

Term 1: Europe						
	Tomatina Festival Spain	Tulip Fields Netherlands	Stonehenge United Kingdom	Northern Lights Finland	Venice Italy	Istanbul Turkey
						
Learning Objectives	<ul style="list-style-type: none"> -Identify Spain on a map and locate the town of Buñol, where La Tomatina takes place. -Understand that festivals and traditions vary between different countries and regions. -Compare La Tomatina with festivals in the UK or the children's own cultures. -Describe the origin and history of La Tomatina and how it has changed over time. -Recognise how traditions reflect local culture, identity, and community. -Learn and use basic Spanish vocabulary related to the festival (e.g., <i>tomate, fiesta, diversión</i>). -Practice simple Spanish phrases to describe the festival or ask questions about it. -Discuss the importance of respecting traditions from other cultures. 	<ul style="list-style-type: none"> -Locate the Netherlands on a world map and identify key regions where tulips are grown (e.g., Lisse, Keukenhof). -Understand that different countries have unique landscapes and agricultural products. -Explore how the climate and geography of the Netherlands support tulip growing. -Identify the parts of a plant, including a tulip, and describe how flowers grow. -Understand what plants need to grow (sunlight, water, soil). -Recognise the seasonal cycle of tulip growth (planting in autumn, blooming in spring). -Learn about the history of tulips in the Netherlands, including "Tulip Mania" -Understand how tulips have become a national symbol and part of Dutch cultural identity. -Compare Dutch tulip traditions with flowers or festivals from the children's own culture or country. -Appreciate the importance of nature and beauty in different cultural celebrations. 	<ul style="list-style-type: none"> -Identify Stonehenge as a prehistoric monument and describe its main features. -Understand that Stonehenge was built during the Neolithic and Bronze Ages. -Explore theories about why and how Stonehenge was built. -Recognise Stonehenge as part of British heritage and understand why it is important today. -Locate Stonehenge on a map of the UK and describe the surrounding landscape. -Understand how physical geography (land, materials, terrain) may have influenced its construction and location. -Place Stonehenge on a timeline of British history. -Ask and answer questions about the past using information from pictures, artefacts, and written sources. -Understand that historians use evidence to make educated guesses about the past. -Appreciate Stonehenge as a World Heritage Site and discuss why it should be protected. -Understand that different people value ancient sites for different reasons (e.g., history, spirituality, tourism) 	<ul style="list-style-type: none"> -Locate Finland on a world map and identify where the Northern Lights are most commonly seen (e.g. Lapland). -Understand that some natural phenomena occur only in certain parts of the world. -Compare Finland's climate and landscape to that of the UK or the children's home country. -Understand that the Northern Lights are caused by solar particles interacting with Earth's atmosphere. -Recognise that the Northern Lights are a natural light display seen in polar regions. -Explore concepts of night and day, the Earth's poles, and space weather in a simple way. -Learn how the Northern Lights have inspired myths, stories, and traditions in Finnish and Sami cultures. -Appreciate how people around the world celebrate and respect natural wonders. -Reflect on how seeing the Northern Lights might make someone feel (wonder, awe, calm). 	<ul style="list-style-type: none"> -Locate Italy and the city of Venice on a world map or globe. -Identify that Venice is built on islands and understand how it is different from most cities (e.g., canals instead of roads). -Understand how Venice's unique geography affects daily life (e.g., travel by boat, flooding). -Learn about traditional Venetian customs, foods, and famous landmarks (e.g., gondolas, masks, St Mark's Basilica). -Explore the importance of the Carnival of Venice and its history. -Compare life in Venice with life in the children's own city or country. -Discover key historical facts about Venice's past as a powerful trading city. -Learn how Venice's history has influenced its architecture and culture today. -Learn simple Italian words related to Venice (e.g., <i>ciao, gondola, maschera, canale</i>). 	<ul style="list-style-type: none"> -Locate Istanbul and Turkey on a world map and identify that the city spans two continents: Europe and Asia. -Understand Istanbul's geographical features, including the Bosphorus Strait and its role in connecting continents. -Compare Istanbul's climate, buildings, and transport systems with those of the children's home city or country. -Learn that Istanbul was historically known as Byzantium and Constantinople, and understand its importance through time. -Explore the cultural diversity of Istanbul and how it has been influenced by many civilizations (Roman, Byzantine, Ottoman). -Identify key landmarks such as the Hagia Sophia, Blue Mosque, and Grand Bazaar. -Appreciate Istanbul's role as a cultural crossroads and meeting place of different religions, languages, and traditions. -Recognise and respect similarities and differences between life in Istanbul and life in the UK or their home country.
