Class 1 EYFS Long Term Overview – Geography (Understanding the World) *People, culture and communities/The natural world*

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

What an EYFS Geographer needs to understand;

* That positional language and directions can tell us where to go
* That where they live is unique to them (and their family)
* That there are key words/vocabulary associated with human and physical geography
* That the world is made up of different countries
* That we can use a variety of sources such as simple maps, photographs and magnifiers to support our field skills

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| **Role of adult:**   * Talk about name of school and where it is. * Using digital maps and photos of school setting, prompt and encourage children to talk about what they notice using planned vocab * Model how to draw a simple map from an aerial view * Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own and family’s experiences where possible * Show interest in children’s lives and prompt the children to talk about who the people at home are and their memories by sharing own memories eg I remember when I celebrated…., At the weekend…, In the summer holidays I went to…. * Using photographs from adults and children, films and books talk about different regions in GB * Using photographs, film and books talk about similarity and differences about children’s lives in another country (travel, home, food) | | | | | | |
| **Continuous provision:**   * Opportunity for children to draw maps of real things or from story settings * Photos of places of local importance * Resources across provision reflect different celebrations throughout the year | | | | | | |
| **Key EYFS Geography Skills**   * Begin to use geographical skills, including first-hand observation, to enhance their locational awareness * Collect, analyse and communicate a range of data gathered through experiences of fieldwork. * Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth. * Communicate geographical information in a variety of ways e.g. maps and drawings. * Use and draw information from a simple map * Look at aerial views and comment on buildings, open space, roads and other simple features | | | | | | |
| Term | Curriculum Content | | Big Ideas/Key questions | Powerful Knowledge | Misconceptions/Link to prior and future learning | Vocabulary |
| Autumn 1  RECEPTION  I’m special, I’m me!  LOCAL | * Physical features of our own school grounds – link in directions * Journey to school – what do you see? * Simple map work (Flintham) * Environmental issues – recycling, the three R’s * Autumn – weather, climate   **Key enquiry questions;**   * What is it like in Flintham village? * What do you see on your journey to school? * How can we care for our environment? | **Physical**  \*Identify things in a location that are living (not human made)  \* Describe the weather and name different types of weather  \* Identify how the weather changes what they do  \* Start to identify and name physical features such as those listed in KS1  **Human**  \* Identify things in a location that have been made by people  \* Identify a journey they go on  \* Start to identify and name features such as those listed in KS1  **Change and sustainability**  \* Identify how a place has changed  \* Identify how people have changed a place or a feature  \* Identify which bits of a place they like  \*Identify which bits of a place they don’t like or feel worried or unhappy in  **Space and Scale**  \* Name and identify:  -Their home  -Their school  -Their village/town/city  -Their country  \*Identify forward, backward, left and right | **Physical**  How do you get to school?  What do you see on your journey?  Can you describe what you can see?  What is the weather like today?  **Human**  What might you find in a village or a town?  What do the buildings in a village or a town look like?  **Change and sustainability**  What do you think has made this place change?  Personal viewpoint – What do you like/dislike about this place?  **Space and scale**  Where is it?  What is it like?  **Map Skills**  How does a village look different to a city?  **Fieldwork Skills**  What did our local area look like when our parents/grandparents were younger? | **Personal Knowledge**  Know the village/town that they live in.  Their school is in a village- Flintham. A village is a group of houses and buildings smaller than a town.  Flintham has a church, a shop, a village hall, a pub.  Flintham is in the countryside. A countryside has less buildings and more rural areas.  Their nearest town is Newark and bigger city is Nottingham.  **General knowledge**  Directions can be followed and lead to different places and that directions can be pictoral, verbal or written.  A town is larger than a village with more houses and buildings.  There are different types of houses.  A map shows the features of their immediate environment.  There are four seasons in a year.  The season before autumn is summer. The season after autumn is winter.  