

The Abbey Hill CURRICULUM

*Where can we
set sail?*

Achieving our dreams together





Where can we set sail?

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Key Idea:



The wonders of life on the water are truly breathtaking! From the mighty oceans—the Pacific, Atlantic, and beyond—to the incredible journey of the water cycle, nature’s systems work together to keep our world alive. Imagine the Bajau people, living seamlessly on the sea, or the vast, mysterious Amazon River, teeming with life. With every wave, every drop, our oceans and rivers support life in ways we are only beginning to understand, waiting for us to explore their depths and uncover their secrets.

We will:



Record and share our very own Travel Documentary sharing information about The Amazon or Bajau.

Core Text:



The Wind in the Willows
Kenneth Grahame



Core Knowledge



1. The Water Cycle: Evaporation – The sun heats water from oceans and rivers, turning it into water vapour, which rises into the air.
2. The Water Cycle: Rainfall – Water vapour cools to form clouds, then falls as rain or snow, refilling rivers, lakes, and oceans.
3. The Pacific, Atlantic, Indian, Arctic, and Southern Oceans are the five major oceans of the world.
4. E&D The Bajau people are nomadic people who live on the ocean, moving between the Philippines, Indonesia, and Malaysia.
5. The Amazon River is the world’s largest river by volume, supplying 20% of the Earth’s fresh water and supporting vast ecosystems.
6. The Amazon and The Nile provide fresh water for travel, people, animals and farming, while the Bajau live on the sea itself.
7. People explore oceans using submarines, boats, and satellites to learn about its depths and wildlife.

Disciplinary Knowledge



Being a Geographer:

- Know key aspects of physical geography – rivers, climate zones, biomes and vegetation belts
- Know what is meant by aspects of human geography - economic activity
- Know examples of trade links, and the distribution of natural resources including energy and minerals
- Know that maps, atlases and globes are used locate countries studied and describe their features.
- Know how to use maps, atlases and globes to locate countries studied and describe their features.





Lesson 1: What is the Water Cycle and Why is it Important?

Learning Intention	To understand the stages of the water cycle and why it is important (NC Geography: rivers, climate zones, biomes)
Disciplinary Knowledge	Know key aspects of physical geography – rivers, climate zones, biomes and vegetation belts
Key Knowledge Covered	The Water Cycle: Evaporation – The sun heats water from oceans and rivers, turning it into water vapour, which rises into the air. The Water Cycle: Rainfall – Water vapour cools to form clouds, then falls as rain or snow, refilling rivers, lakes, and oceans.
What the Teacher Does	Introduce the water cycle using diagrams and simple experiments to demonstrate evaporation and rainfall. Use videos or animations to support explanation. Model how to create a labelled diagram/poster showing the stages. Facilitate group discussion about why the water cycle is important for life. Scaffold vocabulary and check understanding. Explain that pupils will narrate part of the water cycle for their video.
What the Children Do	Observe experiments, watch videos, and participate in discussion. Create their own labelled water cycle diagram or poster in pairs or groups. Practice explaining one stage of the cycle orally.
How the Lesson Will Be Evidenced	Water cycle diagrams/posters with labels and oral narration recorded or noted.
Adaptation	Dual Coding – Use visual aids and diagrams alongside verbal explanations to support understanding.

Lesson 2: Where Are the World's Oceans and Why Do They Matter?

Learning Intention	To locate the five major oceans and understand their significance (NC Geography: maps, atlases, globes)
Disciplinary Knowledge	Know how to use maps, atlases and globes to locate countries studied and describe their features.
Key Knowledge Covered	The Pacific, Atlantic, Indian, Arctic, and Southern Oceans are the five major oceans of the world.
What the Teacher Does	Provide atlases, globes and world maps. Model locating oceans and labelling them on blank maps. Discuss characteristics of each ocean. Guide pupils in annotating their own maps. Support pupils in using atlases and globes correctly. Explain pupils will write a script introducing oceans for the video.
What the Children Do	Use atlases, globes and maps to locate and label the five oceans. Annotate maps with key facts. Write a short voiceover script about the oceans.
How the Lesson Will Be Evidenced	Annotated maps and voiceover scripts for the documentary.