Activities	<ul style="list-style-type: none"> -Use a world map or globe to locate Spain, and then Buñol, the town where La Tomatina takes place. -Compare it to the UK—How far is it? What's the weather like in Spain? -Create posters, drawings, or collages representing La Tomatina. -Create a mini fact file on Spain (flag, capital city, language, food). -Provide fact cards and matching pictures (e.g., "It takes place in August" / "It started in 1945"). Pupils work in pairs or groups to match the correct fact to the picture. -Put facts in chronological order 	<ul style="list-style-type: none"> -Use bright colours and patterns to create artwork inspired by tulip fields. -Explore symmetry and repetition in flower patterns. -Create a collage or painting of tulip fields in the style of Dutch artists. -Locate the Netherlands on a map or globe. -Identify regions famous for tulips (e.g., Lisse, Keukenhof). -Compare the landscape of the Netherlands with the UK (flat land, canals, flower fields). -Mark on the map where tulips grow and where the UK imports 	<ul style="list-style-type: none"> -Use clay, playdough, cardboard tubes, or sugar cubes to create a model of Stonehenge. -Arrange the stones in a circular layout to mimic the real monument. -Write a story or diary entry imagining life as a person who helped build Stonehenge. Use prompts like: <i>How did you move the stones? Why did you build it?</i> Turn their writing into a comic strip or mini book. -Place Stonehenge on a classroom timeline alongside other British historical events (e.g., Roman Britain, Viking Age). 	<ul style="list-style-type: none"> -Locate Finland on a world map and identify that the Northern Lights are most visible in Lapland, the far north. -Discuss what makes this part of the world cold and dark in winter. -Compare daylight hours in Finland and the UK during winter and summer. -Use simple visual aids to explain how the Northern Lights happen (solar particles + Earth's magnetic field). -Watch a short child-friendly video or animation. -Make an Aurora Borealis picture using black paper with chalk, pastels, or watercolours. 	<ul style="list-style-type: none"> -Locate Italy and Venice on a world map. -Identify key features like canals, bridges, and the lagoon. -Compare Venice to the pupils' own city or town. How do people travel differently? -Build mini "boats" or floating rafts from recycled materials (e.g., foil, bottle tops, straws). -Test which designs float and hold the most weight—link to how Venice is built on water. -Discuss how rising sea levels affect Venice today. -Learn about Carnival of Venice and traditional Venetian masks. -Pupils design and decorate their 	<ul style="list-style-type: none"> -Locate Istanbul and Turkey on a world map or globe. -Explain that Istanbul is the only city in the world on two continents – Europe and Asia. -Colour and label a map showing the Bosphorus Strait and the division between Europe and Asia. -In small groups, design and build a model bridge to connect "Europe" and "Asia" using blocks, LEGO, or recycled materials. Test the bridge for strength and stability. -Learn about the Bosphorus Bridge and discuss why bridges are important for cities like Istanbul.

