

	Autumn	Spring	Summer
	For NC coverage refer to Rising Stars 'Curriculum Coverage and Progression Chart' and take learning objectives from Rising Stars unit plans.		
	<u>Understanding the world</u>		
YR	<u>All About Me</u> Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. I can show an interest in different occupations and ways of life. I can draw a simple map. I can ask questions about aspects of my familiar world such as the place where I live or the natural world.	<u>Amazing Animals</u> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) I have explored google earth I understand the effects of changing seasons on the world around me Similarities and differences between countries/environments/Animals Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?	<u>Travel</u> I can show care and concern for living things in the environment I can talk about some of the things I have observed such as plants, animals, natural and found objects Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country (led by children's interests). Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Can children differentiate between land and water.

			Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure)
HDC	Diversity, landscapes	Diversity, landscapes, climate, continent	Diversity, landscapes, climate, continent, develop
Key Vocabulary	Home, school, park, beach, map, journey	Winter, spring, summer, autumn, season, Earth, world, country, same, different, journey.	Transport, country, travel, North, East, South, West, home, house, same different, wetland, coast, beach, land, water.
Key Places	Local area	Local area, England, China	England, America
<u>Geographical skills</u>	Digital mapping – Find places with support using name search and zoom in and out to see features. Use maps to talk about everyday life. Draw simple maps, real or imaginary and begin to use directional vocabulary.		
<u>Fieldwork</u>	School grounds, local area, park, walk to school.	School grounds, local area, foreshore, RSPB hide.	School grounds, local area, foreshore, RSPB hide, Southport town centre.

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Core text	<i>Beegu</i>	<i>Bog baby</i>	<i>The Rabbit Problem</i>
Y1	<u>Rising Stars Our Local Area</u> <u>Lead Question</u> What's it like where we live?	<u>Rising Stars People and their Communities</u> <u>Lead Question</u> Where in the world do these people live?	
HDC	Diversity, Climate, Landscapes, Continent, Develop	Diversity, Climate, Landscapes, Continent, Develop	
Key Vocabulary	Wetland, river, houses (different types), school, village, town, high street, wood, hill, playground, park, green/open space, landmark, forest, beach, promenade, near, far, map, plan, above, aerial/bird's eye view, grid, symbols, navigate, human, physical.	World, United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, Irish Sea, English Channel, Atlantic Ocean, Africa, continent, country, capital, city, coast, coastline, harbour, seaside, remote, rainforest, trees, hot, wet, dry, climate, equator, same, different, mountains.	
Key Places	England, Southport, Churchtown, Marshside and the wetland.	The Amazon, Timbuktu, New York, Beijing, Sydney	
<u>Geographical skills</u>	Digital mapping – with support postcode/name search for school/street, add labels and markers to a map, zoom in and out of map to see simple features. Local area - use aerial views and plan perspectives of the classroom/playground, follow simple routes, draw simple maps of the local area, for routes or stories, use agreed simple map symbols and recognise that they mean something on maps, create a simple key. Use maps to talk about everyday life, route to school, to the shops, recognise landmarks, places they go often/rarely. Use directions N,S,E,W and directional vocabulary. People and their communities - use OS map, identify countries of the U.K., seas/ocean around the U.K. while locating our position in the world. Use maps, atlases, globe to identify the seven continents while comparing/contrasting people and their communities. Use atlases, online maps in HOTCLUB activities.		
<u>Fieldwork</u>	Significant local human and physical features. E.g. wetland, observe and document the arrival of the pink footed geese. Use views from above (our hide) and from RSPB hides.	Where are we all from? Have you ever lived anywhere else? OR Where have we all travelled to? Create a photo book of places visited by the children/staff in Marshside Primary.	

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Core Text	<i>Wild</i>	<i>Traction Man is here</i>	<i>The Flower</i>
Y2	<u>Rising Stars Journeys -Food</u> <u>Lead Question</u> Where does our food come from?	<u>Rising Stars Seasons</u> <u>Lead Question</u> What are seasons?	
HDC	Diversity, Climate, Landscapes, Develop	Diversity, Climate, Landscapes, Continent	
Key Vocabulary	High street, urban, shops, local, farm, farmer, fresh, frozen, processed, food, plant, animal, raw, flat, hilly, mountainous, countryside, stream, river, coastal, field, grassland, pasture, lowland, Wales, Scotland, Northern Ireland, England, United Kingdom, South East, London, North West, East, West Midlands, South West, Yorkshire, East Midlands, North East, human, physical.	Weather, types of weather, North, East, South, West, continent, region, days of the week, Autumn, Winter, Spring, Summer, compass, change, observe, predict, climate, capital, city, London, Edinburgh, Cardiff, Belfast, Atlantic.	
Key Places	Local area, Wales, Scotland, U.K. regions	Local area, Europe	
<u>Geographical skills</u>	Digital mapping – with support draw around, measure shapes on a map, explain what they are, use the measure and distance tool and map the route to the local shops, highlight areas that produce traditional foods and add images. Use aerial photos, maps, online maps, to look at land use, human and physical features and identify why places are where they are, e.g. farming lowland while learning about food journeys. Begin to recognise and find OS symbols with support and why maps need a key. Use maps, atlases, recap countries of the U.K. and locate where traditional foods are produced in each country/regions. Know that maps need a title. Use atlases, online maps in HOTCLUB activities.		
<u>Fieldwork</u>	Local food focus – link to local fish shop and Southport shrimps / visit to the beach to see shrimping equipment / visit from local shrimper / visit to local farm shop. (see Y5 link)	Local walk/use observation platform to find evidence of the seasons. Compare and contrast to images from previous seasons. Use Google maps street view / time machine function - how do the seasons change the appearance of our local area?	

