

Understanding the World LTP 2021- 2022

Term 1 Me, Myself & I

Manmade and Natural Geography

I know about the signs of autumn/winter and the associated weather.

Changes within living memory

I know about my own life-story and family's history.
I know how I have changed.
I know about changes that have happened within my family lifetime.
I know about the lives of the people around me and their roles in society.
Creating 'my own' time line

Animals

I know about the life cycle of a human.

I know I need to respect and care for the natural environment and all living things. Links to animals building habitats and storing up food for winter. Discussions around hibernation and not disturbing animals during this time.

Working scientifically

I know some important processes and changes in the natural world around me, including the seasons. Autumn topic.

Resources & experiences

Visits from local community members, discussing their role in society.
Role-play outside – pumpkin patch. Can we source a bale of hay and pumpkins?
Visit from a local farmer.

Take the children out on an autumn walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed from the summer.

Take cameras on the autumn walk. Encourage the children to take pictures of anything that interests them so they can talk about them later on.

Enable the children to explore autumn using their senses. Provide a range of autumn objects and ask them to look, feel, smell and touch the items. Ask the children to describe their findings. Use software on a computer or tablet to create autumn pictures.



Term 2, Celebration

Geographical Skills

Identify similarities and differences between places, drawing on my experiences and what has been read in class.

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. (links to Diwali and Christmas – conversations about the locations where these festivals are celebrated)

Changes within living memory

I know about the lives of the people around me and their roles in society. (Interview a local resident about their life)

Significant historical events, people and places in their own locality

I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.

(Christmas then & now focus)

Remembrance Day - November

Working scientifically

I know how to ask questions about the world through using my senses - feeling, hearing, seeing

I know some important processes and changes in the natural world around me, including the seasons and changing states of matter.

Links to winter topic – changing state – e.g. ice experiments and experimenting with water, snow and ice.

I know about aspects of my familiar world such as the natural world, making observations and drawing pictures.

I know and can talk about forces I can feel. Push & pull toys now and then – links to museum in the park (Christmas toys of the past)

Resources & experiences

Museum in the Park – Toys and Games of the Past, including a loans box.

The Wilson Takeaway Loans Service - Childhood, School and Play: SH16 Victorian Toys and Games

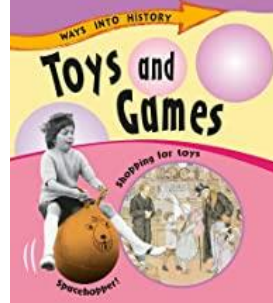
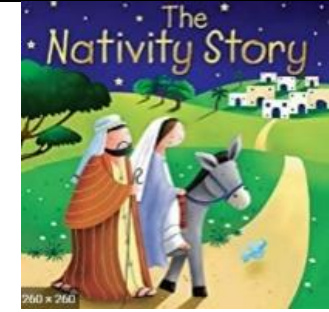
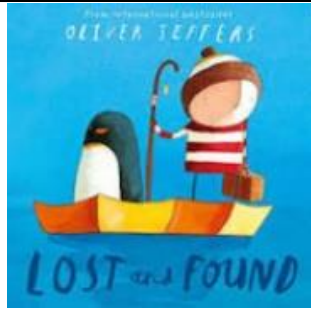
A winter walk around the local area. What do the children notice? What things have changed? How might they change again?

Links with RE CURRICULUM: Discuss winter festivals from different religions and cultures, such as Diwali, Hanukkah and Christmas. Ask the children to list the similarities and differences in the way these festivals are celebrated. Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.

Ask questions, use different sources to find answers including books.

Comment on images of familiar situations in the past. Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Continue to develop a sense of continuity and change by being able to compare characters from stories. Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.



Term 3, Discovery (historical)

Manmade and Natural Geography

I know about the signs of spring and the associated weather.

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. Chinese New Year – The Runaway Wok by Ying Chang Compestine. Looking at similarities and differences between China and England.

Events beyond living memory

I know about some familiar situations in the past. (Medieval story: The Paper Bag Princess by Robert Munch. Knights, castles and dragons focus)

The lives of significant individuals in the past

I know about characters from stories, including figures from the past.

Peepo! By Janet & Alan Ahlberg set in the 1940s – possible visit from a grandparent who was a child in the 1940s or 1950s.