Autumn is when leaves fall of the trees and change colours. | **Misconceptions**  All villages are the same size.  That all people live in the same type of house (as them)  That all people live in houses made of bricks.  That all towns have the same features.  Seasonal variations: does rain in summer, doesn’t always snow at winter  **Link to prior and future learning**  Autumn 2 – local geog  Spring 2 – local geog  Summer 1 – local geog  **Links to KS1 National Curriculum**  *All – Locational knowledge, using maps, physical and human geography*  Class 2 – UK geography -Living in Flintham village G**eographical Skills and Fieldwork:**  **-compass and directional language, aerial photos and plans, simple map making and key, -field work study school and surrounding environment** | Positional language (behind, next to, on top, under)  Village  Town  City  House  Journey  Recycling  Reuse  Reduce  Autumn  Seasons |
| F1 | * What does our classroom have in it? E.g. the different areas. Where are they in relation to each other? * What can you see in our school grounds? (Link to school ground walk) * What can you see at your houses? Using photos of their own houses. How are they the same/different to your friends? E.g. Kitchen, living room, garden. * Autumn – what happens to the weather? | | | **Personal**  Our classroom has lots of different areas in it. E.g. The role play area, they reading corner, the construction area, the outside area and so on.  Our school has a field, a trim trail, a garden area and a playground.  Everybody’s houses are different. Some look the same from the outside, but inside all houses are different. | | Positional language – up, down, in front of, behind  Classroom  School  House  Same  Different  Kitchen  Living Room  Garden |
| Autumn 2  RECEPTION  Traditional Tales and Celebrations  LOCAL | * Where is our nearest castle? (simple map work) Famous local castles – Newark, Nottingham * Features of a castle – physical features e.g. keep, gatehouse, moat etc. * How do people around the world celebrate Christmas? Where? (simple map work) * Winter seasonal changes- weather/climate- changes from Autumn * Diwali –similarities and differences between themselves and others, and among families, communities and traditions   What happens to the weather in winter?  What changes from Autumn?  Why were some castles built on hills? | **Physical**  \*Identify things in a location that are living (not human made)  \* Describe the weather and name different types of weather  \* Identify how the weather changes what they do  \* Start to identify and name physical features such as those listed in KS1  **Human**  \* Identify things in a location that have been made by people  \* Identify a journey they go on  \* Start to identify and name features such as those listed in KS1  **Space and Scale**  \* Name and identify:  -Their country  \*Identify forward, backward, left and right | **Physical**  What is the weather like today?  What can we see on the site where the castle is built?  Can you describe what you can see?  **Human**  What might you find in city?  What do the buildings in a city look like?  **Space and scale**  Where is it?  What is it like?  **Map Skills**  How does a village look different to a city?  How does Flintham village look different to London?  What countries make up the UK? | **Personal Knowledge**  Newark, our nearest town, has a castle.  Nottingham also has a castle.  England is the country that we live in.  **General knowledge**  A castle is a type of home that was built to protect people inside.  There are many different castles in the United Kingdom.  Castles have lots of different parts to help them protect people e.g. a moat, a gatehouse  Autumn is the season before winter. Spring is the season after winter.  Winter is when it starts to get colder. We might see frost, fog, rain, sleet and snow.  People around the world celebrate Christmas in different ways. | **Misconceptions**  All castles have a moat and are on a hill.  All castles were made out of stone.  England and the United Kingdom are the same thing.  Christmas is celebrated the same way all around the world.  Only Kings and Queens lived in castles.  Seasonal variations: does rain in summer, doesn’t always snow at winter  **Link to prior and future learning**  **Prior**  Autumn 1 – Link to Flintham (where are Castles located close to Flintham?)  **Links to KS1 National Curriculum**  *All – Locational knowledge, using maps, physical and human geography*  Class 2 - Living in Flintham village  **Geographical Skills and Fieldwork:**  **-compass and directional language, aerial photos and plans, simple map making and key, -field work study school and surrounding environment**  Class 2 - UK geography - British seasides  **Human and Physical geography - key features**  **Locational Knowledge** | Castles  Moat  Gatehouse  Battlements  Keep  Drawbridge  Seasons/Winter  Frost  Snow  Ice  Diwali |