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Core Text	<i>Orion and the dark</i>	<i>The street beneath my feet</i>	<i>The Night Gardener</i>
Y3	<u>Rising Stars Climate and Weather</u> <u>Lead Question</u> Why is climate important?	<u>Rising Stars Earthquake and Volcanoes (LKS2Y4)</u> <u>Lead question</u> How does the Earth shake, rattle and roll?	
HD	Diversity, Trade, Settlement, Vegetation, Climate, Sustainability	Diversity, Trade, Settlement, Vegetation, Climate, Sustainability	
Key Vocabulary	Weather, season, climate, climate zone, polar, temperate, equatorial, tropical, sub-tropical, rainforest, biome, flora, fauna, vegetation, Northern/Southern hemisphere, glacier, tundra, desert, arid, rainfall, deciduous,	Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate/boundary, volcano, crater, cone, vent, eruption, lava, tsunami, advantage, disadvantage, hazard, economic, Richter scale, magnitude.	
Key Places	Arctic, Antarctica, Cherrapunjee, Mawsynram, India, Dunhuang, China, Sahara, Mojave, U.K.	Surtsey, Popocatepetl, Ring of Fire, Cotopaxi, Tigua, Vesuvius and Pompeii, Japan.	
<u>Geographical skills</u>	Digital mapping – with increased independence, Earthquakes and Volcanoes - zoom to locate and explore places at different scales. Add labels and text to explain places. Add photographs to specific locations. Climates & biomes, use atlases, globes, thematic maps, recognise and explain patterns in maps and give maps a title to show purpose.. Climate zones and earthquakes/volcanoes, use simple grids, latitude and longitude, to study climate zones, time zones and tectonically active places. Local climate, use maps of more than one scale, use and make simple route maps, draw maps of a small area, add a route with features in the correct places and sequence, add a key with symbols. Relate measurement on maps to outdoors. Use atlases, online maps, grids in HOTCLUB activities.		
<u>Fieldwork</u>	Visit our local wetland biome / visit to Martin Mere / local biome National Trust Freshfield/ Formby pinewoods.	Visit to Martin Mere – wetland and flood defence.	

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Core Text	<i>The Pied Piper</i>	<i>The Incredible Book-eating Boy</i>	<i>The Promise</i>
Y4		<u>Rising Stars Coasts (LKS2Y3)</u> <u>To include local area study on changes in our local environment. (UKS2Y5 see L4, L5, L6)</u> <u>Lead Question</u> Do we like to be beside the seaside?	<u>Rising Stars Rivers and the Water Cycle</u> <u>Lead question</u> How does the water go round and round?
HDC		Diversity, Trade, Settlement, Vegetation, Climate, Sustainability	Diversity, Trade, Settlement, Vegetation, Climate, Sustainability
Key Vocabulary		Coast, coastline, beach, dunes, cliff, North, East, South, West, U.K., British Isles, Great Britain, compass points, resort, tourism, development, cliff, fishing, port, dock, harbour, industry, human, physical, economic, erosion, deposition, tide, trawler, reclaimed land, climate change, rising sea level, archipelago,	River, stream, valley, mountain, hill, water cycle, flow, infiltration, source, mouth, estuary, sea, tributary, confluence, meander, precipitation, evaporation, condensation, transpiration, erosion, transportation, deposition, percolation, gradient, upstream, downstream, capital city, urban, rural, bridge, dock, industry, trade, dam, reservoir, flood, irrigation, glacier, scree.
Key Places		Southport, Benidorm, South West England, South Georgia Island, Hong Kong International Airport, St Lucia/Galapagos Islands	London, The Thames, Yangtze, Nile, Niger, Mississippi, Ganges, Rhine, Danube, mountain ranges.
<u>Geographical skills</u>	Digital mapping – local environmental change - with independence highlight an area on a map and measure it with the area measurement tool Rivers - use maps and aerial views, including oblique views, to talk about places and identify photos of features on a map. River Thames, use 6 figure grid references and know that these help to find a place with more accuracy than 4 figure references. Use a key and identify river features on an OS map. Use the scale bar to estimate distance and a linear scale to measure rivers. Coasts - use up to 8 cardinal points to describe location in relation to us. Local environmental change - use large scale (1:1250, 1:2500) local maps outside to explore and explain what places are like, how they are changing. Use atlases, online maps, grids in HOTCLUB activities.		
<u>Fieldwork</u>		Southport and its coastline – how has it changed/is changing? Local flooding and environmental change – coastal change and sea wall. Visit the Eco Centre / visit from Eco Centre / local expert / Martin Mere on flooding defences.	Visit to Brockholes Nature Reserve / River Ribble / River Mersey / Bradshaw Brook in Bolton.

