## "How do colours make the world the amazing place it is?" – One World, Many Colours



|      | Autumn 1                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                  | Summer 1                                                                                                                                                                                                                                                                                                                                                 |
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|      | Orange                                                                                                                                                                                                                                                                                                   | Red                                                                                                                                                                                                                                                                    | White                                                                                                                                                                                                                                                                                              | Blue                                                                                                                                                                                                                                                                                                     | Yellow                                                                                    | Green                                                                                                                                                                                                                                                                                                                                                    |
| EYFS | Shows an interest in<br>the lives of those who<br>are familiar to them                                                                                                                                                                                                                                   | Shows care and concern<br>for living things and their<br>environment.                                                                                                                                                                                                  | Talk about the<br>features of their<br>own immediate<br>environment and                                                                                                                                                                                                                            | Shows care and<br>concern for living<br>things and their<br>environment.                                                                                                                                                                                                                                 | Know about similarities<br>and differences<br>between themselves<br>and others as well as | Talk about changes in<br>the environment<br>Children know about<br>similarities and                                                                                                                                                                                                                                                                      |
|      | Comments and asks<br>questions about their<br>familiar world and<br>places they live or the<br>natural world.                                                                                                                                                                                            | Looks loosely at<br>similarities/ differences<br>and how things change.<br>Discuss seasons and<br>weather                                                                                                                                                              | how they might<br>differ from others<br><b>Context:</b>                                                                                                                                                                                                                                            | Discuss seasons<br>and weather                                                                                                                                                                                                                                                                           | communities and traditions.                                                               | differences related to<br>places, objects and<br>things.<br>Context:                                                                                                                                                                                                                                                                                     |
|      | <b>Context:</b><br>Children to learn about<br>their environment at<br>Galleywood Infant<br>School. They will spend<br>time outside, noticing<br>the natural<br>environment around<br>them. They will take<br>part in gardening<br>activities, nature walks<br>and discussions about<br>seasonal changes. | Context:<br>Outdoor learning<br>sessions:<br>Children will spend time<br>exploring the different<br>areas of our school<br>grounds. They will learn<br>to:<br>• follow simple<br>routes,<br>• discuss seasonal<br>changes,<br>noticing changes<br>to the<br>vegetation | Look at some<br>photographs/<br>videos from polar<br>climates. What do<br>you notice in these<br>environments?<br>How are they<br>similar/ different to<br>Galleywood? What<br>do you notice<br>about the plants<br>and animals in<br>these polar<br>climates?<br><b>Vocabulary:</b> cold,<br>icy, | Context:<br>What is an ocean?<br>Why do we need<br>oceans? What can<br>you find in an<br>ocean? Are they all<br>the same or are<br>they different?<br>Children will learn<br>about the<br>creatures that live<br>in the world's<br>oceans and how<br>they can differ<br>depending on<br>whether they are |                                                                                           | What is a rainforest?<br>Look at some<br>photographs/ videos<br>from tropical climates,<br>including the<br>rainforest. What do<br>you notice in these<br>environments? How<br>are they similar/<br>different to<br>Galleywood? What do<br>you notice about the<br>plants and animals in<br>these tropical<br>climates?<br><b>Vocabulary:</b> hot, cold, |
|      |                                                                                                                                                                                                                                                                                                          | around school<br>and the weather                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                    | deep, tropical,<br>polar seas etc.<br><b>Vocabulary:</b> hot,<br>cold, near, far,                                                                                                                                                                                                                        |                                                                                           | weather, near, far<br>Draw information from<br>a simple map.                                                                                                                                                                                                                                                                                             |

|        |                                                                         |                                                                               |                                                          | deep, ocean, sea,<br>river                                                 | Children to look at<br>maps of Galleywood<br>and compare to maps<br>of rainforests around<br>the world in atlases.<br>What do these maps |
|--------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|        |                                                                         |                                                                               |                                                          |                                                                            | tell us about what this<br>place might be like?<br>Recognise some<br>similarities and<br>differences between                             |
|        |                                                                         |                                                                               |                                                          |                                                                            | life in this country and<br>life in other countries<br>Use the text 'This is<br>our World' by Tracey<br>Turner to compare                |
|        |                                                                         |                                                                               |                                                          |                                                                            | lives of children<br>around the world to<br>their life in<br>Galleywood. Would<br>you like to live in the<br>rainforest? Why/ why        |
| Year 1 | Skills:                                                                 | Skills:                                                                       | Skills:                                                  | Skills:                                                                    | not?<br>Know the names and                                                                                                               |
|        | Identify land use<br>around the school                                  | Look at maps and aerial<br>view maps of a location<br>and compare to a        | Know the names<br>and locations of<br>each of the worlds | Know the names<br>and locations of<br>each of the worlds<br>continents and | locations of each of<br>the worlds continents<br>and oceans                                                                              |
|        | Look at aerial view<br>maps                                             | locality.<br>Identify and recognise                                           | continents and oceans                                    | oceans                                                                     | Compare and contrast features of another                                                                                                 |
|        | To devise a simple map                                                  | landmarks                                                                     | Compare and contrast features of                         | Regularly use                                                              | locality to their own area.                                                                                                              |
|        | Vocabulary: Physical<br>and human features,<br>soil, vegetation, urban, | Identify the key features<br>of a location in order<br>to say whether it is a | another locality to<br>their own area.                   | globes, maps and<br>atlases and use 4<br>main compass                      | Regularly use globes,<br>maps and atlases and<br>use 4 main compass                                                                      |

