

Geography – San Salvador, a contrasting non-European locality

Locational knowledge

- name and locate the world's seven continents and five oceans

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of Clitheroe (quick recap as previously studied in the Autumn term), and of a small area in a contrasting non-European country (San Salvador, the capital of El Salvador in Central America)

Human and physical geography

- identify the location San Salvador in relation to the Equator and the North and South Poles, helping pupils to know how this affects temperature

use basic geographical vocabulary to refer to:

- key physical features, including where appropriate: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including where appropriate: city,

History (minor focus)

Christopher Columbus

(a significant individual in the past who has contributed to national and international achievements)

Through the minor study, pupils should further develop the following ongoing KS1 skills:

- use common words and phrases relating to the passing of time.
- know where Christopher Columbus fits within a chronological framework
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Science – Animals

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets)

Notes and Guidance (non-statutory):

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of fish, amphibians, reptiles,

**Summer Term
Our Wonderful World
Robin Class
(Discrete subjects taught in blocks over the term)**

town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as El Salvador
- recap 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

Art - Collage

Create images from a variety of media e.g photocopies, fabric, crepe paper, magazines etc.

Arrange and glue materials to different backgrounds

Colour: Collect, sort, name, match colours appropriate for an image

Shape: Create and arrange shapes appropriately

birds and mammals, including those that are kept as pets.

Pupils to work scientifically by:

- *using their **observations** to **compare and contrast** animals at first hand or through videos and photographs,*
- ***describing** how they **identify and group** them;*
- ***grouping** animals according to what they eat,*
- ***using their senses***

Ongoing throughout the year:

Seasonal Changes

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Notes and Guidance (non-statutory):

Pupils should observe and talk about changes in the weather and the seasons.

Note: *Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.*

Pupils to work scientifically by:

- ***making tables and charts** about the weather and*
- ***making displays** of what happens in the world around them, including day length, as the seasons change.*