



Geography

"Investigating India"

1	Finding out where in the world India is (including seas, oceans and countries nearby) and exploring some basic facts, such as population, size and capital city.
2	Discovering how mountains are formed before exploring the major mountain ranges of India.
3	Exploring India's rivers, streams and tributaries, then learning how rivers are used in India and exploring the most famous and important rivers in India.
4	Identifying and locating India's major cities before exploring their human and physical features.
5	Exploring the rich culture of India, including art, architecture, clothing, religion and cuisine.
6	Comparing humans and physical features of India and the UK.
Objectives:	<ul style="list-style-type: none"> • KS2 - 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 • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



Art

"Indian Art"

1	Exploring the colours, patterns, styles and themes of Indian paintings through the centuries.
2	Finding out about the Hastimangala festival (part of the Holi festival of colours) and either creating decorated elephants or carving elephants from clay.
3	Creating mehndi patterns focussing on symmetrical designs.
4	Learning about block printing and how this is used in Indian art, before making their own block printing stamps.
5	Discovering what rangoli patterns are and how they are used in Indian culture, then using coloured salt to create rangoli patterns.
Objectives:	<ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials • KS2 - about great artists in history



History

"The British Empire"

1	Discovering how our understanding of the world grew during the 'Age of Exploration' and why Britain was keen to establish trade links with the New World.
2	Learning about how British influence in China, India and Southeast Asia grew during the early years of the British Empire.
3	Discovering how the East India Company came to dominate the spice trade in Asia.
4	Finding out about the downfall of the East India Company and the rise of the British Raj, with Queen Victoria becoming Empress of India.
5	Considering ways in which British rule in India both helped and harmed those living in India.
6	Learning about the end of the British Empire after WW2, and the Commonwealth as it is today.
Objectives:	<ul style="list-style-type: none"> • KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge



Science

"Animals of India"

1	Discovering some of the many diverse habitats in India, and begin to reason about what animals might live in each one and why.
2	Grouping and sorting animals found in India according to various criteria, including vertebrate, invertebrate, mammal, bird, reptile, arachnid or insect.
3	Learning how to identify specific animals of India using classification keys.
4	Identifying that not all animals need the same amount and type of nutrition, and grouping animals according to whether they are carnivores, herbivores or omnivores.
5	Exploring how animals of India are linked by food chains, and creating their own food chains to show relationships between Indian animals.
6	Learning how species can be affected when habitats are changed and threatened, and the importance of conservation.
Objectives:	<ul style="list-style-type: none"> • Year 3 - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Year 4 - recognise that living things can be grouped in a variety of ways • Year 4 - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Year 4 - recognise that environments can change and that this can sometimes pose dangers to living things • Year 4 - construct and interpret a variety of food chains, identifying producers, predators and prey

Incredible India

Teacher's Topic Planner

Maths

English

Science

"Animals of India"

PlanBee 

Computing

History

"The British Empire"

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Geography

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Teacher's notes:



Geography

"Investigating India"



History

"The British Empire"



Art

"Indian Art"



Science

"Animals of India"

