

NC Requirements for History	Knowledge	Skills
<p>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</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality</p>	<p>Link to Y2- Kings, Queens and castles Link to Y3 – Animals Link to Y5-Rivers/Ancient Egypt</p> <p><u>General historical vocabulary to use</u> Order, compare, similar, different, fact, opinion, artefact, event, source, evidence, question, cause, consequences, reason, connections, century, decade, living memory, different period of time.</p> <p>Christopher Columbus was a famous explorer from Italy who found America. He sailed from Europe to America in 1492 across the Atlantic Ocean, not knowing where he would land. He lived at a time when people in Europe did not know that the continents of North or South America existed. Before his journey, he learnt to sail in a wooden ship with sails and to find the way at sea by using the stars and the sun. He went to live in Portugal and sold maps with his brothers and had a dream to travel west and go to China. The King and Queen of Spain gave him money to pay for his expedition. Christopher Columbus sailed onto Cuba and discovered new lands. They called it The New World. Native Americans lived on the islands, but Christopher Columbus called them Indians because he thought he had landed in the ‘Indies’. Before Christopher Columbus had been to America, no one in Europe had ever tried a tomato or potato before.</p> <p>James Cook was a famous explorer born in Yorkshire. He sailed on a ship called the Endeavour and found Australia in April 1770. He claimed it for Britain, calling it New South Wales, even though there were already Aborigines living there – the native people of Australia. James Cook’s discoveries helped to create many of the maps of the world. Cook’s crew were very healthy compared to other sailors at the time. This was because he set rules for them to follow; they had to bathe daily and eat fresh fruit to fend off a deadly disease called scurvy that was common amongst sailors.</p> <p>Robert Falcon-Scott was a famous explorer from England who led two expeditions to the Antarctic. 1901-1904: First expedition to South Pole 1910-1912: Second expedition to South Pole</p>	<ul style="list-style-type: none"> • I can answer questions using books and the internet. • I can research the life of a famous person from the past using different sources of evidence. • I can recount the life of someone famous who lived in the past. <p><u>Skills vocabulary</u></p> <p>Research, using sources, questioning, discussion, compare and contrast, making conclusions, making connections</p>

	<p>The purpose of the expeditions was to find out more about the animals, the weather and the land of Antarctica. He also wanted to be the first explorers to reach the South Pole. When he finally reached the South Pole on 17-18th January 1912, he discovered that a team of Norwegian explorers had arrived before him. Robert Falcon-Scott and his companions had to travel back 800 miles through freezing temperatures and ice. They had a disastrous time with blizzards, gale force winds, poor clothing and little food and sadly they all died.</p> <p>Ann Bancroft is a modern explorer from America. In 1986, she became the first woman to reach the North Pole on foot and by sled. It took the team of six 56 days to get there. In 2001, Ann and an explorer from Norway, Liv Arnesen, became the first women to ski across the Antarctic. Since these expeditions, Ann has tried to encourage other girls and women to be explorers as traditionally people view explorers as being men. She has tried to inspire people to follow their dreams through her jobs of teaching and holding inspirational speeches.</p> <p><u>Transport</u> Christopher Columbus and James Cook travelled by sailing ship which moves because of the wind pushing the sails. Sailing ships were first used a lot in Europe around 600 years ago.</p> <p>Robert Falcon-Scott travelled over the ice and snow on foot, on skis, on motor sledges and on sledges pulled by both dogs and horses.</p> <p>Ann Bancroft travelled to the North Pole on foot and using sledges. In 2001, she travelled using only skis.</p> <p><u>Key vocabulary</u> Explorer: An explorer travels to new places to learn about them. Antarctic: The South Pole is in the Antarctic. Expedition: A journey taken to explore or research a particular place.</p>	
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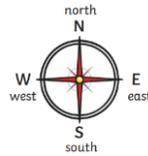
NC Requirements for Geography	Knowledge	Skills
<p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans</p> <p><u>Human and physical geography</u> Use basic geographical vocabulary to refer to: key physical features and key human features</p> <p><u>Geographical skills and fieldwork</u> 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</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and</p>	<p>Link to Nursery Ourselves</p> <p>Link to Nursery-Living Things</p> <p>Link to Reception-Ourselves</p> <p>Link to Reception-Farming</p> <p>Link to Y1-Transport</p> <p>Link to Y2- Kings, Queens and castles</p> <p>Link to Y2-Rainforests</p> <p>Link to Y3 – Animals</p> <p>Link to Y5-Rivers/Ancient Egypt</p> <p>A map is a smaller representation of the real world, so map symbols represent real objects. Certain features like cities, roads and railways are very important and therefore, their map symbols are much larger than anything else.</p> <p>As well as size, colours are used to make map symbols more clear, so reading a map is simple. Different colours show important things such as green for forests and blue for water e.g. lakes, rivers, seas and oceans.</p> <p>Compass directions can also help us to read a map because we can describe places on the map as being north, south, east or west.</p> <p>There are many different types of maps, from simple sketch maps that you can draw yourself, to road maps, to the very detailed Ordnance Survey (OS) maps of Great Britain.</p>	<ul style="list-style-type: none"> • I can describe a place outside Europe using geographical words • I can describe some of the features of an island • I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley • I can locate continents of the world on a map • I can locate world oceans on a map

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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.



