

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
Geography	<p>1a. name and locate the world's seven continents and five oceans</p> <p>2. 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>3b. use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>4a. 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>4b. 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><b>Location</b></p> <ul style="list-style-type: none"> <li>• To name and locate the seven continents and the five oceans.</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• To find the seven continents and five oceans on a map.</li> <li>• To know how to use a map.</li> <li>• To know how to create a simple map.</li> <li>• To know how to give directions.</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>• To know some of the similarities and differences between the climates of where we live and a non-European country.</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>• To know some of the similarities and differences between the human features of where we live and a non-European country.</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>• To know some of the similarities and differences between the physical features of where we live and a non-European country.</li> </ul>	<p>beach cliff coast forest hill mountain sea ocean river soil valley vegetation season weather city town village factory farm house office port harbour shop atlas map continent ocean north south east west compass direction location route</p>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like?</li> <li>• Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• Make simple comparisons between features of different places.</li> </ul> <p><b>Direction/ Location</b></p> <ul style="list-style-type: none"> <li>• Follow directions (Up, down, left/right, forwards/backwards) – Year 1</li> <li>• Follow directions (as Y1 and NSEW) – Year 2.</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>• Recognise that it is about a place.</li> <li>• Use a plan view.</li> <li>• Use an atlas to locate places.</li> </ul> <p><b>Scale/ Distance</b></p> <ul style="list-style-type: none"> <li>• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</li> </ul> <p><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>• Picture maps, globes and atlas.</li> <li>• Find land/sea on globe.</li> <li>• Use teacher drawn base maps.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what a pirate is and what pirates used to do. To understand they travelled the oceans.</li> <li>• To revise the seven continents and five oceans that they have looked at through previous topics. Make sure they are confident in naming and locating them.</li> <li>• The make sure children understand basic geographical vocabulary.</li> <li>• To use maps and atlases to find the United Kingdom and recap on the countries that make up the United Kingdom.</li> <li>• To look at treasure maps that pirates used to use. Children to draw their own treasure map with a key and compass directions. To then write instructions to get to their treasure. Could also link to ICT and using the Beebots.</li> <li>• Make sure children have access to maps, atlases and globes to locate countries and continents throughout the topic.</li> <li>• To compare Eaglescliffe with a contrasting non-European country. Could do a day in the life of a child in Eaglescliffe and ....</li> <li>• Thinking skills activity – to have a picture of a map that children have to remember and use good communication to recreate the map in groups.</li> <li>• To come to school dressed as a pirate and have a pirate themed day.</li> </ul>
Art	<p>1. To use a range of materials creatively to design and make products.</p> <p>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<ul style="list-style-type: none"> <li>• To know what a collage is.</li> <li>• To know that you can create effects by overlapping and overlaying materials.</li> </ul>	<p>collage media overlapping overlaying sand fabric paper effects texture</p>	<p><b>Exploring/ Evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>• Work from observations and known objects</li> <li>• Use imagination to form simple images from given starting points or a description</li> <li>• Ask and answer questions about starting points for their work</li> <li>• Develop and share their ideas, try things out and make changes</li> </ul>	<ul style="list-style-type: none"> <li>• To create a mixed media collage of a desert island. <ul style="list-style-type: none"> <li>- To experiment by using sand, fabric, different types of paper etc.</li> <li>- To discuss overlapping and overlaying materials to create different effects.</li> </ul> </li> <li>• To build a pirate ship using junk material.</li> </ul>

		<ul style="list-style-type: none"> <li>To know there are different ways to construct a collage.</li> <li><b>To know which materials to use to construct their own ship.</b></li> <li><b>To know how to make their model stronger.</b></li> <li><b>To understand the importance of finishing their product to make it appealing.</b></li> <li><b>To know which tools or materials are best suited for each element of the task.</b></li> </ul>	junk material features image model joins stronger crepe paper construct crumple tear decorate natural man-made	<ul style="list-style-type: none"> <li>Begin to think what materials best suit the task</li> </ul> <p><b>Texture (textiles and collage)</b></p> <ul style="list-style-type: none"> <li>Collect, sort and group materials for different purposes in different ways/shapes, i.e. texture, colour</li> <li>Choose materials based on colour, texture and shape</li> <li>Use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> <li>Arrange and glue materials to different backgrounds - fold, crumple, tear and overlap papers</li> <li>Develop skills of overlapping and overlaying to create effects</li> <li>Create textured collages from a variety of media</li> <li>Use various collage materials to make a specific picture</li> </ul> <p><b>Form (Sculpture)</b></p> <ul style="list-style-type: none"> <li>Use both hands and tools to build</li> <li>Cut shapes using scissors</li> <li>Make simple joins by manipulating modelling material or pasting carefully</li> <li>Construct to represent personal ideas</li> <li>Use materials to make known objects for a purpose i.e. puppet</li> <li>Able to shape and form from direct observation</li> <li>Use a range of decorative techniques: applied, impressed, painted, etc</li> <li>Construct from found junk materials</li> <li>Awareness of natural and man-made forms and environments</li> <li>Expression of personal experiences and ideas in work</li> <li>Begin to form own 3D pieces</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials to construct their ship.</li> <li>To design it first, thinking carefully about the materials they would need to create it and the different features it would need.</li> <li>To experiment with ways to join parts of their model and how to make these joins stronger (purpose).</li> </ul>
Writing	Refer to Writing Progression Sheets for relevant year group objectives.	See writing progression sheets.	See writing progression sheets.	See writing progression sheets.	<ul style="list-style-type: none"> <li>Application for a job on a pirate ship</li> <li>Writing a message in a bottle</li> <li>Creating an adventure story about a pirate</li> <li>Write a poem using the starting line If I was a pirate....</li> </ul>