Investigating India : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore India and where it is in the world.	Children will locate India on a world map and identify some of its surrounding countries. They will find out some facts about India, such as population and capital city, before exploring the climate of India. They will identify the different climate regions and describe some of the features of these climates.	<ul style="list-style-type: none"> Can children locate countries on a world map? Do children understand countries have different climate regions? Can children create a climate region map and describe the weather? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Climate Zone Cards India Climate Regions Map Monsoon Information Sheet (for FSD? activity only) Monsoons in India Poster (for FSD? activity only)
Lesson 2	To explore the mountain ranges found in India.	Children will investigate how mountains and mountain ranges are formed. They will identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using appropriate geographical vocabulary.	<ul style="list-style-type: none"> Can children read information and use it to answer questions? Can children explain how mountains are formed? Do children understand that all mountain ranges have different features and formations? 	<ul style="list-style-type: none"> Slides Mountains of India Image Cards Worksheet 2A/2B/2C David's Mount Everest Trek (for FSD? activity only) Cartoon Template (for FSD? activity only)
Lesson 3	To explore some of the major rivers in India.	Children will understand the journey of a river from source to mouth. They will identify some of the major rivers in India and explore their uses and features.	<ul style="list-style-type: none"> Can children name some major rivers in India? Do children understand what rivers do? Can children explain how rivers are used by people and how they can harm people? 	<ul style="list-style-type: none"> Slides Ganges River Images Narmada River Images Discussion Questions 3A/3B/3C Maharashtra Flood Story (for FSD? activity only) Flood Images (for FSD? activity only) Question Wheel (for FSD? activity only) Question Wheel Instructions (for FSD? activity only)
Lesson 4	To explore the human and physical features of cities in India.	Children will identify and locate some of India's major cities. They will recap the difference between human and physical features before identifying different geographical features in different Indian cities. They will describe and compare these features.	<ul style="list-style-type: none"> Do children understand that major cities have a range of human and physical features? Can children identify some important buildings in the cities of India? Can children explain the physical environments of different cities? 	<ul style="list-style-type: none"> Slides New Delhi, Mumbai and Kolkata Aerial Photo Sheets Worksheet 4A/4B/4C Google Maps Challenge (for FSD? activity only)
Lesson 5	To explore India's culture and its influence on other countries.	Children will explore various aspects of Indian culture, including clothing, religion, food and architecture. They will consider how Indian culture has influenced other cultures, and identify other areas in the world where there are large numbers of Indian communities.	<ul style="list-style-type: none"> Can children explain where Indian cultures are around the world? Do children understand that culture is an important part of a country? Can children explain some aspects of the Indian culture? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Culture Fact Cards Books about India Questionnaire Template (for FSD? activity only) Indian guest speaker (for FSD? activity only)
Lesson 6	To be able to compare India to the United Kingdom.	Children will identify similarities and differences in the human and physical features of India and the United Kingdom. They will consider why the two countries are so different drawing on their understanding of the geography of each. They will consolidate their understanding of the features of India.	<ul style="list-style-type: none"> Can children compare two areas of the world? Can children use direct facts to record similarities and differences of two places? Do children know that different places around the world offer different experiences? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Match-up Cards Destinations in the United Kingdom (for FSD? activity only) Destinations in India (for FSD? activity only) Tourist Question Sheet (for FSD? activity only) Travel Agent Sheet (for FSD? activity only)

The British Empire : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand when, how and why Britain's 'first' empire was established in the Americas and Africa.	Children will discover how our understanding of the world developed during the 'Age of Exploration', and consider how and why England undertook seafaring expeditions to the New World. They may then either learn more about life on board expeditionary ships, or consider how beliefs about the world changed over time.	<ul style="list-style-type: none"> Can children identify changes between maps from the late 15th century and the mid 16th century, suggesting reasons why? Can children describe what seafaring expeditions were like and suggest why they were important? Can children identify some significant historic events which occurred before, during and after the Age of Exploration? 	<ul style="list-style-type: none"> Slides A Sailor's Life Information Cards Worksheets 1A/1B/1C World Beliefs 1 (FSD...? activity only)
Lesson 2	To understand why British influence in India, China and Southeast Asia grew during the early years of the British Empire.	Children will consider the meaning of the words 'slave' and 'trade' in the context of Britain's Empire. They will then learn about the formation of the East India Company and its plan to dominate trade in Asia. After this, children may either write a 'royal charter', or listen to and interpret an audio recording of a letter to Queen Elizabeth I.	<ul style="list-style-type: none"> Can children express their own views about Britain's slave trade? Can children explain how people may have reacted to seeing the stolen treasures aboard the <i>Madre de Deus</i>? Can children explain how the East India Company was able to gain influence in India? 	<ul style="list-style-type: none"> Slides Challenge Cards 2A/2B/2C Royal Charter 2A/2B sheets Battle of Flores Audio & Transcript (FSD...? activity only) Battle of Flores Notes (FSD...? activity only)
Lesson 3	To begin to understand how trade (and therefore British control) in India grew, and how people resisted the East India Company.	Children will learn why and how the East India Company gained control of trade in India, China, Japan and Southeast Asia. They will also consider why spices, in particular, were such prized commodities, and how many people resisted the East India Company in the countries it traded with.	<ul style="list-style-type: none"> Can children suggest reasons why the commodities traded in India were so valuable to the British? Can children identify reasons why India was a difficult country to rule effectively at that time? Can children identify ways in which the East India Company was able to gain control of trade in India? 	<ul style="list-style-type: none"> Slides Discussion Answers cards Discussion Questions cards East India Company Game Board & Cards (FSD...? activity only) Dice and counters (FSD...? activity only)
Lesson 4	To understand and explain how the the British Raj in India was established, and what life under British rule was like.	Children will discover how and why the East India Company's control of India came to an end, then learn about what life was like after under the British Raj. They may then either consider what life in India was like for various social groups, or sort statements about British rule into 'good' and 'bad' lists.	<ul style="list-style-type: none"> Can children suggest reasons why many Indian people became unhappy with the East India Company? Can children identify ways in which British rule of India was established and structured? Can children give their own opinions about Britain's 'supreme rule' over the Indian people? 	<ul style="list-style-type: none"> Slides British Raj Groups and Statements cards Life in Victorian Britain cards British Raj: good or bad? sheet (FSD...? activity only)
Lesson 5	To learn about British rule in India, and consider its pros and cons.	Children will consider reasons why the British Empire grew significantly during the 19th century, then discuss ways in which British rule in India was both helpful and harmful. They may then either sort statements about British rule into pros and cons, or study archive footage of India under British rule.	<ul style="list-style-type: none"> Can children suggests some benefits of expanding the Empire for Britain? Can children suggest pros and cons of being part of the British Empire for colony countries? Can children identify reasons why the Indian people sought independence? 	<ul style="list-style-type: none"> Slides Activity Cards 5A/5B Worksheet 5 (FSD...? activity only)
Lesson 6	To understand how Britain has influenced and been influenced by other Commonwealth countries.	Children will learn a little about India's involvement in the Second World War, then look briefly at how the British Empire 'ended' as colonies (particularly India) gained independence. They will go on to consider ways in which former colonies and their people influence British life today, and find out what the Commonwealth is and what its values are.	<ul style="list-style-type: none"> Can children suggest reasons why so many countries sought independence from Britain? Do children have a broad understanding of what the Commonwealth is? Can children suggest ways in which Britain has influenced and been influenced by other countries? 	<ul style="list-style-type: none"> Slides End of Empire 'eBook' Worksheets 6A/6B/6C Commonwealth Charter Values cards (FSD...? activity only)