We can look at aerial photographs to get a 'bird's eye' view of a place. This can help us to make accurate maps.

Oceans make up over 70% of the Earth's surface. There are over 700,000 different species of animal that live in the ocean. It is important to protect the oceans to make sure their habitats are safe. The ocean is also full of tiny plants which help to produce oxygen, which we need to breathe. Oceans also provide food for many creatures, including humans!

The world's oceans are: The Pacific, Atlantic, Southern Ocean, Indian Ocean and Arctic Ocean.

The **Pacific Ocean** is the biggest ocean in the world. It reaches from North and South America to Asia and Australia. The Pacific Ocean is surrounded by a line of volcanoes known as the **Ring of Fire**. It is also home to the **Great Barrier Reef**, which is the largest coral reef in the world. **Challenger Deep**, the deepest point on Earth, is in the Pacific Ocean.

The **Atlantic Ocean** is the second biggest ocean in the world. It reaches from North and South America to Europe and Africa. The Atlantic Ocean is huge, but only half the size of the Pacific Ocean. The **Mid-Atlantic Ridge**, the longest mountain range in the world, is underwater in the Atlantic Ocean.

The **Indian Ocean** is the third biggest ocean in the world. It is named after the country of India. The Indian Ocean is home to many endangered sea creatures, including turtles, seals and dugongs (also known as sea cows).

	<p>The Southern Ocean is the second smallest ocean in the world. It is also known as the Antarctic Ocean as it surrounds Antarctica. It is the coldest and wildest ocean in the world. The Southern Ocean is home to emperor penguins, blue whales, elephant seals, giant squid and the wandering albatross.</p> <p>The Arctic Ocean is the smallest ocean in the world. It surrounds the Arctic. Often, the Arctic Ocean is completely covered in ice. Polar bears live on the ice that covers the ocean and can swim in the water. Because of climate change, the amount of ice covering the Arctic is getting smaller every year.</p> <p>The Americas are two separate continents: North America and South America. North America includes the United States of America, which has 50 states, as well as the countries of Canada, Alaska, Greenland, Panama and Mexico. South America has 12 different countries within it, including Argentina, Brazil, Chile and Ecuador. The Amazon Rainforest is found here.</p> <p>Australia is the world's sixth largest country - you could fit the United Kingdom into Australia 22 times! It would take you almost a whole day to fly from the UK to Australia. Most of Australia is made up of desert, called the Outback. Temperatures in the Outback range from as high as 50°C on summer days, to -10°C during winter nights. Australia also has rainforests. The Daintree Rainforest is the oldest rainforest in the world. Australia's seasons are the opposite to the seasons in the UK. When the UK is in winter, Australia is in their summer and when the UK is in summer, Australia is in their winter. Sydney is the oldest city in Australia – this is where Captain James Cook landed in Botany Bay. Australia's capital city is Canberra.</p> <p>Antarctica is an enormous continent. Britain could fit into it more than 50 times! More than 99% of it is covered in ice. In places, this ice is more than three miles thick! It is windy and extremely cold. No people live there permanently and there are no life forms at all except from around the coast.</p> <p><u>Key vocabulary:</u> Symbols: An easy and simple way to show objects and important things on a map.</p>	
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	<p>Key: Objects and important things on a map are shown by symbols. A key helps us understand the map symbols.</p> <p>Human features on a map: Places made by man such as: city, town, village, factory, farm and house</p> <p>Physical features on a map: Places made by nature such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	
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NC Requirements for Science	Knowledge	Skills
<p><u>Animals, including humans</u> Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Link to Nursery-Living Things Link to Reception-Farming Link to Y1-Transport Link to Y2-Rainforests Link to Y3 – Animals</p> <p>All living things reproduce and have offspring.</p> <p>Some animals give birth to live young. Their offspring normally look like them when they are born.</p> <p>Other animals have offspring which do not look like them, eg. fish and amphibians.</p> <p>Some animals lay eggs which hatch into live young.</p> <p>All young animals change at different stages as they grow into adults.</p>	<ul style="list-style-type: none"> • I can ask simple questions and recognising that they can be answered in different ways • I can observe closely, using simple equipment • I can perform simple tests • I can identify and classify • I can use my observations and ideas to suggest answers to questions <p>I can gather and record data to help in answering questions.</p>

	<p><u>Key vocabulary</u> Offspring: the child of an animal Adult: A fully grown animal or plant Develop: To grow and become stronger Life cycle: The changes living things go through to become an adult Reproduce: When living things make a new living thing of the same kind Young: Offspring that has not reached adulthood Live young: Offspring that has not hatched from an egg</p> <p>To stay alive, all animals have 3 basic needs: air, water and food. To grow into a healthy adult, we must eat the right types of food in the right amount and exercise.</p> <p>To stop illness and infection spreading, we must be hygienic and keep ourselves clean.</p> <p><u>Key vocabulary</u> Dehydrate: To lose water (dry out) Diet: The food and water that an animal needs Disease: Illness or sickness Energy: The power needed to carry out a task Exercise: A physical activity to keep your body fit Germs: Bugs that cause disease and illness Heart rate: The number of times a heart beats in one minute Hygiene: How clean something is Nutrition: Food needed to live Pulse: The beating of the heart that can be felt in your neck and wrist.</p>	
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