	<p>to show the history of the festival.</p> <ul style="list-style-type: none"> -Challenge students to draw or design an outfit they would wear to protect themselves in a tomato fight. Label the materials and features (e.g., goggles, waterproof coat, boots). Use recycled materials to make a mini model of the outfit. -Write a diary entry or postcard imagining they took part in the festival. -Teach key Spanish words related to the festival: <i>tomate</i> (tomato), <i>fiesta</i> (party), <i>agua</i> (water), <i>ropa</i> (clothes). -Design a colourful poster advertising La Tomatina. -Watch a short, child-friendly video or slideshow about La Tomatina. -Set up a safe and fun "tomato toss" game using red beanbags or soft balls. Mark targets or buckets to aim at. 	<p>flowers from.</p> <ul style="list-style-type: none"> -Teach the life cycle of a tulip: bulb → sprout → stem → flower → seed. -Use sequencing cards or draw the cycle in their books. -Plant real bulbs (if in season) or make a craft version using paper cut-outs. -Create a collage, watercolour painting, or pastel drawing of a tulip field. -Focus on patterns, bright colours, and perspective (rows of flowers stretching into the distance). -Use pointillism or impressionist styles inspired by Dutch artists like Van Gogh. -Explore fun facts about the Netherlands: windmills, wooden shoes, canals, and tulips. -Write a postcard, travel diary, or story imagining a trip to the tulip fields. -Teach a few simple Dutch words: <ul style="list-style-type: none"> o <i>tulp</i> = tulip o <i>hallo</i> = hello o <i>kleur</i> = colour o <i>bloem</i> = flower <p>-Watch a short video or slideshow about Keukenhof Gardens or tulip fields in spring.</p> <p>-Class discussion: What did they find most beautiful or interesting?</p> <p>-Write questions they'd ask a tulip farmer or gardener.</p>	<ul style="list-style-type: none"> -Use cards to sort events into chronological order. -Research and add additional Neolithic and Bronze Age facts to the timeline. -Draw or paint Stonehenge from a bird's-eye view using chalk or paint. -Locate Stonehenge on a map of the UK. -Explore its surroundings (e.g., Salisbury Plain) and other ancient sites in the area. -Plot a route from their school to Stonehenge and estimate the distance. -Present the different theories about why Stonehenge was built: burial site, calendar, temple, or alien landing spot! -Write a persuasive paragraph explaining which theory they believe and why. -Discuss how Stonehenge may have been used to mark the solstices using sunlight and shadows. -Experiment outside with sticks or blocks to track how shadows change during the day. -Play a quiz where students decide if statements about Stonehenge are true or false (e.g., "Stonehenge is in Scotland" – False). 	<ul style="list-style-type: none"> -Blend green, purple, pink, and blue to show how the lights swirl and glow in the night sky. -Add silhouettes of pine trees, reindeer, or snowy mountains. -Write a short story, diary entry, or poem imagining they are in Finland watching the Northern Lights. -Explore Finland's culture: Lapland, Sami traditions, reindeer herding, saunas, and winter activities. -Make a class display with facts, photos, and symbols (e.g., Finnish flag, huskies, sleds). -Learn about the Northern Lights in Sami mythology and share one traditional story. -Write a postcard from a trip to Finland to see the Northern Lights. Describe what they saw and did, and who they were with. 	<p>own masks using feathers, glitter, and colourful patterns.</p> <ul style="list-style-type: none"> -Create a Venice fact sheet or mini-booklet including: Landmarks (St Mark's Basilica, Rialto Bridge), Famous foods (gelato, pizza, pasta), How people travel in Venice -Write a postcard as if they are visiting Venice. -Create a Venetian skyline collage using black card silhouettes and painted sunset backgrounds. -Design a travel brochure or poster to encourage tourists to visit Venice. -Introduce a simple timeline showing how Venice grew from a fishing village to a major trading city. -Discuss how people lived in the past vs. now. -Explore Venice's history as a powerful city in the Renaissance period. 	<ul style="list-style-type: none"> -(With permission) Try a piece of Turkish delight or look at photos of Turkish food like simit, baklava, and kebabs. Use adjectives to describe taste, texture, and appearance. -Explore Iznik tile patterns and colours (blue, red, turquoise). -Create a collaborative class "mosaic wall" display using all the tiles. -Provide images and facts about famous landmarks: Hagia Sophia, Topkapi Palace, Galata Tower, and the Grand Bazaar. -Learn simple Turkish words: <ul style="list-style-type: none"> o <i>Merhaba</i> = Hello o <i>Teşekkürler</i> = Thank you o <i>Camii</i> = Mosque -Practice greetings in a class circle. -Talk about how Istanbul brings together cultures, religions, and histories from both Europe and Asia.