Animals of India : Science : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know about some of the different habitats in India	In this first lesson, children will be reminded what a habitat is, and challenged to list all the different types of habitat that they know of. They will then explore some specific habitats in India, and begin to think about what types of animal might live there, and why. Children will use their knowledge of these habitats in their independent activities. Alternatively, in groups children use the 'Thinking Questions Cards' to promote discussion and debate.	<ul style="list-style-type: none"> Can children explain what a habitat is? Can children list some of the different habitats found in India? Can children describe the different habitats found in India? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Thinking Question Cards (FSD? activity only)
Lesson 2	To know that animals can be grouped in different ways	Children will learn that animals can be grouped using a range of different criteria. They will sort animals according to whether they are vertebrates or invertebrates, as well as breaking this down further into what class of animal they are: mammal, bird, reptile, arachnid or insect. In their independent activities, children will use or write definitions of these groups to sort picture cards of Indian animals. Alternatively, they will use Carroll diagrams with given criteria to sort them.	<ul style="list-style-type: none"> Can children group animals in different ways, and explain their reasoning? Can children group animals from India according to whether they are mammals, birds, reptiles, arachnids or insects? Can children identify how animals have been grouped? 	<ul style="list-style-type: none"> Slides Picture Cards (Teaching Input) Animals of India Cards Worksheet 2A/2B/2C Sort Me! Worksheet (FSD? activity only) Blank Sort Me! Worksheet (FSD? activity only)
Lesson 3	To explore and use classification keys	Children will use and expand on their knowledge of grouping animals by using classification keys. As a class, they will identify individual animals using a key. They will also briefly discuss how a key works/is made. Children will use a different key to identify animals in their independent work, or in the Fancy Something Different? activity, children create their own key for a chosen group of animals.	<ul style="list-style-type: none"> Do children know what a classification key is? Can children use a classification key to identify specific animals? Can children create/complete a classification key to help identify specific animals? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Classification Key A/B Classification Cards (FSD? activity only)
Lesson 4	To know that animals need the right types and amounts of nutrition	In this lesson, children will begin to think about nutrition, and whether all animals need the same type and amount of food. They will discuss the terms carnivore, herbivore and omnivore, and see if they can classify some animals of India according to these definitions. In their independent work, children will match diets to animals according to given clues. Alternatively, they will research the diets of various animals in order to help some zookeepers.	<ul style="list-style-type: none"> Can children explain what nutrition is? Do children understand the difference between carnivores, omnivores and herbivores? Can children locate, gather and use the relevant information they need from different sources? 	<ul style="list-style-type: none"> Slides Thinking Questions Cards (Teaching Input) Worksheet 4A/4B/4C Picture and Diet Cards A/B Zookeeper's Help Cards (FSD? activity only)
Lesson 5	To know how to make and interpret food chains	Children will learn how animals in India are linked by what they eat. They will look at different food chains, and identify the producer and consumers in each one, as well as the predators and prey. In their independent activities, children will sort sets of animals into food chains. Alternatively, they will create their own food chains based on information cards about plants and animals found in India.	<ul style="list-style-type: none"> Can children explain what a food chain is? Do children understand the terms producer, consumer, predator and prey? Can children label and organise animals and plants into food chains? 	<ul style="list-style-type: none"> Slides Picture Cards A/B Worksheet 5A/5B/5C Information Cards (FSD? activity only) Food Chains Sheet (FSD? activity only)
Lesson 6	To know how changes to their habitat can affect animals	In this final lesson, children will recap on the importance of an animal's habitat, and how whole species can be affected if their habitat changes. Children will learn what conservation means, and will find out how threatened animals are grouped according to the IUCN Red List conservation status system. They will look at some examples of animals of India that are threatened, and then focus on the endangered Bengal tiger in their independent work. Alternatively, children will consider the reasons for and against zoos, and hold a class debate.	<ul style="list-style-type: none"> Do children understand some ways that an animal's habitat can change? Do children understand the effect habitat change might have on an animal? Do children understand the term 'conservation'? 	<ul style="list-style-type: none"> Slides Bengal Tiger Information Sheet Worksheet 6A/6B/6C Picture Card Cut-outs Sheet For or Against Zoos? Opinion Cards (FSD? activity only) Worksheet 6D (FSD? activity only)

