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|  | **Autumn** **1** | **Autumn** **2** | **Spring** **1** | **Spring** **2** | **Summer** **1** | **Summer** **2** |
|  | **Every half term Reception class will explore the natural world around them both in class learning and during Forest School covering:**Describe their immediate environment using knowledge from observation, discussion, stories, non – fiction and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Daily weather chart, seasonal observations, discussion about appropriate clothing etc) Season Poems – Shirely Hughes **Throughout the year through stories, children’s experiences and topical events the children will cover all aspects of the ‘Understanding the World’ part of the curriculum.** **People, culture and Communities/Past and Present/The Natural World/Science** |
| **EYFS (Understanding The World)** | **Traditional tales / Autumn** Talk about the lives of the people around them and their roles in societyOur familiesHow we have changed Once There Were GiantsThe Growing StoryWhen I Was a ChildKnow some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.To know what makes us and others special | **Light and dark**Goodbye Autumn, Hello WinterShineOscar and the MothNight Monkey Day Monkey The Light in the NightThe Dark, Dark NightLittle Glow Day and Night (non fiction)Understand the past through settings, characters and events encountered in books read in class and story tellingGuy Fawkes / Bonfire NightRemembrance DayKnow some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.DawalliChristmas Christmas’s around the worldDifferent sources of light Nocturnal animals Woodland habitats (DT)Leaf HedgehogsStickman Stories (nativity)Autumn pictures | **People who help us**Dr Ranj – A Superhero Like YouAll through the Night Talk about the lives of the people around them and their roles in societyRoles in the familyJobs in schoolsEmergency servicesJobs in the local community Scientist – different jobs/science in the wider world | **Animals** Goodbye Winter, Hello Spring Whose Habitat is That?Understand the past through settings, characters and events encountered in books read in class and story tellingKnow some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.Easter St George’s DayThat memories can be precious Explore the outdoor environment and look for animals.Identify a habitat as a home for an animal.Baby animalsGrouping animalsFeatures of different animals  | **Secret Garden**The Amazing Plant Life Cycle StoryThe Secret Sky GardenA Seed is Sleepy Ten SeedsExplore the natural world around them, making observations and drawing pictures of animals and plantsTo find out about plants in our school grounds through all our senses, as appropriateTo identify living things in the school environment that need to be cared for.To identify ways that they can look after and enhance their school environment.Gardening/plantingGrowing Pond dipping MinibeastsComposting Life cycles including humansDen BuildingMaking fairy gardens (DT)Decorate paper hats (Camouflage) | **Local area**Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.To consider what makes a place specialTo observe and identify features in the school environment and draw simple maps.Know the country in which they live.To visit, and know what people do in the park, church, shop, libraryTo express opinions on the local environment visited on our walkBe aware of why and how people can take care of the environment. Know more about signs and symbols in the environment.Draw maps of our route into the village. Include features that we have observed on our walks.Keeping healthy and active Clay insects and animalsMaking a bug in a boxInsects made |
| **Sticky Learning**  | To order their day chronologically Name 3 areas of the school and say what is special about themTo draw a map of something significant to themTo name 4 different places in the local area (ie: park. Playground, Bocketts Farm, shops, Bookham Common, library, swimming pool, Box Hill etc)To say who is special to them and whyTo name two different people who might help them in the local communityDescribe the weather using words like – hot, cold, cloudy, rainy, windy, sunny, snowy. |
|  | Continuous provisionHow does the weather affect our lives?Identify seasonal/daily weather patterns in the UKWeather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.Books **The Wind** by Monica Hughes**Arctic Life** by Sean Callery**Too Hot to Stop**! by Steve Webb**The Gardening Year** by Becky Dickinson**We see a Cloud** by June Crebbin, Moira Butterfield and Celia Warren**Wild Weather** by Chris Oxlade**Mighty Mountains, Swirling Seas** by Valerie Bloom**Sticky Learning** –Core: Name the four seasons in order (starting with Spring) Greater Depth: give an example of clothing that might be worn in each season saying why it would be appropriate  |
