the world look like from above?</p>	<p>Dinosaurs On which continent did the dinosaurs live?</p>	<p>Animals Where do animals live?</p>	<p>Seaside – How does a seagull view the UK</p>
<p><b>Identify features of simple maps.</b> Begin to understand the need for key. Use class agreed symbols to make a simple key.</p> <p><b>Use observational skills to create a simple map of the classroom with a key.</b></p> <p><b>Draw a map with symbols and a key.</b> Use own symbols on map. Draw around objects to make a plan. Look down on objects to make a plan view map</p> <p>Create a 3D map of a superhero base.</p>	<p><b>Directional language</b> Follow directions (Up, down, left/right, forwards/backwards) Follow directions (as Yr 1 and Including NSEW from own perspective)</p> <p><b>Create a map</b> (Cross Curricular link to Computing and Beebots)</p>	<p><b>Use aerial photos and maps to recognise landmarks, including human and physical features of areas surrounding castle locations.</b> Use relative vocabulary (e.g. bigger/smaller, like/dislike).</p> <p><b>Devise a simple map.</b> Draw around objects to make a plan. Look down on objects to make a plan view map</p> <p>Create a castle floor plan map</p> <p>Use large scale OS maps. Use simple grid references to locate squares on a map (eg A1, D7)</p> <p>FIELD TRIP TO A CASTLE?</p>	<p><b>To name and locate continents and oceans of the world on a map.</b> Locate 7 continents: Europe, Africa, Asia, North &amp; South America, Antarctica Australia; Locate 5 oceans: Pacific, Atlantic Indian, Arctic, Southern Locate 7 continents as Y1 plus alternatives: Australasia, Oceania, Sahul, Zealandia and 5 oceans (as Y1 plus N &amp; S Atlantic)</p> <p><b>To identify hot and cold areas of the world (N/S Poles)</b></p> <p><b>Use a Junior atlas and globes to identify continents.</b> Use picture maps and globes. Use an infant atlas to locate places. Find land/sea on globe.</p> <p><b>Seasonal and daily weather patterns of UK (linked to Science)</b> Identify daily and seasonal patterns in the UK. Present daily and seasonal patterns in the UK (link to Maths/statistics)</p>	<p><b>Contrasting non-European country:</b> Bangladesh (KW has teaching pack for ideas) or</p> <p><b>Locate on world map and using an Atlas and globe</b></p> <p>Use picture maps and globes. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). Find land/sea on globe.</p> <p><b>Locate hot and cold areas of the world and the equator.</b> Which animals live in hot and cold areas of the world.</p> <p>Geography of landscape for the animals.</p>	<p><b>To be able to name and locate the four countries and capital cities of the UK and seas.</b> UK countries and capital cities England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast UK countries, capital cities and seas (as Y1 plus Irish Republic/Eire (Dublin) English Channel, North Sea, Irish Sea, Celtic Sea Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Locate seascides on a map of the UK</p> <p><b>To identify human and physical features of a seaside on maps (key vocab to still be added)</b></p> <p><b>Look at aerial photos and plan perspectives.</b> Use picture maps and globes. Use large scale OS maps.</p> <p><b>To identify similarities and differences between city (Peterborough) and a seaside town (Hunstanton/Skegness/Struay).</b></p> <p>Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment.</p> <p><b>Draw own map</b></p> <p>FIELD TRIP to study physical/human features of a seaside</p>
<p>What does a secret Superhero base look like? Drawing maps</p>	<p>Where and how does a robot move? Directional language</p>	<p>What does the world look like from above? Human and physical features and map.</p>	<p>On which continent did the dinosaurs live? Identify continents, ocean and hot and cold areas of the world.</p>	<p>Where do animals live? Bangladesh</p>	<p>How does a seagull view the UK? Locate places in the UK and identify human and physical features.</p>

<p>All About Me Where do I live?</p>	<p>Fire! Fire! Where was the great fire?</p>	<p>Toys Where are my toys made?</p>	<p>Space Is it a village or a town?</p>	<p>Our Planet Is everywhere the same?</p>	<p>Sport Where in the world are we?</p>