| F1 | * Castles – Looking at pictures of castles. Would you like to live in a castle? Discussion around photographs. Which castle would you like to live in? Why? How do they look the same/different to your house? * Look at some of the rooms in the castle and compare to rooms in their house. How are they the same/different? * Winter – What clothes would I wear in Winter? | | | Castles were built to protect people.  Different castles have different rooms in them.  Castles look different to houses in Flintham and our own house. | | Positional language – up, down, in front of, behind  House  Castle  Same  Different  Rooms |
| Spring 1  RECEPTION  Superheroes and people who help us  LOCAL  WORLD WIDE  CHINA/AFRICA | * Lunar New Year festival – focus on China. Where is China? What is china like compared to England? How do people celebrate the Lunar New Year? E.g. food, traditions * Pancake day – link to Mama Panya’s Pancake – Africa. Where do pancake ingredients come from? * Local community – people in our local community who help us e.g. local police, fire station, hospital. Where are these local facilities? * What is an emergency and when would you call 999?   **Key enquiry questions;**  Where in the world is China?  Who helps us in our community? | **Physical**  \*Identify things in a location that are living (not human made)  \* Describe the weather and name different types of weather  \* Identify how the weather changes what they do  \* Start to identify and name physical features such as those listed in KS1  **Human**  \* Identify things in a location that have been made by people  \* Identify a journey they go on  \* Start to identify and name features such as those listed in KS1  **Change and sustainability**  \* Identify how a place has changed  \* Identify how people have changed a place or a feature  \* Identify which bits of a place they like  \*Identify which bits of a place they don’t like or feel worried or unhappy in  **Space and Scale**  \* Name and identify:  - China | **Physical**  What is the weather like today?  **Human**  What might you find in a village or a town in China?  What do the buildings in a village or a town look like?  **Change and sustainability**  What do you think has made this place change?  Personal viewpoint – What do you like/dislike about this place?  **Space and scale**  Where is it?  What is it like?  **Map Skills**  Where is China in relation to the UK?  Use a globe to find China | China is a large country. It is larger than the UK.  China has some big cities.  China has the largest population (number of people living there) in the world.  Mandarin is the language spoken by of Chinese people but there are other languages spoken too.  Chinese New Year is a spring festival and is the most important festival in the Chinese calendar.  People from all around the world celebrate Chinese New year, not just people in China.  Lots of people in our local community help us to stay safe.  E.g. Police, ambulance, fire, lollipop people, bin men.  Lot of people in our community deliver a service to us e.g. postman/postwoman.  999 is the number to call when there is an emergency, | **Misconceptions**  Only people in China celebrate China/Lunar New Year.  People in China speak the language Chinese.  People in China only eat Chinese food.  **Link to prior and future learning**  Autumn 1 – Link to local community  **Links to KS1 National Curriculum**  *All – Locational knowledge, using maps, physical and human geography*  Class 2 - Africa  **Locational Knowledge  - world’s 7 continents and five oceans**  **Human and Physical Geography: specific vocabulary to describe key Physical and Human features** | Lunar New Year  Language  China  Mandarin  Local  Community  Emergency |
| F1 | * Lunar New Year – how do people celebrate the Lunar New Year? Compare and contrast to how they celebrate for example their birthday/Christmas. E.g. giving presents, opening presents, spending time with their family. * Pancake Day – Mama Panya’s pancakes – where do we buy our pancake ingredients from? Compare and contrast to Mama Panya and her village in Kenya. * People who help us – who helps us to stay safe in our local community? | | | Lots of people around the world celebrate the Luna New Year.  We would buy our pancake ingredients from the supermarket or food shop.  In Flintham, here are some people who help us; Police, Fire brigade, Ambulance | | Positional language – up, down, in front of, behind  Same  Different  Family  Help  Safe |
