

Year R/1/2 long term plan Year B

	Term 1	Term 2	Term 3
Year B	<p>Northampton</p> <ul style="list-style-type: none"> • Geography Physical and human features Compass, direction and maps • History Significant historical events, people and places Fire of Northampton Events beyond living memory • Science Seasons and plants • Early Years Asking questions about familiar world and where they live. Similarities, differences and changes in the world. Talk about features in their own environment, talk about changes <p>T4W – The little Red Hen The Enormous Turnip</p> <p>RE - Hinduism</p> <p>Trips</p>	<p>What do I need to be me/brilliant bodies</p> <ul style="list-style-type: none"> • Science Life cycles / food chains(Y2) How do we change as we grow Basic needs for survival What do humans need to be healthy Body parts and senses • Geography Where do we live? Compare with other countries. Using maps to identify different countries • Early Years Understanding of growth Similarities and differences in relation to living things Importance of good health, physical exercise etc <p>T4W – Funnybones</p> <p>RE - Judaism</p>	<p>The Potting Shed (George Forrest)</p> <p>SAT'S REVISION</p> <ul style="list-style-type: none"> • History Significant individuals Events beyond living memory Great Fire of London – significant events • Science Naming plants inc trees in their habitats Planting investigation activities Describing growth of plants/what they need to live • Early Years Plants and growing Obs of animals and plants Different environments <p>T4W –</p> <p>RE – Books and Stories (bible)</p>
	<p>Big Build</p> <ul style="list-style-type: none"> • Geography Local environment, maps, physical and human features • Science Materials • Early Years Similarities and differences in relation to places in the world Features of own environment and how they vary <p>T4W – Three Little pigs (story writing)</p> <p>RE – Diwali/Christmas</p>	<p>Two Queens</p> <ul style="list-style-type: none"> • History Lives of significant others • Geography UK, naming countries and capital cities Using maps to identify UK • Science Differences between living, dead and things that have never been alive • Early Years Fairytale kings and Queens <p>T4W –</p> <p>RE – Easter</p> <p>Visit – Kelmarsh Hall</p>	<p>Posting and Places</p> <ul style="list-style-type: none"> • Geography Locating continents using atlas and globes Compass directions Geography similarities and differences Seasonal and daily weather patterns Physical features • Science Living things-habitats • Early Years Different environments Obs of animals Similarities and differences <p>T4W – Meerkat Mail/Lost and Found (info text)</p> <p>RE - Sikhism</p>

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Geography - Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- ♣ 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

Place knowledge

- ♣ 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

Human and physical geography

- ♣ 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
- ♣ use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, 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 the countries, continents and oceans studied at this key stage
- ♣ 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 Geography – key stages 1 and 2 3
- ♣ 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
- ♣ 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.

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History - Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

- ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- ♣ significant historical events, people and places in their own locality