

Understanding the World - Long Term Plan & Assessment Grid

At Clarendon Primary Centre, it is important that our pupils develop a sense of who they are, their heritage, what makes the local area unique and significant real events that have happened within the past. Our curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through learning about the world our pupils can become active and compassionate citizens who look after and care for the world. History and geography are taught as part of the whole school topic approach to give context for learning in the core curriculum. For example, writing an advert has purpose after a visit to Hampton Court.

Clarendon Primary Cycle 1					
Who Am I?	What's Over There?	How Do I Get There?	Who Lives There?	Let's Look Closely at That	Let's Go Further
<p>Birthdays</p> <p>Own family: immediate family tree</p> <p>Past and present in relation to myself and the passing of time</p> <p>Significant individuals</p>	<p>Exploring environments - discussing and describing key features</p> <p>Directional vocab: next, up, down, forwards, backwards, left, right, etc</p> <p>Local area study: local railway station, bus stations, home, park, shop, etc</p>	<p>Maps/directions: pavements, roads, cycle paths</p> <p>Past and present transport - cars, buses, trains, airports</p> <p>Local area study</p> <p>The Space Race</p>	<p>Building study: historical or own home</p> <p>Different types of houses</p> <p>Hampton Court</p> <p>Key buildings in the UK and their locations.</p>	<p>In depth country study</p> <p>Woodland environment using relevant vocabulary.</p>	<p>Beach: past and present</p> <p>Beaches around the world</p> <p>The features of beaches/the coast - use relevant vocab</p>
Clarendon Primary Cycle 2					
Who Can I Ask?	How Do We Celebrate?	Let's Get Lost in a Book	How Can We Help The Planet?	How Does It Start?	Let's Be Artists
<p>Occupations and their importance</p> <p>Significant individuals</p>	<p>Celebrations around the world. How life events are celebrated around the world and over time.</p> <p>Victorian Holly Lodge Christmas.</p> <p>Significant events beyond living memory: e.g. Guy Fawkes.</p>	<p>Compare environments: e.g. school/home, urban/rural</p> <p>Compare and contrast countries: the UK and another country (e.g. Spain, Cuba, Japan)</p> <p>Recognise land and water on a map/atlas/globe.</p> <p>Name and locate the four countries of the UK.</p>	<p>Respect and care for our planet</p> <p>Weather and climate change</p> <p>The continents and oceans of the world</p>	<p>Food and farming: where does food come from and how have things changed over time</p> <p>What is a farm? What is an urban farm and what is a rural farm?</p>	<p>Human and physical geography - relevant vocab - identifying the main physical and human features of local areas</p> <p>Seasons</p> <p>Types of weather</p> <p>Significant individuals: artists from around the world</p>

Encountering	Foundation	Core	Development	Enrichment	Enhancement
<ul style="list-style-type: none"> - Can explore and respond to natural phenomena in their setting or on trips. - Can recognise and respond to familiar people. - Can move around a familiar environment, showing an awareness of features of the space. - Able to remember where things belong. - Aware of familiar routines and follows these. 	<ul style="list-style-type: none"> - Can make connections between features of their family and others. - With support is beginning to make sense of their own life story, - Shows interest in different occupations. - Can travel confidently around the school and begin to describe/show to others where things are - e.g., 'the climbing frame is next to the field.' - Begins to understand respect for the environment and all living things. - Aware that there are different countries in the world and with support can communicate some of 	<ul style="list-style-type: none"> - Can communicate information about members of their immediate family. - Can comment on images of familiar situations in the past. - Can compare characters in different stories, including individuals from the past. - Can draw information from a simple map. - Understands that some places are special to members of their community. - Can recognise some similarities and differences between life in this country and others. - Can describe the features of an environment - what 	<ul style="list-style-type: none"> - Understands the past, present and future and can begin to refer to these in relation to what is being learnt. - Can recognise aspects of change in national life within living memory. - Can understand the importance of the life of significant individuals. - Can understand and compare some similarities and differences with other countries. - Knows key places in the UK and can locate them on a map (the four countries). - Can describe location and understand that compass points can be used to show 	<ul style="list-style-type: none"> - Can compare the UK and a non-EU country, describing human and physical geographical features. - Can understand and discuss, in preferred way, a significant local historical event. - Can understand and discuss, in preferred way, historical events before living memory. - Can name and identify the continents and oceans of the world. - Can use simple fieldwork and observational skills to study the geography of school/a local landmark, focusing on the key human and physical features. 	<ul style="list-style-type: none"> - Can describe and discuss, in preferred way, historical artefacts, observing small details and can make links with what is being learnt. - Can use physical and electronic resources for research. - Can sequence and discuss, in preferred form, the chronology of UK history. - Can place significant events on a timeline and use dates related to the passing of time. - Can identify and give reasons for peoples' actions and different ways in which the past has been represented. - Can begin to draw conclusions from their own fieldwork and evaluate their results.

	<p>the differences they have experienced or seen via various media (e.g., photos, videos).</p> <ul style="list-style-type: none">- Able to use a visual timetable to communicate what has happened in the past.	<p>they see, hear and feel.</p> <ul style="list-style-type: none">- Can recognise that some environments are different to the one in which they live.	<p>direction.</p> <ul style="list-style-type: none">- Can describe and compare different types of weather	<ul style="list-style-type: none">- Can use map skills in school or a local environment.	
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