

# North for Navigation



## Geography

### *What we should already know*

- Use an infant atlas to locate places.
- Use simple compass points and directional language to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map.
- Use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.

### As geographers we will...

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Use maps, atlases, globes and digital/computer mapping.
- Use the eight compass directions to describe locations.
- Follow a route on a simple map.
- Draw a detailed map with symbols and a key.
- Use four figure grid references.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

## Vocabulary

grid, reference, cartographer, globe, North East, North West, South East, South West, observe, measure, record, present, satellite image, physical map, latitude, longitude, cardinal points

**Outcome - Orienteering**

# North for Navigation



*Application*  
Using our knowledge of scratch, we  
will create a chase game.

## Computing

What we should already know...

- Carry out a sequence with multiple commands to go along a specific route.
- Make sensible predictions about where a Bee-Bot may stop from a set of instructions.
- Change and improve their sequence of commands.
- Scratch Junior
- Choose a new sprite or background.
- Carry out a sequence with multiple commands, including increasing or decreasing size of sprite.
- Use other simple commands, such as speak, repeat and sounds.
- Debug a set of instructions when necessary.

### As computer programmers, we will....

- Choose a new sprite or background.
- Add and delete commands.
- Carry out a sequence with multiple commands, including moving and turning.
- Use other codes, such as say, think, increase, decrease and sounds.
- Detect and correct errors in algorithms as necessary.

## Vocabulary

Degrees, sprite, motion, code, detect, correct, errors.

## Science

What we should already know...

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### As scientists, we will

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Compare how things move on different surfaces.

## Vocabulary

force, push, pull, friction, surfaces, materials, contact, sliding friction, static friction, resist, skeleton, muscle, support, protection, movement, spine, femur, tibia, fibula, radius, ulna, skull, clavicle, ribcage, pelvis, patella



# North for Navigation



*Application*  
Water colour artwork  
depicting a map  
inspired by the work  
of Michael Tompsett

## Art

### What we should already know...

- Experiment with different techniques and make sensible choices about what to do next to improve.
- Express clear preferences and give some reasons for these (e.g. "I like that because...")
- Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.

### As artists we will...

- Select, and use appropriately, a variety of materials and techniques in order to create their own work: draw and paint.
- Reflect upon what they like and dislike about their own work in order to improve it.
- Know about and describe the work of some artists, craftspeople, architects and designers

### Vocabulary

Texture: splash, wash, scratch, layering

Colour: dark, light, intensity (strong, bright, weak), tone, tint, shade, tertiary

### Key drivers

#### **Be Resilient**

- By designing their own game, learning commands and editing where required

#### **Be Creative**

- By designing and creating their own characters using Scratch
- By creating their own watercolour map

#### **Be World Wise**

- By learning how to use a map and compass.
- By locating countries in the world and cities in the UK.
- By discovering the human and physical features in the local area