



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

WOW Moment

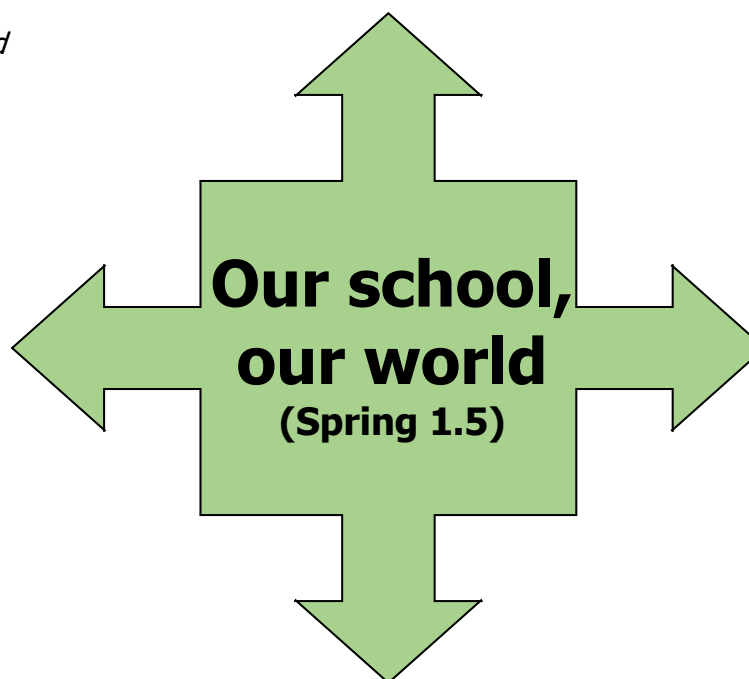
Nature walk around school and the local area and Firs Flash.

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 human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geography*

- understand geographical similarities and differences through studying the human geography of the local area.



Geography*

- 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 (Linked to places the explorers have visited)
- 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.

Geography*

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Science*

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



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Visit to the zoo or animal day at school!

Science*

Look a range of animals and sort using different criteria.

- *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)*



**We're
going to
the zoo!
(Spring 1.7)**

Science*

Look at the animal kingdom. Learn about a range of common animals including amphibians, reptiles, birds and mammals.

- *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*



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WOW Moment Be an explorer....

History*

World explorers: Christopher Columbus 1451-1506, Matthew Henson 1866-1955, Felicity Aston 1977- ; Space: Neil Armstrong 1930 -2012)

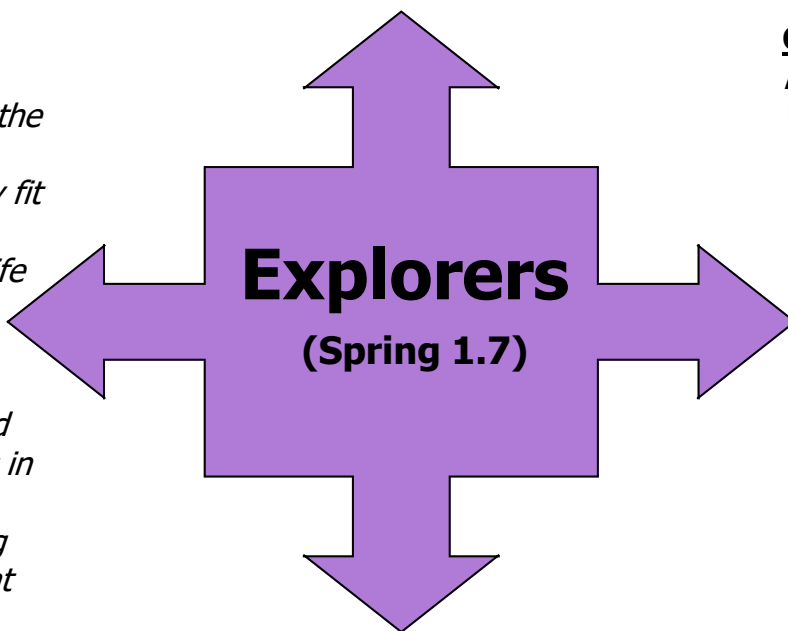
- *Explore the lives of significant individuals from the past who contributed to national and international achievements. Some should be to compare aspects of life in different periods:*
- *Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods.*



History*

Use a range of information sources to find information out about the key explorers.

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



Geography*

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

Geography*

Look at maps of where the explorers have visited on aerial photos of

- *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 (Linked to places the explorers have visited)*
- *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 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*