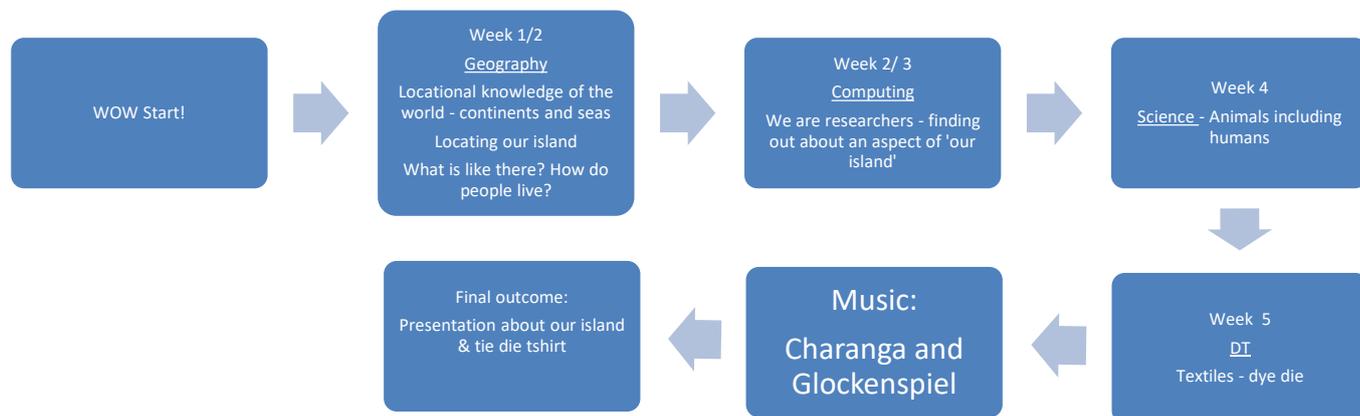


## Year 1 / 2 Geography based unit ' A Caribbean Island'

**Unit overview:** Children will study the geography of a small island in the Caribbean (contrasting non-European country). They will explore where the island is in the world and revise continents and oceans. They will then look in more detail at the islands physical and human geography exploring what it is like there. In science children will explore surviving on an island and the plants and animals in that habitat. Using their computing skills they will research aspects of the country and make simple presentations/info texts about it. Music will be based on reggae style (Throughout the unit) and PSHE covers the themes of economic wellbeing.



### Geography skills

Skills	Knowledge
<ul style="list-style-type: none"> <li>Name and locate using world maps the world's countries, continents, oceans and capital cities.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns in the UK and the location of a hot area (equator, North and South poles)</li> <li>Use simple compass directions and locational language (near, far)</li> <li>Use aerial photographs to recognise landmarks and features; devise a simple map and construct basic symbols with a key.</li> </ul>	<p><b>Key words</b> Beach, Cliff, Coast, Forest, Hill, Mountain, Sea, Ocean, River, Soil, Valley, Vegetation, Season, Weather, City, Town, Village, Factory, Farm, Office, Port, Harbour, Shop</p> <p><i>Previous Knowledge</i> <i>Locational knowledge of our school and surrounding areas.</i> <i>Maps and Atlases - continents and 5 oceans (Polar explorers)</i> <i>Locational geography of UK - capital cities (Great &amp; ghastly events)</i></p>

Computing skills	Music skills
<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>Use safely technology safely and respectfully keeping personal information private; Identify where to go for help and</li> </ul>	<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>

<p>support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Basic skills to be covered alongside:</p> <ul style="list-style-type: none"> <li>• Links ICT activities with their own experiences of ICT outside school - year 1</li> <li>• Understands file icons - year 2</li> </ul> <p>Previous Knowledge</p>	<p>Previous Knowledge Carnival and celebration music around the world (Celebrations) Zoo time (untuned instruments) Glockenspiel - London's burning</p>
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**Science skills - animals including humans**

<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely using simple equipment</li> <li>- performing simple tests</li> <li>- identify and classifying</li> <li>- use observations and ideas to suggest answers to questions</li> <li>- Gathering and recording data to help in answering questions</li> </ul>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li> </ul> <p>Previous Knowledge (Nature Navigators) explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
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## DT skills

### **Design**

Purposeful, functional, appealing products based on a design criteria.

Generate, develop, model and communicate ideas through talking drawing, templates, ICT (where appropriate).

### **Make**

Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)

Select from and use a wide range of **textile** materials and components.

### **Evaluate**

Explore and evaluate a range of existing products and evaluate their ideas and products against design criteria.

Previous Knowledge

Delightful decorations (Celebrations)