| rural, map, route, | city, town, village,     | Regularly use       | points when         | points when describing |
|--------------------|--------------------------|---------------------|---------------------|------------------------|
| journey            | coastal or rural area.   | globes, maps and    | describing location | location (every BB     |
|                    |                          | atlases and use 4   |                     | session through PP     |
|                    |                          | main compass        | Vocabulary:         | slides)                |
|                    | Context:                 | points when         | northern            |                        |
|                    | Learn about London       | describing location | hemisphere,         |                        |
|                    | using maps, atlases,     |                     | southern            | Context:               |
|                    | reference books and      |                     | hemisphere, key,    | Note similarities and  |
|                    | online sources           | Context:            | map, symbol,        | differences between    |
|                    | Note similarities and    | Note similarities   | equator, ocean,     | the Amazon Rainforest  |
|                    | differences between      | and differences     | Pacific, Atlantic,  | and Galleywood         |
|                    | Galleywood and London    | between polar       | Southern, Indian    | Common                 |
|                    |                          | climates and        |                     |                        |
|                    | Questions:               | Galleywood          |                     | Questions:             |
|                    | How is London similar/   |                     |                     | How does               |
|                    | different to Galleywood? | Questions:          |                     | compare to ?           |
|                    |                          | How does            |                     |                        |
|                    | Vocabulary:              | compare to ?        |                     | What is similar and    |
|                    | Human, physical, capital |                     |                     | what is different?     |
|                    | city, river Thames       | What is similar and |                     |                        |
|                    |                          | what is different?  |                     | Vocabulary: northern   |
|                    |                          |                     |                     | hemisphere, southern   |
|                    |                          | Vocabulary:         |                     | hemisphere, equator,   |
|                    |                          | northern            |                     | remote, climate,       |
|                    |                          | hemisphere,         |                     | vegetation, rural,     |
|                    |                          | southern            |                     | urban                  |
|                    |                          | hemisphere, key,    |                     |                        |
|                    |                          | map, symbol,        |                     |                        |
|                    |                          | equator, Arctic,    |                     |                        |
|                    |                          | Antarctica          |                     |                        |

| Year 2 | Skills:                  | Skills:                   | Skills:              | Skills:             | Skills:                  |
|--------|--------------------------|---------------------------|----------------------|---------------------|--------------------------|
|        | Identify land use        | Look at maps and aerial   | Know the names       | Know the names      | Know the names and       |
|        | around the school        | view maps of a location   | and locations of     | and locations of    | locations of each of the |
|        |                          | and compare to a          | each of the world's  | each of the world's | worlds continents and    |
|        | Look at and interpret    | locality.                 | continents and       | continents and      | oceans                   |
|        | aerial view maps         |                           | oceans               | oceans              |                          |
|        |                          | Identify and recognise    |                      |                     | Compare and contrast     |
|        | Understand the human     | landmarks                 | Compare and          |                     | features of another      |
|        | and physical geography   |                           | contrast features of | Regularly use       | locality to their own    |
|        | of a local area of the   | Identify the key features | another locality to  | globes, maps and    | area.                    |
|        | UK and compare.          | of a location in order    | their own area.      | atlases and use 4   |                          |
|        |                          | to say whether it is a    |                      | main compass        | Regularly use globes,    |
|        | To devise a simple map   | city, town, village,      | Regularly use        | points when         | maps and atlases and     |
|        | and use basic symbols    | coastal or rural area.    | globes, maps and     | describing location | use 4 main compass       |
|        | in a key                 |                           | atlases and use 4    |                     | points when describing   |
|        | To recognise landmarks   |                           | main compass         | Vocabulary:         | location (every BB       |
|        | around the school and    | Context:                  | points when          | northern            | session through PP       |
|        | the key human and        | Learn about London        | describing location  | hemisphere,         | slides)                  |
|        | physical features in the | using maps, atlases,      |                      | southern            |                          |
|        | surrounding              | reference books and       |                      | hemisphere, key,    |                          |
|        | environment.             | online sources            | Context:             | map, symbol,        | Context:                 |
|        |                          | Note similarities and     | Note similarities    | equator, ocean,     | Note similarities and    |
|        | Context:                 | differences between       | and differences      | Pacific, Atlantic,  | differences between the  |
|        | Follow a route to the    | Galleywood and London     | between polar        | Southern, Indian    | Amazon Rainforest and    |
|        | allotment, note the      |                           | climates and         |                     | Galleywood Common        |
|        | land use along the       | Questions:                | Galleywood           |                     |                          |
|        | route                    | How do we know we are     |                      |                     | Questions:               |
|        |                          | in London?                | Questions:           |                     | How does compare         |
|        |                          | What are the key          | How does             |                     | to ?                     |
|        | Questions:               | physical and human        | compare to ?         |                     |                          |
|        | Is Galleywood an urban   | features of London?       |                      |                     | What is similar and what |
|        | or rural location? How   | How is London similar/    | Vocabulary:          |                     | is different?            |
|        | do you know? What        | different to Galleywood?  | northern             |                     |                          |
|        | are the features of our  |                           | hemisphere,          |                     | Vocabulary: northern     |
|        | locality?                | Vocabulary:               | southern             |                     | hemisphere, southern     |
|        |                          | Human, physical, capital  | hemisphere, key,     |                     | hemisphere, equator,     |
|        | Vocabulary: Physical     | city, urban, landmarks,   | map, symbol,         |                     | remote, climate,         |
|        | and human features,      | River Thames              |                      |                     | vegetation, rural, urban |

| climate, crops, soil,<br>vegetation, urban,<br>rural, map | equator, Arctic,<br>Antarctica |  |
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