The Dinosaur Lady – Mary Anning (fossil focus)

The lives of significant individuals in the past

I know about the past through settings, characters and events encountered in books read in class and storytelling.

Focus - Neil Armstrong (US astronaut) - moon landing

Working scientifically

I know about aspects of my familiar world such as the natural world, making observations and drawing pictures. I know and can talk about forces I can feel. Space – gravity, push & pull.

Everyday materials

I know some similarities and differences in relation to materials. Which material(s) would be best for building a space rocket/space station/space suit/waterproof suit?

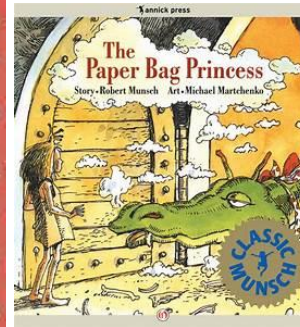
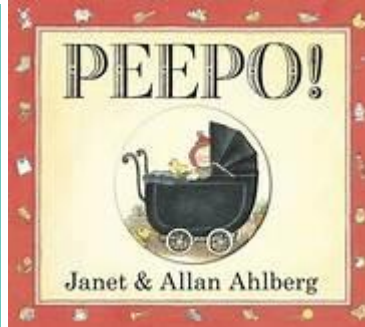
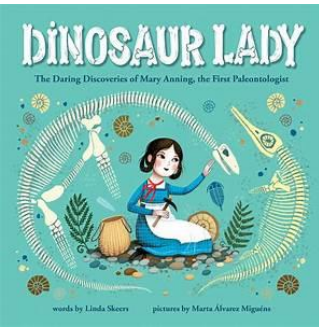
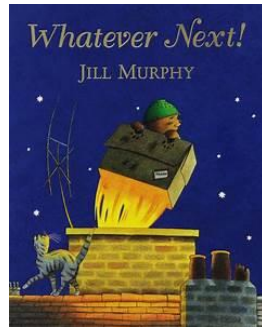
Tim Peake (UK astronaut)
 Story book focus: Whatever Next by Jill Murphy.

Resources & experiences

<https://www.wethecurious.org> Planetarium Show and EYFS Fossil Finders workshop.

Discover prehistoric worlds through playful and imaginative games and activities. Students will search for fossils in dig-pits, create their own fossil imprints and find out about some of the amazing creatures that once roamed the Earth.

Other places of interest: Cotswold Motor Museum, Bourton-on-the-Water, Aerospace Bristol, Museum in the Park, Stroud, The Jenner Museum, Berkeley.



Term 4, Discovery (location & maps)

Locational Knowledge

I know about the features of my own immediate environment

I know the name of the village and city the school is located in.

Place Knowledge

I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class. *Katie Morag Island Stories & What the Ladybird Heard.*

Geographical Skills and Fieldwork

I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.

I am beginning to use geographical skills, including first-hand observation, to enhance my locational awareness. I know how to make simple maps of imaginary communities using a variety of construction resources. I know that simple

The lives of significant individuals in the past

I know about the past through settings, characters and events encountered in books read in class and storytelling. Links to traditional tales – *The Gingerbread Man.*

Events beyond living memory

I know about some familiar situations in the past. Links to R.E/Easter. How Easter has been celebrated in the past.

The Night Pirates – similarities and differences between now & then (16th century) Blackbeard in the 1700s.

Links to PSED – eating a balance diet, including fruit – compared to pirates who would often develop scurvy.

Animals (including humans)

Talk about the features of their own immediate environment and how environments might vary from one another. Comparison of Stroud to the Isle of Struay (Isle of Coll, a small island located in the inner Hebrides of Scotland)

Working scientifically

I know why things happen and how things work I know some similarities, differences, patterns and change in relation to people.

symbols are used to identify features on a map. Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth. Use and draw information from a simple map.

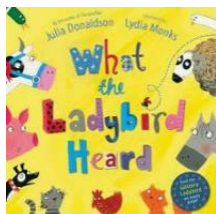
Look at aerial views and comment on buildings, open space, roads and other simple features

Manmade and Natural Geography

Use and draw information from a simple map.

Look at aerial views and comment on buildings, open space, roads and other simple features

Resources & experiences



Walk around our local area. Looking at local features both physical and human.

Globes, maps and ariel photographs/maps of Whiteshill. Google Earth & use of mapping apps on tablets for children to use.