Adaptation	Chunking – Break the oceans into smaller groups to focus on before tackling all five.
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Lesson 3: Who are the Bajau People and How Do They Live?

Learning Intention	To understand the lifestyle of the Bajau people and their relationship with the ocean (NC Geography: human geography, economic activity)
Disciplinary Knowledge	Know what is meant by aspects of human geography - economic activity
Key Knowledge Covered	The Bajau people are nomadic people who live on the ocean, moving between the Philippines, Indonesia, and Malaysia.
What the Teacher Does	Introduce the Bajau people using videos, images and stories. Facilitate discussion on nomadic life and ocean living. Model how to write questions and answers for a roleplay interview. Support pupils to develop interview scripts imagining they are a Bajau person.
What the Children Do	Create an infographic of the Bajau people using PicCollage
How the Lesson Will Be Evidenced	PicCollage printouts
Adaptation	Preteaching – Teach key vocabulary (nomadic, economic activity) before main activity.

Lesson 4: What Makes the Amazon River So Special?

Learning Intention	To learn about the Amazon River and its importance for fresh water and ecosystems (NC Geography: rivers, biomes)
Disciplinary Knowledge	Know key aspects of physical geography – rivers, climate zones, biomes and vegetation belts
Key Knowledge Covered	The Amazon River is the world’s largest river by volume, supplying 20% of the Earth’s fresh water and supporting vast ecosystems.
What the Teacher Does	Present images, videos and facts about the Amazon River. Guide pupils to create fact files or digital presentations highlighting its importance. Model note-taking and summarising key facts. Support pupils to organise information clearly.
What the Children Do	Take notes, research facts, create fact files or presentations individually or in groups. Share and discuss findings.
How the Lesson Will Be Evidenced	Fact files or digital presentations about the Amazon River.



WHERE CAN WE GET SAIL?!

Oceans cover most of our planet and are home to amazing wildlife and people. From the Bajau who live on the sea, to ancient Egyptians using the Nile, we'll explore how humans rely on water for travel, food, and survival. Let's dive into our outstanding oceans!

POPIC TIMELINE

c. 3100 BCE – Ancient Egyptians begin using the River Nile for farming and trade.

c. 1500 CE – Bajau communities live and travel on the ocean in Southeast Asia.

2005 CE – Ellen MacArthur breaks the world record for the fastest solo sail around the globe.

- The Pacific, Atlantic, Indian, Arctic, and Southern Oceans are the five major oceans of the world.
- Ancient Egyptians used the River Nile for travel, trade, farming, and daily life.
- The Bajau people live on the ocean, moving between the Philippines, Indonesia, and Malaysia.
- The Nile supported farming and transport, while the Bajau live on the sea and collect food.
- People explore the ocean using submarines, boats, and satellites.
- People travel across oceans for trade, holidays, military reasons, or to seek safety.

GLOSSARY

- Ocean** – A vast body of salt water covering much of Earth.
- Nile** – A long river in Egypt that supported ancient civilisation.
- Bajau** – A group of people who live on the sea in Southeast Asia.
- Satellite** – A machine sent into space to collect information.
- Submarine** – A special boat that travels underwater.
- Trade** – Buying and selling goods.
- Refugee** – A person who leaves their country to find safety elsewhere.

FAMOUS 3



Ellen MacArthur
In 2005, she broke the world record for the fastest solo sail around the globe.



Jacques Cousteau:
A pioneering ocean explorer who co-invented the Aqua-Lung and brought underwater exploration to the world.



Zac Sunderland:
At 16, he became the youngest person to sail solo around the world, completing his journey in 2009.



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