<p>ODDIZZI UNIT ON LOCALITY STUDY LOCAL STUDY OF HAMPTON including FIELDWORK 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>To learn that maps and plans are representations of space in two dimensions and flat images</p> <p>To identify the physical and human features of a location.</p> <p>Use aerial photos of urban and rural areas.</p> <p>(OUTDOOR LEARNING SESSION) Follow directions using a simple map of our school (teacher base drawn map) Use a simple picture map to move around the school; Recognise that it is about a place. Draw around objects to make a plan.</p> <p>Follow a route on a map. Use a plan view. Look down on objects to make a plan view map.</p>	<p><b>Locate London on a map of the UK.</b> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p><b>Use directional language</b> Follow directions (Up, down, left/right, forwards/backwards) Follow directions (as yr 1 and inc'. NSEW from own perspective)</p> <p>Could locate London, countries, and seas around UK</p>	<p><b>To locate countries being studied in this key stage on a world map</b> Use picture maps and globes. Use an infant atlas to locate places</p> <p>To be able to label some countries on a map of where toys have been made or come from.</p> <p><b>Seasonal and daily UK weather patterns (linked to Science)</b> Identify daily and seasonal patterns in the UK. Present daily and seasonal patterns in the UK (cross curricular maths) What time of year might we be able to play outside/inside? What will the weather be like when we play outside/inside? What games will we play?</p>	<p><b>Identify similarities and differences of human and physical geography</b> between urban and rural areas.</p> <p>Understand how rural to urban change happens and what it looks like.</p> <p>Use 'Window' by Jeannie Baker.</p> <p><b>Use key human and physical vocab</b></p> <p><b>Use aerial photos of urban and rural areas.</b> Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>Use large scale OS maps</p>	<p><b>Contrasting non-European country: Zambia (oddizzi)</b></p> <p><b>Identify physical and human features of landscape.</b></p> <p><b>Locate on a world map and in an atlas</b> Use picture maps and globes. Use an infant atlas to locate places Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p><b>Locate hot and cold areas of the world, including the equator.</b></p> <p><b>Similarities and differences of people and place.</b> Use photographs Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p><b>To be able to name and locate the four countries, capital cities and seas of the UK.</b> UK countries and capital cities England London Scotland Edinburgh Wales Cardiff, Northern Ireland, Belfast Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>UK countries, capital cities and seas (as Y1 plus Irish Republic/Eire (Dublin) English Channel, North Sea, Irish Sea, Celtic Sea Locate and name on UK map major features e.g. London, River Thames, home location, seas. Use large scale OS maps.</p> <p><b>Identify continents and oceans of the world</b> Locate 7 continents: Europe, Africa, Asia, North &amp; South America, Antarctica Australia; Locate 5 oceans: Pacific, Atlantic Indian, Arctic, Southern Locate 7 continents as Y1 plus alternatives: Australasia, Oceania, Sahul, Zealandia and 5 oceans (as Y1 plus N &amp; S Atlantic)</p> <p>Locate countries and oceans on a world map with a link to the Olympics/World Cup/Commonwealth Games</p> <p><b>Use world maps, atlases and globes.</b> Use picture maps and globes. Find land/sea on globe.</p>
<p>Where do I live? Identify human and physical features of school and Hampton Hargate through fieldwork and maps.</p>	<p>Where was the Great Fire? Locate London on UK map. Use directional language.</p>	<p>Where are my toys made? Use world map and globe to locate countries. Seasonal and daily weather patterns.</p>	<p>Is it a village or a town? Identify rural and urban characteristics of place.</p>	<p>Is everywhere the same? Non-European contrasting locality study – Zambia or Bangladesh</p>	<p>Where in the world are we? Locate places in UK, continents and oceans.</p>