Indian Art : Art : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the history and styles of Indian painting.	Children will explore the history of Indian painting and how the style has changed throughout the centuries. They will explore different styles of paintings, discussing the colours and patterns used in each style, before using what they have found out to inform their own artwork.	<ul style="list-style-type: none"> Do children understand that painting styles changed over time in India? Can children paint or sketch copies of an Indian painting? Can children explain the similarities and differences of Indian painting styles? 	<ul style="list-style-type: none"> Slides Madhubani Painting Circle and Painting Templates 1A/1B/1C/1D (enlarged to A3) View finders (for FSD? activity only) Indian Painting Cards- enlarged to A3 (for FSD? activity only)
Lesson 2	To explore the art displayed during the Indian elephant festival.	Children will find out about the famous Hastimangala festival. They will look closely at the patterns and colours of intricate decorations which adorn elephants during the festival, then either create their own decorated paper elephants or, optionally, sculpt elephants using clay.	<ul style="list-style-type: none"> Do children understand what the Indian Holi and elephant festival is about? Can children describe the colours and patterns used in an Indian festival? Can children use different mediums to make and decorate a 3-D elephant? 	<ul style="list-style-type: none"> Slides Elephant Templates (enlarged to A3) Staplers, cotton wool, coloured pencils, felts, crayons and pastels. Challenge Card 2A/2B/2C Clay and clay tools (for FSD? activity only) Model Elephant Images (for FSD? activity only)
Lesson 3	To explore and create Mehndi patterns.	Children will find out what henna is and how it is used to make mehndi patterns. They will explore some examples of mehndi art, focusing particularly on symmetry. They will then use what they have learnt to create their own mehndi patterns.	<ul style="list-style-type: none"> Can children explain what henna is and why it is significant to the Indian culture? Can children copy and create their own detailed patterns? Do children understand what symmetry is and how to make a symmetrical pattern? 	<ul style="list-style-type: none"> Slides Mehndi Challenge Cards Mehndi Patterns Blank Body Part Templates Fine tipped pens Compass, pencils and paper (for FSD? activity only) Mehndi Flower Video (for FSD? activity only)
Lesson 4	To explore the Indian block-printing technique.	Children will learn about the technique of Indian block printing, exploring the ways in which intricate carved patterns are traditionally used to decorate fabric. They will find out about the tools used to make block-printed fabric, then make their own block printing stamps which can be used either to decorate fabric, or produce a class mural.	<ul style="list-style-type: none"> Can children use a range of materials to create printed fabric? Can children create repeating patterns? Can children use colours and patterns to represent the Indian culture? 	<ul style="list-style-type: none"> Slides Cardboard, string, paint and glue Block-Printing Instructions Challenge Card 4A/4B/4C Indian Block Designs Corks, bottle lids, square blocks, spools, cardboard, fabric, glue, scissors and coloured foam (for FSD? activity only)
Lesson 5	To explore and create rangoli patterns.	Children are reminded that rangoli patterns are often used during Diwali celebrations. They will look at some examples of rangoli patterns and find out how they are created. Children can then create their own rangoli using coloured salt.	<ul style="list-style-type: none"> Can children explain what a rangoli pattern is? Can children draw or trace a rangoli outline? Can children use coloured salt to make a successful rangoli pattern? 	<ul style="list-style-type: none"> Slides Paper plates, PVA glue and spoons Coloured Salt Teacher Instructions - how to make coloured salt Simple Rangoli Designs Complex Rangoli Designs Rangoli Pictures Letter Outlines - enlarged to A3 (for FSD? activity only)