

Summer Term Cycle A—Explorers—Part 2 Sir Walter Raleigh/Pirates

As Geographers we will:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the oceans sailed by Sir Walter Raleigh and the countries visited by Sir Walter Raleigh, with a particular focus on the Americas.
- Understand the physical features of the Americas and will begin to compare it to where we live.
- Use basic geographical vocabulary to refer to the features we see including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. We will look at some of the place names given by Sir Walter Raleigh (Eg Virginia)
- We will begin to identify some of the human features in North and South America (eg along the Orinoco, Venezuela, South America and the (Roanoke Island), State of Virginia in North America)
- Identify seasonal and daily weather patterns in the United Kingdom by keeping class weather records of rain, weather and temperature. We will compare this to the weather in North and South America. We will begin to look at similarities and differences and suggest answers as to why these occur.
- We will use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features on a map and the journey taken by Sir Walter Raleigh
- We will devise a simple map of an island, use and construct basic symbols in a key and use simple grid references (A1, B1).

As Historians we will :

- Identify and look at sources of evidence (by using pictures, the internet, books and extracts) to find answers to questions about Sir Walter Raleigh. We will use the British Library, Royal Museums Greenwich website and other websites to find source information.
- Ask questions such as: What was it like for people in the time of Sir Walter Raleigh? What did he do? How long ago did it happen? Why was he known as a pirate?
- Follow the journeys that Sir Walter Raleigh took and notice how significant it would have been if he had not made the discoveries that he did (eg potatoes)
- Recognise that there are reasons why people in the past acted as they did—with a focus on the events that led up to the death of Sir Walter Raleigh—Royal policy.
- Set up a timeline in the classroom and place artefacts and events in our lives and the lives of Sir Walter Raleigh in order on it, using the words past, present, older and newer.
- Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe how long ago things happened and to compare and contrast with the explorations of Neil Armstrong.

Spiritual and Moral

In our spiritual and moral development we will:

Learn about how cultures and beliefs are different around the world.

Culture and the Arts

In our artistic and cultural development we will:

Explore the use of textiles to make animals/fish. We will design our own and learn the skills needed to join materials and decorate. We will appraise what we have done to say what we like about our finished products and how we could improve them.

As Writers we will :

- Write stories of adventure based on discovering a new lands or plants.
- Write narrative diary extracts which demonstrate our geographic, scientific and historical understanding of the voyages of Sir Walter Raleigh.
- Write letters; to/from Sir Walter Raleigh/Queen Elizabeth I etc or to say thank you after visit;
- Make lists of what they might take or need on a visit.
- Write Non-chronological report detailing what they have seen as scientists/explorers. (eg fact files written as scientists)
- Write Poems - sea shanties/poetry about the sea
- Produce labelled diagrams of animals/plants/maps
- Write recounts (Year 1) or news reports (Y2) - trips/visits/special curriculum days some of which may be published on school website.

As Scientists we will:

- Identify and name a variety of common animals from the Americas that are (birds,) **fish, amphibians, reptiles,** (mammals and invertebrates) and classify them as carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals from the Americas that are (birds,) **fish, amphibians, reptiles,** (mammals and invertebrates) and classify them as carnivores, herbivores and omnivores.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air) and notice that animals, including humans, have offspring which grow into adults.
- *Identify that most living things live in habitats to which they are suited and describe how the habitats of the Americas provide for the basic needs of different kinds of animals and plants and how they depend on each other. (Food chain) (Year 2 focus)*
- Compare the plants that grow in the location of the school to those that grown in South America to identify how they have adapted to their habitats. We will investigate what happens when plants are put in hot wet conditions (South America) and gather and record the results of our investigations.
- We will demonstrate what we have learnt about the habitats by making our own habitats in trays and selecting suitable animals/plants for either North America or South America.

Environment

As people concerned about our environment we:

Will find out how humans have impacted on different environments and consider whether these changes were a good thing. How is South America different from the South America that Sir Walter Raleigh explored?

Enterprise and Possibilities

As enterprising people we will:

Find out the possibilities open to us in caring for animals. (Write letters to find out about opportunities to various organisations : Eg The Deep/Sealife centres)