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Core Text	<i>Cosmic</i>	<i>The man who walked between the towers</i>	<i>The Nowhere Emporium</i>
Y5	<u>Rising Stars South America – The Amazon (UKS2Y6) including a study of North and South America (LKS2Y4 L1 – L4)</u> <u>Lead question</u> What is life like in the Amazon?		<u>Rising Stars Journeys – Trade</u> <u>Lead Question</u> Where does all our stuff come from?
HDC	Diversity, Environment, Resources, Trade, Development		Diversity, Environment, Resources, Trade, Development
Key Vocabulary	Continent, country, city, state, region, North America, South America, Amazon, hemisphere, river, basin, source, mouth, weather, climate, seasons, forest, rainforest, deforestation, primary/secondary source, human, physical, settlement, tribe, indigenous, cultivation, agriculture, fallow, fertile, nomadic, network, route, flat, mountainous, Pacific, Atlantic, Rockies, Prairies, Caribbean.		Import, export, locally sourced, raw materials, trade, man-made, native, season, biome, climate, recycle, reuse, fair trade, origin, producer, retailer, consumer, sustainability,
Key Places	The Amazon, Manaus, North American cities and regions, South American cities and regions.		Countries of origin for products investigated
<u>Geographical skills</u>	Digital mapping – use maps at different scales and thematic maps to look for patterns and to support research of factual information about locations and features – The Amazon. Use overlays for borders, labels, places and roads, grid function for latitude/longitude address. The Americas - recap continents and oceans, give directions to 8 cardinal points, use a range of viewpoints up to satellite and study features using physical maps. Journeys – Trade - use index and contents page of atlases and use atlas to accurately locate countries. Follow routes of products on their journey, saying what is seen. Use atlases, online maps, grids in HOTCLUB activities.		
<u>Fieldwork</u>	Visit local coastal pinewoods at National Trust Freshfield / local protected wetland area RSPB Marshside / visit from local farmer / crop growing company.		Investigating products available in the local area and investigating products made in the local area. Link with local fish shop – Southport shrimps, locally made cheese, pick your own fruit farm. (see Y2 link)

	Autumn	Spring	Summer
Core Text	<i>Pig-Heart boy</i>	<i>Wonder</i>	<i>The spider and the fly</i>
Y6	<u>Rising Stars - Europe – A Study of the Alpine Region (UKS2Y5)</u> <u>Lead question</u> Where should we go on holiday?		<u>Rising Stars – Protecting the Environment</u> <u>Lead question</u> Are we damaging our world?
HDC	Diversity, Environment, Resources, Trade, Development		Diversity, Environment, Resources, Trade, Development
Key Vocabulary	Continent, country, region, settlement, city, town, village, human, physical, river, mountain, lake, latitude, longitude, fold mountains, tectonic plates, Alpine, natural, climate, industry, tourism, agriculture, avalanche		Sustainability, habitat, destruction, endangered, extinction, conservation, mineral, renewable, non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels, marine, ocean, biodiversity, recycle, waste,
<u>Key Places</u>	The Alps		Local area, Marine Protected Areas
<u>Geographical skills</u>	Digital mapping - Find 6-figure grid references and check using the Grid Reference Tool. Combine area and point markers to illustrate a theme. Highlight areas within a given radius. Protecting the environment, use thematic maps. In local area enquiry work, make sketch maps of an area with symbols and a key and make plans with scale. A study of the Alpine region, use atlases, vertical aerial photographs, political and physical maps to relate maps to each other. Study, talk about and describe contours, height and slope using maps and photographs. Use atlases, online maps, grids in HOTCLUB activities.		
<u>Fieldwork</u>	Investigate Southport - local tourism & industry. What features/amenities/transport links attract people to come to Southport for a holiday?		Engage in improving school grounds and the sustainability of school – part of Marshside's School Vision / look at local endangered species and create campaign to protect. Link with RSPB, National Trust or WWT Martin Mere.