| **Year 1** | **Paddington’s Adventures**What is the geography of where I live?England, Scotland, N Ireland & Wales.Local area and landmarks. | **Memory Box**How do our favourite toys and games compare with those of children in the 1960s? | **Stars of the Past**How do we know about Dinosaurs?Explorers, paleontologists fossil hunters and dinosaursMary Anning and others global and local, modern and historical | **Castles and Dragons**What was it like to live in a castle?Life in a castle, weapons and armor. Attacking and defending.Castles in the UK.Royal family.  | **Amazing Amazon** How does the geography of (a town in Peru - Iquitos) compare to the geography of where I live?Comparing life in Peru to Bookham. Festivals & Carnivals.  | **Amazing Amazon** What can we do to help save the Amazon Rainforest?Rainforest layers, locate Amazon on a map, look at the structure of the land. Deforestation.  |
| **Sticky Learning**  | Core: Name the four countries that make up the United Kingdom.Greater depth: Locate them on a map of the UK and say name the capital city.Core: Know the main differences between city, town and village. | Core: Place toys in chronological order. Core: Describe two ways in which toys have changed from the 1960s to the present day #Greater depth: explain why some toys are different | Core: Ask one question about dinosaurs and suggest ways to find the answer.Greater depth: give an answer to their question explaining how they knowCore: Know who Mary Anning was and where she lived. | Core: Give 3 facts about a castleGreater depth: Explain the significance of one of their facts, including reasons  | Core: Describe three similarities between Iquitos (Peru) and Bookham (England)Greater depth: Give one difference , explaining why it is different and the impact  | Core: Locate the United Kingdom and Peru on a world map.Greater depth: Give one outcome of deforestation in the Amazon |
|  | Name and locate local city (London) and town (Leatherhead)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 Use world maps, atlases and globes to identify the United Kingdom and its countries.Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds.Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.To think about the impact that humans have on different environments | Place known events and objects in chronological order. Sequence events and recount changes within living memory. Sort and compare artefacts and pictures from 'then’ and ‘now’ Find answers to simple questions about the past from sources of information e.g. artefacts. Compare adults talking about the past – how reliable are their memories?Recognise the difference between past and present in their own and others' lives.   | Discuss using simple appropriate vocabulary. Write simple captions and sentences, label and annotate drawings and photographs. Orally retell/perform.Know and recount episodes from stories about the past. | Use common words and phrases relating to passing of time: **old, new, a long time ago, the olden days, past, present.** Relate their own account of an event and understand that others may give a different version. Use stories to encourage children to distinguish between fact and fiction. Ask and answer relevant basic questions about the past using a wide range of sources and artefacts (speaking and listening focus).  | Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Identify continents of Europe and South America and the Atlantic ocean.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 | To think about the impact that humans have on different environmentsIdentify 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 (science link)Use basic geographical vocabulary to refer to: ♣ key physical features, including: forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather ♣ key human features, including: city, town, village |
| **Vocabulary**  | **Location** **Environment** **Community** **Landscape****United Kingdom****Bookham****London** Natural; Physical geography; Human geography; Country; Nation; City; Capital; Tree; Wood; Forest; Buildings; Town; Farm; Field; Road; Bridge; Holiday; Sport; Railway; Local area; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential; Place | **Timeline** **Artefacts****Chronological****Similar****Different**Order; years; Recent;Manufacturecomputer; television; decade; century; millennium; sequence; change; introduced; replace; shilling; Barbie; The Beatles; James Bond; Dr. Who; cinema; ring pull; Walt Disney; videotape audiocassette; episode; television; Doctor Who; toy; game; doll; fashion; television; change; similar; different; smart toy; computer; primary evidence; interview; research. | **Explorers, paleontologists** **fossil hunters dinosaurs****prehistoric****evidence****question** **Answer**BC; AC; extinction, extinct, fossil, fossils, herbivore, excavate, herbivorous, omnivore, period, omnivorous, predator, Triassic Period, prey, carnivore, warm-blooded, carnivorous, , biped, meteorite, Jurassic Period, erosion, skeleton, predict, trace fossils, cast, hypothesis, frill, cold-blooded, Cretaceous Period, Geologist and Mesozoic Era. | **Castle****Medieval** **Fact****Fiction**war; crime; enemy; army; punish; defence; public; suppression; communication; message; reinforcements; advance; retreat; desperate; rescue; village; casualty; mercy; town; village; countryside; bombardment; Monarchy; | **Location** **Settlement****Peru****United