

	Cycle A - Term 1	Cycle A - Term 2	Cycle A - Term 3	Cycle A - Term 4	Cycle A - Term 5	Cycle A - Term 6
Pearl (Reception)	<p><u>Marvellous Me</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p>Understand that some places are special to members of their community.</p> <p>Describing their home environment and other places they know by commenting on photographs brought from home.</p> <p>Beginning to compare their homes and lives with others in their class.</p> <p>How are they the same? How are they different?</p> <p>Can they locate their home on google maps?</p> <p>Visitors in from the community to talk about special places.</p>	<p><u>Let's Celebrate</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• 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.</li> </ul> <p>Links to festivals:</p> <p>Bonfire night</p> <p>Diwali</p> <p>Hanukah</p> <p>Christmas</p> <p>Halloween Remembrance Sunday</p> <p>Comparing different festivals through stories, information books, visits from the community and video clips.</p> <p>Role play - Christmas home scene/Nativity scene/ Christmas post office</p> <p>Exploring birthday celebrations around the world. Making a birthday cake for 'Walrus' birthday and comparing celebration foods from different cultures.</p> <p>Exploring the Church and its significance to some members of the community.</p> <p>Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p><u>Off we go</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• 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.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• 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.</li> </ul> <p>Chinese New Year - how is it celebrated? How is it different to how you celebrate new year? Trying some traditional Chinese foods.</p> <p>Exploring images, stories, nonfiction texts and videos about China.</p> <p>Comparing life in China to life in this country (including religion). Looking at China on a map.</p> <p>Reflecting on Christmas: recognising that people celebrate special times in different ways.</p> <p>Thinking about similarities and differences between different people's experiences of Christmas.</p> <p>Exploring Easter and its significance to some member of the community.</p> <p>Making hot cross buns and exploring their significance to Christians.</p>	<p><u>Bears</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p>Maps of the bear stories (Bear Hunt, Goldilocks and the Three bears)</p> <p>Developing maps of the local area.</p> <p>Describing 'bear hunt' walk.</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• 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.</li> </ul> <p>Exploring and comparing the habitats of different bears. Comparing with life in this country.</p> <p>Learning about Pancake Day- making pancakes. Exploring different types of pancakes from around the world.</p>	<p><u>Glorious Growing</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Describing their local environment/ habitats and a contrasting country (Kenya). What are the similarities and differences? Exploring Africa in relation to Handa's surprise. Considering food, weather, animals, housing and environment. Looking at Africa on a map.</p> <p>Making a fruit salad using fruit from different countries- exploring where the food is from using maps. How do you think it got here?</p>	<p><u>Ahoy There</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Exploring the coast using maps and globes. Comparing different seaside towns and places bases on children's experiences and interests.</p> <p>A trip to the beach and reflecting on time spent at the beach with family. What can you see and feel? What animals and plants are here?</p> <p>Exploring animals and plants found at the beach using stories, videos and nonfiction texts. Where are we on the map? Where is the nearest beach? Have you been to any other local beaches?</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p>Look at aerial views of the school, commenting on what they notice, recognising buildings, open space, roads and other simple features. Using to create a pirate treasure map.</p>
Ruby (Year 1 & 2)	<p><u>Explorers</u></p> <p>Investigating the travels of different explorers</p> <p>I can name and locate the world's 7 continents and 5 oceans</p>	<p><u>Our World</u></p> <p>Comparing UK and India (Diwali link)</p> <p>I can understand geographical similarities and differences through studying the human and</p>	<p><u>Dinosaurs</u></p> <p>Dinosaur investigation</p> <p>I can name and locate the world's continents and oceans</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks</p>	<p><u>Giants</u></p> <p>Mapping out the town from the 'Smartest Giant in Town'</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>	<p><u>Growing</u></p> <p>Plant investigation</p> <p>I can identify land use around the school</p>	<p><u>The Seaside</u></p> <p>I can name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>

