

Class – Robins			
	Autumn Term Bears: 'Polar Bear, Polar Bear' and 'We're Going on a Bear Hunt' (ii) Structures: 'Thee Little Pigs' and 'Three Billy Goats Gruff/The Gingerbread Man	Spring Term 'Handa's Surprise'	Summer Term Travel and Transport inc. 'The Train Ride' story and train ride to Clitheroe
Location and Place Knowledge	<p>Know which areas of the world polar bears are native to and locate these on a map. Identify which areas of the map are land and which are sea. Locate England on a map and learn that these are a long distance apart.</p> <p>Locate school, on a map of the area. Locate specific roads as well as the streets where children live. Identify that some children live nearer to school than others.</p> <p>Know that there are different kinds of bridges in our local area and Blackburn in general.</p>	<p>Know that Handa lives in country called Kenya and that this is a different country to England and any other countries. Know that Kenya is in a part of the world called Africa. Locate Africa and Kenya on a world map.. Locate England on a world map and know that there is sea and other countries between Kenya and England.</p>	<p>Know that they live in Blackburn and that Blackburn is a town.</p> <p>Know that Clitheroe is a different town. Locate these two places on a map of East Lancashire.</p> <p>Know that we do not have to cross the sea to get to Clitheroe and that we can travel by car, train or bus to get there.</p>
Human and Physical Geography	<p>Know some key features of climate and landscape in the areas of the world where polar bears live and compare them to those in own part of the world. Learn names of some of the geographical features in the story (river, forest, and beach) and compare with own locality.</p> <p>Go for walk around local area – identify and name different human features, specifically studying different types of houses and the variations between them.</p> <p>Understand why people build bridges and the know some basic similarities/differences in function</p>	<p>Learn the word 'village' and know that Handa lives in a village and her village is not the same as her friend's village. Know that they live in a town and not a village.</p> <p>Look at the houses in Handa's and Akeyo's villages and identify similarities and differences in design and materials.</p> <p>Investigate the landscape and climate in Kenya and compare it to that of their own locality.</p> <p>Investigate the different animals in the story – do we see those animals on the way to our friends' houses? Why not?</p> <p>Investigate the different fruit trees and fruits in the story</p>	<p>Know that we can use the railway to travel by train from Blackburn to Clitheroe and back again. Know that trains stop at and depart from railway stations.</p> <p>Learn about some of the key physical features of Clitheroe, specifically that it has a castle. Compare with Blackburn.</p>
Enquiry	<p>How do polar bears keep warm? (links to scientific aspects of The World) – focus on climatic conditions.</p> <p>Where did the bear hunt take the family? – reinforce the names of different geographical features from the story.</p> <p>What do the houses look like in our local area? – structure, features – specific purpose of these</p> <p>How would you help the gingerbread man to get across the river safely?</p>	<p>Why don't we have houses like Handa's and Akeyo's in Blackburn? (link to enquiry last term)</p>	<p>What is the best way to come to school? Can we find this on a map?</p> <p>Where does Grandma live on a map? Which streets are nearest to our school?</p>
Fieldwork and mapping skills	<p>Use maps and globes to locate places being talked about</p> <p>Use photographs of local area (street name signs, specific houses and other structures/features) before and after the local area walk to reinforce geographical vocabulary and provide focus</p>	<p>Photographs of Kenyan villages similar to the ones in the story – show physical and human features as well as animals.</p> <p>Use maps and globes.</p>	<p>Train trip to Clitheroe</p>

	Walk into Blackburn to look at different examples of bridges/use photographs of local bridges		
Cultural Capital links	Do we have rivers, forests and beaches where we live? Where might a bear live in Blackburn? Identify and discuss the specific features of our local area and know that this is their community Understand that they regularly use Blackburn's bridges to travel from place to place	Understand that our houses and locality are built to match our specific needs.	Clitheroe Castle and Clitheroe as a tourist venue.
Digimaps	Use digimaps to mark on the routes of our trip	Use digimaps/Google Earth to locate a Kenyan village	Mark on transport journeys to school on digimaps
The Environment and Sustainability	Discussion about global warming and ice melting and potential effects on polar bears. Take care of the area in which we live – pick up litter etc. Impact on environment of litter.	Water shortage/pollution. Biodiversity, Pollution, Deforestation and Climate change - all of course in EYFS friendly terms! Could focus on something that kids will understand e.g. the importance of having clean water and link this with UNICEF	Pollution from cars- Better ways to travel- e.g. bike, bus, walking