| Spring 2  RECEPTION  Into the Woods  LOCAL  WORLDWIDE) | * Local woodland habitat in Flintham – features * Where does our food come from? Banana journey/chocolate journey, Why do banana’s not grow in Flintham? * Spring seasonal changes – weather/climate     **Key enquiry questions;**  What would you expect to see in the woodland in Flintham?  Why do banana’s not grow in Flintham?  What happens to the weather in Spring?  What changes from Autumn? | **Physical**  \*Identify things in a location that are living (not human made)  \* Describe the weather and name different types of weather  \* Identify how the weather changes what they do  \* Start to identify and name physical features such as those listed in KS1  **Human**  \* Identify things in a location that have been made by people  \* Start to identify and name features such as those listed in KS1  **Change and sustainability**  \* Identify how a place has changed  \* Identify how people have changed a place or a feature  \* Identify which bits of a place they like  \*Identify which bits of a place they don’t like or feel worried or unhappy in  **Space and Scale**  \* Name and identify:  -Their nearest village/town/city | **Physical**  What is the weather like today?  What can you see in the woodland area?  **Human**  What might you find in a woodland?  Describe what you can see in the woodland  **Change and sustainability**  Personal viewpoint – What do you like/dislike about this place?  How do you think this has changed over the years?  **Space and scale**  Where is it?  What is it like?  **Map Skills**  Where are our local woods near Flintham? | **Personal Knowledge**  There are several woodlands in and around Flintham  **General Knowledge**  A habitat is a place that an animal lives. It gives the animal food, water and shelter.  A woodland is a habitat that has lots of trees. There are lots of different types of trees.  Some food has to be flown to us such as bananas because weather in the UK is not hot enough for the banana trees to grow.  Winter is the season before spring. Summer is the season after spring.  In spring, the weather usually starts to turn warmer. Trees begin to grow their leaves, plants start to grow their buds and young animals such as chick and lambs are born. | **Misconceptions**  Banana’s grow under ground  Banana’s grow in England  Chocolate/banana’s comes from ‘the shop!’  Chocolate grows on trees.  Seasonal variations: does rain in summer, doesn’t always snow at winter  **Link to prior and future learning**  **Prior**  Autumn 1 – Local Flintham  Autumn 2 – Local Flintham  **Future**  Summer 1 – Farming/Land use in Flintham  **Links to KS1 National Curriculum**  *All – Locational knowledge, using maps, physical and human geography*  Class 2 - Living in Flintham village  **Geographical Skills and Fieldwork:**  **-compass and directional language, aerial photos and plans, simple map making and key, -field work study school and surrounding environment**  Class 2 - Africa  **Locational Knowledge  - world’s 7 continents and five oceans**  **Human and Physical Geography: specific vocabulary to describe key Physical and Human features** | Spring  Seasons  Weather  Habitat  Woodland  Forest  Journey  New life  Seasons  Spring  Buds |
| F1 | * What would you see in the forest? Animals, trees etc. How is this the same/different to our school grounds? * Where do different animals live in the woods? E.g. Fox and badger underground, squirrels, owls in trees. * Spring – What happens to the weather during springtime? Tale photographs of signs of spring. | | | Lots of animals live in woodland areas;   * Fox, owl, bat, squirrel   Animals in the woodland live in different places. A fox lives underground.  Some things you might see in a woodland are;   * Trees, leaves, soil, pond   The weather starts to get warmer during the springtime. | | Positional language – up, down, in front of, behind  Same  Different  Spring  Underground  Trees  Leaves  Soil  Pond |
| Summer 1  RECEPTION  Transport and Farming  LOCAL  NATIONAL – UK and LONDON | * Farming – how do farmers use their land? Link to animals, dairy farming, crops etc * How do farmers use their land? * Where does our food come from? Local food. * Where is London? UK countries (simple map work) What would we see in London if we visited? * Looking after our environment – pollution, electric cards * What do we have in our local community to help us stay safe? Physical features to direct help us. Road safety/green cross code/staying safe near water * Transport survey   **Key enquiry questions;**   * What is special about London? * Where is London? * How can we care for our environment? * How can we stop pollution? * How does our local environment help us to stay safe? | **Physical**  \*Identify things in a location that are living (not human made)  \* Describe the weather and name different types of weather  \* Start to identify and name physical features such as those listed in KS1  **Human**  \* Identify things in a location that have been made by people  \* Start to identify and name features such as those listed in KS1  **Change and sustainability**  \* Identify how a place has changed  \* Identify how people have changed a place or a feature  **Space and Scale**  \* Name and identify:  -Famous castles | **Physical**  Can you describe what you can see on the farm?  How does the farmer use his land on his farm?  What is the weather like today?  Can you describe what you can see? (village physical landmarks to help us stay safe)  What is the weather like today?  **Human**  What might you find on a farm?  Describe what you can see on the farm.  What do the buildings near a farm look like?  What might you see in your local community?  **Change and sustainability**  What do you think has made this place change?  Personal viewpoint – What do you like/dislike about this place?  **Space and scale**  Where is the canal? The airport?  **Map Skills**  How does farm land look different to a town/city?  How does a village look different to a city such as London?  How does Flintham village look different to London?  What countries make up the UK?  Looking at canals, rivers  Different features on a map – human and physical  **Space and scale**  Where is it?  What is it like?  **Fieldwork Skills**  What did our local area look like when our parents/grandparents were younger? (farms in Flintham) | **Personal Knowledge**  Flintham has a number of farms surrounding the village. Some which rear animals, some which grow crops (plants).  We live in England.  **General Knowledge**  London is part of the United Kingdom. There are four countries in the UK; England, Ireland, Scotland and Wales.  London is a large city with lots of buildings. It has lots of people living and working there.  London is our capital city.  A farm is an area of land and buildings used for growing crops (plants) and keeping animals.  Some farm grow crops (plants), some farms keep animals on their land and some farms have both.  A crop is a living plant grown by farmers. Farmers in the UK grow wheat, corn and potatoes. (They also grow many more,)  Farmers use animals on their farm in different ways e.g. milk from cows and goats, wool from sheep and meat from cows/pigs.  Farmers in different countries grow different crops e.g. Bananas and Cocoa because the weather is warmer.  Litter damages our environment, It harms wildlife and damages plants.  Pollution is when something is added to the environment that is harmful or poisonous to living things.  Smoke or dust in the air is a type of pollution. Fumes coming from transport is a type of pollution. E.g. cars.  Some features in our community help to keep us safe. E.g signs, pedestrian crossing, zebra crossing, life belts at rivers and canals. | **Misconceptions**  Horses will be seen in fields or on yards with stables. Are these farms?  Do dogs and cats live on farms? Discuss the difference between an animal that is raised on a farm, pets of farm workers and working animals on farms?  All farms have animals on them/grow crops.  London and England are the same thing.  England and the United Kingdom are the same thing.  **Link to prior and future learning**  Prior  Autumn 1 and Spring 1 – Local community  Spring 2 – Worldwide geog – where do other plants grow that don’t grow in this country  Spring 2 – Local; into the woods – how land is used  **Links to KS1 National Curriculum**  *All – Locational knowledge, using maps, physical and human geography*  Class 2 - Living in Flintham village  **Geographical Skills and Fieldwork:**  **-compass and directional language, aerial photos and plans, simple map making and key, -field work study school and surrounding environment**  Class 2 – Christopher Columbus **Locational Knowledge and Geographical Skills: , United Kingdom and surrounding seas and  7 continents, 5 oceans** | Farm  Farmer  Crops  Land  London  Country  England  Pollution  Electric  Weather  Local community  Canal  River  Transport |
| F1 | * Farming – farm animals. What animals might we see on a farm? * What buildings might we see on a farm? Barn, stable, pen. * Farming – what might we see growing on a farm? E.g. carrots. Where do they grow? How do they grow? Compare to other fruit;//vegetables grown on the farm. Vegetables to focus on – potatoes, carrots, peas | | | A farm can have animals on it;   * Cow, pig, sheep   The farmer must look after the animals on their farm and give them food and water.  There are different places/buildings on a farm; barn, stable, pen  Some of our food comes from the farm. Potatoes grow in the ground. Potatoes can be made into lots of different things.  Three different vegetables grown on the farm; peas, carrots, potatoes.  Food grown on the farm can grow in many different places; underground, on top of the soil and on trees. | | Positional language – up, down, in front of, behind  Same  Different  Underground  Farm animals – cow, pig, sheep  Vegetables - potatoes, carrots, peas  Farm buildings – Pen, stable, Pen  Earth |