	<p>I can 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>I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>I can ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>I can 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>I can use basic geographical vocabulary to refer to:</p> <p>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>features; devise a simple map; and use and construct basic symbols in a key</p> <p>I can 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>I can use basic geographical vocabulary to refer to:</p> <p>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>I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>
Sapphire (Year 3 & 4)		<p><u>Meet The Flintstones</u></p> <p>I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (locational knowledge)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (skills &amp; fieldwork)</p>	<p><u>The Romans</u></p> <p>Physical Geography</p> <p>Volcanoes</p> <p>I can describe and understand key aspects of physical geography - volcanoes (human &amp; physical)</p> <p>I can ask and answer geographical questions about the physical and human characteristics of a location (human &amp; physical)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features (skills &amp; fieldwork)</p>	<p><u>The Romans</u></p> <p>I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (locational knowledge)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (skills &amp; fieldwork)</p>	<p><u>Tales From Europe</u></p> <p>Europe &amp; Latitude &amp; longitude</p> <p>I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones and describe some of the characteristics of these geographical areas (locational knowledge)</p> <p>I can 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 (locational knowledge)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (skills &amp; fieldwork)</p>	<p><u>Much Ado About Nothing</u></p>
Emerald (Year 5 & 6)	<p><u>Out Of This World</u></p> <p>Looking at birds eye view photographs taken from space</p>	<p><u>The Great War</u></p>	<p><u>The Home front</u></p>	<p><u>Journey to Mecca</u></p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and</p>	<p><u>Sussex Landscapes</u></p> <p>I can describe how locations around the world are changing and explain some of the reasons for change.</p>	<p><u>Smugglers</u></p> <p>I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical</p>

	<p>I can describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle;</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>			<p>understand how some of these aspects have changed over time.</p>	<p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>	<p>features in the local area. Record the results in a range of ways.</p> <p>I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>
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	Cycle B - Term 1	Cycle B - Term 2	Cycle B - Term 3	Cycle B - Term 4	Cycle B - Term 5	Cycle B - Term 6
Pearl (Reception)	<p><u>Marvellous Me</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p>Understand that some places are special to members of their community.</p> <p>Describing their home environment and other places they know by commenting on photographs brought from home.</p> <p>Beginning to compare their homes and lives with others in their class.</p> <p>How are they the same? How are they different?</p> <p>Can they locate their home on google maps?</p> <p>Visitors in from the community to talk about special places.</p>	<p><u>Let's Celebrate</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• 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.</li> </ul> <p>Links to festivals: Bonfire night Diwali Hanukah Christmas Halloween Remembrance Sunday</p> <p>Comparing different festivals through stories, information books, visits from the community and video clips.</p> <p>Role play - Christmas home scene/Nativity scene/ Christmas post office</p> <p>Exploring birthday celebrations around the world. Making a birthday cake for 'Walrus' birthday and comparing</p>	<p><u>Off we go</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• 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.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• 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.</li> </ul> <p>Chinese New Year - how is it celebrated? How is it different to how you celebrate new year? Trying some traditional Chinese foods.</p> <p>Exploring images, stories, nonfiction texts and videos about China.</p> <p>Comparing life in China to life in this country (including religion). Looking at China on a map.</p> <p>Reflecting on Christmas: recognising that people celebrate special times in different ways.</p>	<p><u>Bears</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p>Maps of the bear stories (Bear Hunt, Goldilocks and the Three bears) Developing maps of the local area.</p> <p>Describing 'bear hunt' walk.</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• 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.</li> </ul> <p>Exploring and comparing the habitats of different bears.</p> <p>Comparing with life in this country.</p> <p>Learning about Pancake Day- making pancakes. Exploring different types of pancakes from around the world.</p>	<p><u>Glorious Growing</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Describing their local environment/ habitats and a contrasting country (Kenya). What are the similarities and differences?</p> <p>Exploring Africa in relation to Handa's surprise. Considering food, weather, animals, housing and environment. Looking at Africa on a map.</p> <p>Making a fruit salad using fruit from different countries- exploring where the food is from using maps. How do you think it got here?</p>	<p><u>Ahoy There</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Exploring the coast using maps and globes. Comparing different seaside towns and places bases on children's experiences and interests.</p> <p>A trip to the beach and reflecting on time spent at the beach with family. What can you see and feel? What animals and plants are here?</p> <p>Exploring animals and plants found at the beach using stories, videos and nonfiction texts. Where are we on the map? Where is the nearest beach? Have you been to any other local beaches?</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p>Look at aerial views of the school, commenting on what they notice, recognising buildings, open space, roads and other simple features. Using to create a pirate treasure map.</p>