Kingdom****Country****Town**Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Equator; Population; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human. | **Location****South America****Rainforest** **deforestation**Southern Hemisphere, Northern Hemisphere; equator; canopy; exotic; camouflage; predator; prey; habitat; rainforest, rainfall, tropical, temperate, monsoon; climate, species, plants, insects, microorganisms, undiscovered, natural medicines, oxygen, carbon dioxide, photosynthesis, undergrowth, sunlight, leaf canopy, vines, shrubs, trees, fungi, forest floor, understory layer, canopy layer, emergent layer, decay, soil, timber, logging, plantations, ecosystem uncontacted tribes Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical;,  |
| **Books** | **Around the World** by James Carter**Where is My School** by Alison Sage**What’s Underground** by Gill Munton**Homes Sweet Homes** by James Carter*Paddington’s AdventuresF**Michael Bond**The Queens HandbagF**Steve Antony**Maps of the United Kingdom Rachel Dixon* | *Once there were giants F*[*Wilfrid Gordon Mcdonald Partridge*](https://www.amazon.co.uk/gp/product/0140505865/ref%3Dppx_od_dt_b_asin_title_s00?ie=UTF8&psc=1)*Old Bear / Little Bear lost F**Jane Hissey (Author study)**Lost in the Toy Museum F David Lucus**Old toys / Materials NF* | *First Big Book of Dinosaurs / Best book of dinosaurs NF**Mary Anning Little people Big Dreams**Great women who changed the world Kate Pankhurst**The Fossil Girl Catherine Brighton* | *How to be a knight NF**Castles NF**Jane and the dragon TV series* | *Amazon Basin NF Simon Chapman**River Stories NF Ashling Lindsay and Irene Montang*Lazy Afternoon / Sensory stroll P*Peru Texts NF*  | **A Day at the Eden Project** by Catherine Petty**Cloud Forest** by Nic Bishop **Unusual Traditions** by John Mcllwain*Rainforest NF Helen Cowcher**The Rainforest Grew all around F**Great Kapok tree F / NF Lynne Cherry* |
| **Year 2** | **Superheroes** Who is the greatest history maker?Superhero scientists:  | **Fire and ice** How did the Great Fire of London Change London?Guy FawkesRemembrance DayGreat Fire of London- Samuel Pepys, Thomas Farynor, King Charles IIAntarctica- explorers, location, weather | **Islands** Who likes to live on an Island?World maps- 7 continents, 5 oceans, countries of UK and capital cities, Google mapsStruary/Isle of Coll- physical and human features(bay, coast, beach, sea, village, PO/shop, farm, harbour, loch/lake, river)Nim’s Island- Pacific island based on Galapagos (cliff, mountain, volcano, ocean, reef)Comparison 2 islands | **The Seaside**Why do we love to be at the seaside?Recap weather from y1 & comparison between 2 islandsOceansCompass Directions NSEWMaps- symbols, mapping island & school groundsPosition and Direction (Maths link) | **Habitats**Why does it matter where our food comes from? | **Space** What does it take to be an explorer? |
| **Sticky Learnigng** | Core: Name two individuals who have contributed to national or international achievementsPick from: Malala YousafziaMargaret ThatcherHatshepsutMarie CurieGrace O’MalleyElizabeth 1Louis Braille Greater Depth: articulate how they have made a difference to our country or the world. | Core: Say what year the Great Fire of London started.Greater depth: Say one way that the Great Fire of London changed London and explain why.Core: Know features of hot and cold places in the world | Core: Name the world’s seven continents and five oceansGreater depth: locate the world’s seven continents and five oceans on a map or globe of the world | Core: name six things that you can do at the seaside.Describe and explain how people can take greater care of the seaside environmentCore: Know which is N, E, S and W on a compass | Core: Explain why Costa Rica is a good location for farmers to grow bananas Greater depth: Explain how exported bananas reach the United Kingdom | Core:Name 3 explorers from: Ranulph Fiennes, Amy Johnson, Christopher Columbus Neil Armstrong. Say where they explored.Greater depth: Give reasons why one of the explorers is considered important. |
|  | Show an awareness of the past, using common words and phrases relating to the passing of time: **in order, a long time ago, recently, decades and centuries, in my lifetime, modern, old-fashioned.** **Identify, describe** and **explain** how six significant people made history during their lifetime;**Compare and contrast** the achievements of these individuals, producing a rank order of historical importance **explaining** and **justifying** their decision;Can use ‘another reason’ and ‘also’ which connects ideas.  | Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/storiesRecognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.Label and annotate a picture/painting showing significant features.  | Use maps, atlases and globes to identify the continents and oceans studied at this key stage.Name and locate the world’s seven continents and five oceans.Compare the geographical similarities and differences of the local area and the Isle of Coll.Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) | Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass.Identify daily and seasonal weather patterns in the UKUse basic geographical vocabularly to refer to key physical and human features.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. | 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. Identify daily and seasonal 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 and human features.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.Use simple observational skills to study key human and physical features of environments.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. | Describe where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Make increasing use of subject- specific precise vocabulary.Retell events in simple, structured way using temporal markers.  |
| **Vocabulary** | **Significant****Individual****Change**Commemoration; commemorate; ceremony; celebration; annual; engraving; unlawful; harmful; impression; assassinate; Parliament; House of Lords; rent; cellar; stockpile; gunpowder; guard; Catholic; Protestant; plot; arrested; torture; executed; survive; effigy; beliefs; ideas; timeline; chronology; evidence; independent; chieftain; Poland; France; kingdom; Ancient Egypt; BC; Pakistan; proud; powerful; accomplished; ethnic; Pashtun; Sunni Muslim; Birmingham; childhood; encourage; study; president; Taliban; extreme; Islam; religion; accompanied; demolish; blog; diary; schoolgirl; death threat; hospital; strengthened; love; prayers; United Nations; revenge; forgive; murder; Nobel Peace Prize; championing; equal rights; grocery; chemistry; university; politics; Conservative Party; chemist; law; Member of Parliament; discrimination; annoyed; determined; willpower; elected; leader; prime minister; Robert Walpole; uncompromising; ‘Iron Lady’; resisting; demands; strike; miners; unpopular; terrorists; IRA; war; Argentina; Falkland Islands; invade; occupy; divided; River Nile; pharaoh; king; wealthy; expedition; trade; goods; neighbouring; incense; Red Sea; temple; Luxor; hieroglyphics; tourists; marvel; Valley of the Kings; Russia; secret; scientist; Sorbonne; sacrifice; Paris; student; physics; research; experiment; investigation; fact; substance; uranium; radioactive; rays; prize; X-ray machine; doctor; injured; illness; treatment; front line; soldier; ambulance; dangerous; saved; laboratory; island; inherited; protecting; castle; weapon; pirate; seize; fortify; plead; bow; release; bitter; enemy; invasion; revel; will; free; crowned; Henry VIII; Anne Boleyn; conquer; claim; Sir Walter Raleigh; Trinidad; Caribbean; Empire; territories; spices; New World; orphanage; patron; William Shakespeare; paid; perform; ordinary; play; protect; peace; swift; action; Spanish Armada; English Channel; Navy; fleet; victory; Mary, Queen of Scots; plotting; overthrow; Good Queen Bess; monarch | **Significant****Change**Baker; smoke; fire; flames; escape; Thomas Farynor; Samuel Pepys; diary; wooden; designed; building; River Thames; leather buckets; burned; firehood; Lord Mayor: Sir Christoper Wren; fire break; flammable; ignite; Monument; First; Next; finally | **Continent****Oceans****Countries****Map****Globe**capital cities, Google maps,Struary/Isle of Coll- physical and human features, bay, coast, beach, sea, village, Post office, shop, farm, harbour, loch, lake, river,Pacific island, Galapagos, cliff, mountain, volcano, ocean, reefComparison  | **Seaside****Coast****Urban****Rural****Map**Town; City; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; countryside; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region. | **Continent****Oceans****Countries****Map****Globe****Trade****Fairtrade**Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition. | **Explorer****Expedition****Significant**ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; energy; spirit; bravery; persistence; resilience; patience; determination; purpose; aeroplane; transport; pioneer; aviator; university; ‘in service’; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; ‘women’s work’; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket; aircraft; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit.  |
| **Key Texts** | **Brave Nurses: Mary Seacole and Edith Cavell** by Charlotte Guillain**Votes for Women** by Jane Bingham**When Rosa Parks met Martin Luther King** by Zoe Clarke | **Vlad and the Great Fire of London** by Kate Cunningham**Raven Boy** by Pippa Goodhart**The Great Fire of London** by Emma Adams | **Katie Morag** by Mairi Hedderwick **Nim’s Island** by Wendy Orr | **Rebecca at the Funfair** by Frances Ridley**Holidays: Then and Now** by Lucy M George**A letter to New** **Zealand** by Alison Hawes**Landmarks of the World** by Helen Chapman**Horses’ Holiday** by Kaye Umansky | **Crunch and Munch** by Nora Sands**Ice Cream** by Sue Graves**We like Fruit** by Gail Budgell | **Great Explorers: Christopher Columbus and Neil Armstrong** by Charlotte Guillain and Jim Mitchell**Captain Scott: Journey to the South** **Pole** by Adrian Bradbury Kate EvansBob Moulder**Discover Mars** by Steve Parker |