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<p>Success criteria</p>	<ul style="list-style-type: none"> -Identify that La Tomatina is a festival held in Spain. -Know that it involves throwing tomatoes in the town of Buñol. -Recall at least one basic fact about the festival (e.g., when it takes place or how it started). -Explain what La Tomatina is and why it is celebrated. -Locate Spain and Buñol on a map. -Describe what happens during the festival using topic vocabulary (e.g., <i>fiesta, tomato fight, festival</i>). -Compare La Tomatina to a celebration or festival in their own culture. -Explain the history or origin of La Tomatina in more detail. -Reflect on the cultural significance of the event and explain why traditions like this are important in different communities. Use simple Spanish words or phrases related to the festival (e.g., <i>tomate, fiesta, diversión</i>). 	<ul style="list-style-type: none"> -Identify that the Netherlands is famous for tulips. -Recognise that tulips grow in fields and bloom in spring. -Find the Netherlands on a map and name its capital city. -Know that tulips are grown for beauty, tourism, and export. -Explain why the Netherlands is a good place to grow tulips (e.g., flat land, suitable climate). -Describe the life cycle of a tulip using correct vocabulary (bulb, sprout, bloom, seed). -Compare the Netherlands to their own country or local area in terms of plants or farming. -Describe the importance of tulips in Dutch culture and economy. -Use a map or globe confidently to show the location of the Netherlands and key tulip-growing areas like Lisse or Keukenhof. <p>=Show understanding of the seasonal cycle and how it affects tulip growth.</p>	<ul style="list-style-type: none"> -Recognise Stonehenge as a prehistoric monument in England. -Identify that it was built a very long time ago, during the Stone Age or Bronze Age. -Know that Stonehenge is made of large stones arranged in a circle. -Locate Stonehenge on a map of the UK. -Explain some ideas about why Stonehenge might have been built (e.g. for ceremonies, as a calendar, or a burial site). -Describe what makes Stonehenge unique and important today. -Sequence Stonehenge on a basic historical timeline. -Use key vocabulary such as: prehistoric, monument, circle, ancient, stones. -Give reasons why Stonehenge is considered a mystery of the past. -Explain how people in the past might have moved and placed the heavy stones. -Compare Stonehenge to other historical landmarks or ancient monuments. -Reflect on why it's important to protect and preserve places like Stonehenge. 	<ul style="list-style-type: none"> -Identify that the Northern Lights can be seen in Finland, especially in Lapland. -Describe the Northern Lights as bright, colourful lights in the sky at night. -Name at least one colour seen in the Northern Lights (e.g., green, purple). -Find Finland on a world map or globe. -Explain in simple terms how the Northern Lights happen (e.g., "lights caused by the sun and Earth's atmosphere"). -Describe what the Northern Lights look like using sensory or descriptive language. -Compare the weather or seasons in Finland with those in the UK. -Talk about the location of Lapland and why it's a good place to see the aurora. -Describe how the Northern Lights are important in Finnish or Sami culture (e.g., traditional stories or beliefs). 	<ul style="list-style-type: none"> -Recognise that Venice is built on water and has canals instead of roads. -Name a key feature of Venice, such as gondolas or bridges. -Find Italy and Venice on a map. -Describe how people travel around Venice and how it is different from other cities. -Name and describe at least two famous landmarks (e.g., St Mark's Square, Rialto Bridge). -Compare life in Venice to life in their own town or city. -Explain why Venice is known as the "Floating City" and how it is affected by flooding and rising sea levels. -Show understanding of Venetian culture, such as Carnival and traditional food or art. -Use a map or globe confidently to describe Venice's location, waterways, and surrounding country. 	<ul style="list-style-type: none"> =Identify that Istanbul is a city in Turkey. -Know that Istanbul is a city on two continents – Europe and Asia. -Name one famous landmark (e.g., Hagia Sophia, Blue Mosque, Grand Bazaar). -Find Turkey and Istanbul on a map. -Describe how Istanbul is different from cities in their own country (e.g., its geography, transport, buildings). -Explain that Istanbul has a rich history and used to be called Byzantium and Constantinople. -Describe two or more cultural features of Istanbul (e.g., food, art, religion, markets). -Use topic vocabulary such as: continent, mosque, bazaar, culture, tradition. -Explain why Istanbul is important historically and culturally, and how it has changed over time. -Talk about the Bosphorus Strait and how it separates the European and Asian sides of the city. -Reflect on how people from different cultures and religions live together in Istanbul.
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