		<p>celebration foods from different cultures.</p> <p>Exploring the Church and its significance to some members of the community.</p> <p>Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p>Thinking about similarities and differences between different people's experiences of Christmas.</p> <p>Exploring Easter and its significance to some member of the community.</p> <p>Making hot cross buns and exploring their significance to Christians.</p>			
<p>Ruby (Year 1 &amp; 2)</p>	<p><u>Down Under</u></p> <p>Australia</p> <p>I can 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>I can ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>I can 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.</p>	<p><u>Fire</u></p>	<p><u>Winter Wonderland</u></p> <p>Hot and cold climates around the world</p> <p>I can name and locate the world's 7 continents and 5 oceans</p> <p>I can 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</p> <p>I can 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>I can use simple compass directions</p> <p>I 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>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><u>Space</u></p> <p>Maps</p> <p>I can use world maps to identify America and Neil Armstrong's home state</p>	<p><u>Green</u></p> <p>Environmental issues around the world</p> <p>I can name and locate the world's 7 continents and 5 oceans</p>	<p><u>It's Bug's Life</u></p> <p>Mapping out our school's mini-beasts</p> <p>I can 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>Sapphire (Year 3 &amp; 4)</p>	<p><u>Around the world</u></p> <p>Countries of the World &amp; Latitude &amp; longitude</p> <p>I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p>	<p><u>Conflict</u></p> <p>Maps &amp; Compass work</p> <p>I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human</p>	<p><u>Legends</u></p> <p>Maps &amp; Atlases</p> <p>I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human</p>	<p><u>Legacy</u></p> <p>Maps &amp; Atlases</p> <p>I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics,</p>	<p><u>The Secret Garden</u></p> <p>Climate zones, biomes and vegetative belts</p> <p>I can describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts (human &amp; physical)</p>	<p><u>It's Not Easy Being Green</u></p> <p>Rivers, Mountains, Volcanoes, Earthquakes, Water cycle</p> <p>I can describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes</p>

	<p>Circle and date time zones and describe some of the characteristics of these geographical areas (locational knowledge)</p> <p>I can 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 (locational knowledge)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (skills &amp; fieldwork)</p>	<p>characteristics, countries, and major cities (locational knowledge)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (skills &amp; fieldwork)</p> <p>I can use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world (skills &amp; fieldwork)</p>	<p>characteristics, countries, and major cities (locational knowledge)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (skills &amp; fieldwork)</p>	<p>countries, and major cities (locational knowledge)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (skills &amp; fieldwork)</p>		<p>and earthquakes and the water cycle (human &amp; physical)</p>
<p>Emerald (Year 5 &amp; 6)</p>	<p><u>The Amazing Americas</u></p> <p>The Americas</p> <p>I can name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can understand some of the reasons for geographical similarities and differences between countries.</p> <p>I can describe how locations around the world are changing and explain some of the reasons for change.</p> <p>I can describe geographical diversity across the world.</p>	<p><u>The Victorians</u></p>	<p><u>Secret Agents</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent</p>	<p><u>Egyptians</u></p> <p>I can understand some of the reasons for geographical similarities and differences between countries.</p> <p>I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p><u>Journey to The River Sea</u></p> <p>I can name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>I can describe geographical diversity across the world.</p> <p>I can describe how countries and geographical regions are interconnected and interdependent</p>	<p><u>Freedom- The Slave Trade</u></p>