Encourage children to describe what they see, hear and feel while outside.

Explore and investigate shadows and how they change throughout the day. Try drawing around objects that are set up and monitor the shadow's movements.

Term 5 Amazing Earth (Growing)

Manmade and Natural Geography

I know that some things in the world are man-made, and some things are natural.

I know about the signs of summer and the associated weather e.g. and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.

The lives of significant individuals in the past

I know about the past through settings, characters and events encountered in books read in class and storytelling. Links to traditional tales – Jack and the Beanstalk.

Plants

I know how to care for growing plants.
I know about the life cycle of a plant
I know about growth, decay and changes over time
I know some similarities and differences in relation to living things.

Growing beans and sunflowers.
Experiment: what does a plant need to grow?

Resources & experiences

Planting beans and sunflowers: planting beds, compost, beans, sunflower seeds, trowels, gardening gloves and watering cans.

Visit from a gardener – e.g. a parent of the school.

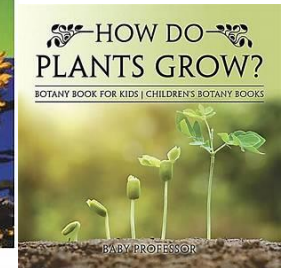
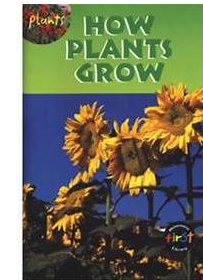
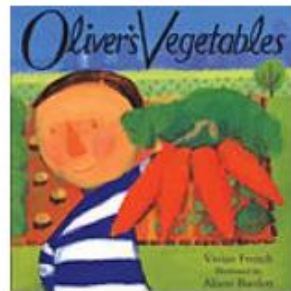
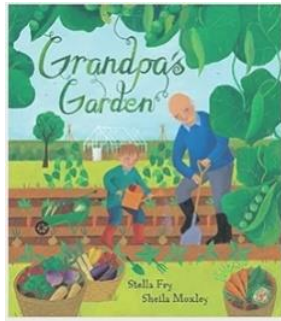
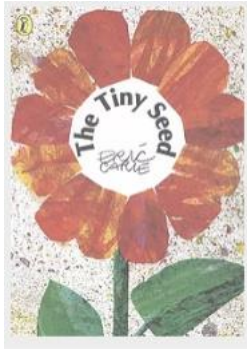
Jack and the Beanstalk performance – book a theatre company?

Resources for small world versions and re-telling of Jack and the Beanstalk story; puppets, beanstalks, outdoor theatre.

Go on a plant and flower hunt in the local area.

Investigate how food grows.

Growing cress and making egg & cress sandwiches.
 What do plants need to grow? Experiment to see if a plant needs light and water to grow.



Term 6 Amazing Earth

Locational Knowledge

I know about the features of the world and Earth.

Place Knowledge

I know environments vary from one another.

I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.

Geographical skills

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.

Use and draw information from a simple map

Look at aerial views and comment on buildings, open space, roads and other simple features.

Events beyond living memory

I know about some familiar situations in the past.

The lives of significant individuals in the past

I know about characters from stories, including figures from the past.

Links to Mary Anning the famous, female palaeontologist.
 'The Dinosaur Lady' by Linda Skeers.

Animals

I know how to care for animals.

Study of mini-beasts and how to care for them.

Butterfly Garden or Chicks to raise.

Life cycle of a butterfly/chick.

Animals (including humans)

Talk about the features of their own immediate environment and how environments might vary from one another. Comparison of Stroud/Whiteshill to South-West Kenya.

Working scientifically

Comments and asks questions about aspects of their familiar world such as the natural world, making observations and drawing pictures of animals and plants.

Resources & experiences

Visit to Copegrove Farm – minibeast and FS experience.

Focus on different environments when discussing holidays. Provide holiday brochures, photos and books for children to make comparisons between environments.



Comparison of Stroud to South-West Kenya. Linked to Handa's Surprise key text.

Minibeast. Learning about caterpillars/butterflies, bees and spiders.

Caterpillar/butterfly garden experience. Watch caterpillars turn into butterflies!

How is honey made? Source honeycombs and invite a local bee-keeper to come and talk to the class.

Chicks – watch eggs hatch into chicks and learn how to take care of them!