| Summer 2  RECEPTION  Around the World  LOCAL  NATIONAL  WORLDWIDE | * Plastic and litter pollution in the ocean - David Attenborough * Where in the world would you find a desert? Polar regions? (simple map/g;obe work) * Endangered animals – looking after our environment, deforestation * Summer seasonal changes – weather and climate * Compare and contrast hot and cold countries.   **Key enquiry questions;**   * What features might you find at the seaside in the UK? * How can we care for our environment? * What features might you find in a rainforest? In a desert? * How would you look after yourself in a hot/cold country? * Why are deserts so dry and hot? | **Change and human impact**  \*Identify how a place has changed  \*Identify how people have changed a place or feature  **Physical**  \*Identify things in a location that are living (not human made)  \* Describe the weather and name different types of weather  \* Start to identify and name physical features such as those listed in KS1  **Human**  \* Identify things in a location that have been made by people  \* Start to identify and name features such as those listed in KS1  **Change and sustainability**  \* Identify how a place has changed  \* Identify how people have changed a place or a feature  \* Identify which bits of a place they like  \*Identify which bits of a place they don’t like or feel worried or unhappy in  **Space and Scale**  \* Name and identify:  -Some of the world’s oceans  -The Sahara, the Amazon and the Poles | **Physical**  Can you describe what you can see at the seaside?  Can you describe what you can see in the rainforest? Desert? Poles?  What is the weather like today?  **Human**  What might you find at the seaside?  What do the buildings/landmarks look like at a seaside town?  What might you find in the rainforest? (Rainforest houses)  What might you find in the desert? Poles?  What do the buildings/landmarks look like at in the rainforest/desert/Poles – why?  **Change and sustainability**  What do you think has made this place change?  What do you think has made this place change? (deforestation, global warming)  Personal viewpoint – What do you like/dislike about this place?  **Space and scale**  Where is it?  What is it like?  **Map Skills**  How does a seaside town look different to a town away from the coast?  Find a UK seaside town on a map  Where are the oceans in the world? Use a globe.  How does a rainforest compare to Flintham?  Find a rainforest, desert and the Poles on the globe. | **General Knowledge**  We live on an island surrounded by sea.  Not all countries in the world are the same.  A seaside town is a place near the sea.  At the seaside, you might see the sea and the beach. You might also see a harbour and a pier.  The sea is a habitat for lots of different plants and animals.  An ocean is a big area of salty water. Water covers a lot of our Earth.  A polar region is an area that is cold, windy and has lots of snow and ice. It gets very very cold.  The polar regions are at the very top and very bottom of the Earth. At the top is the Arctic. (North Pole) At the bottom is the Antarctic (South Pole)  A rainforest is a tall, thick forest that has lots of rainfall every year. It is hot and wet.  Rainforests have lots of different plants and animals living in them e.g. Jaguar, toucan, macaw, snake.  The largest rainforest in the world is the Amazon.  Deforestation is the cutting down of trees. This is bad for the environment. Animals loose their homes.  A desert is a dry area of land. There is very little rain in the desert. It is hot and dry.  The largest desert in the world is the Sahara Desert in Africa.  The equator is the imaginary line running around the Earth.  Spring is the season before Summer. Autumn is the season after summer  Summer is the hottest season of the year. The days become longer, lots of trees and plants produce fruit during summer. | **Misconceptions**  Seasonal variations: does rain in summer, doesn’t always snow at winter  Islands – pirate islands (small area of sand)  Deserts are always hot places.  Deserts do not have many living things in them  It is cold in the rainforest because it rains.  The equator is a real line that runs around the middle of the Earth.  Mixed up between planet/Earth/World  **Link to prior and future learning**  Spring 1 – Worldwide geog  **Links to KS1 National Curriculum**  *All – Locational knowledge, using maps, physical and human geography*  *Class 2 –* British seasides  **Human and Physical geography - key features**  **Locational Knowledge**  *Class 2 -*  Katie Morag and the Isle of Coll  **Place Knowledge (Linked with comparisons with Africa)Human and Physical Geography: specific vocabulary to describe key Physical and Human features**      Class 2 – Christopher Columbus  **Locational Knowledge and Geographical Skills: , United Kingdom and surrounding seas and  7 continents, 5 oceans** | Endangered  Rainfall  Polar  Equator  Summer |
| F1 | * What would you see at the seaside? Look at photographs of the children at the seaside. Compare and contrast to Flintham. Is there a beach in Flintham? Animals – crabs in rockpools etc. * Desert, Rainforest, Poles– What animals would you see there? * Summer – What would you wear during summer time? What would you do during the summer time? | | | At the seaside you might see sand, rocks, sea. You might also find rockpools which have crabs hidden in them.  During summer the weather gets hotter. These are some of the clothes you could wear;  Sun hat, t-shirt, flip flops | | Seaside  Sand  Rocks  Sea  Crabs  Rockpools |