



Class: Horseshoe (Years 1&2)
Cycle A
Terms – 1&2
Title: What's around me?
Main subject focus: Geography

Big enquiry questions worth asking:

Learning Theme Big Question:

What's around me?

Why is this so important?

To gain a knowledge of place including local, national and global places and locations. To gain an understanding of human and physical geography.

Other questions worth asking:

Where do I live?

Where do I come from?

Where are we on the map? (local, national, global?)

Where is...(place)?

What is a village/town/city?

What is a country/continent?

What are the world's seven continents and five oceans?

What do we want the children to know? (Knowledge)

To understand place, human and physical geography.

What will be your real life project?

Trips and visits

Local landmarks that can be placed on a map? Bath's landmarks? – Beckford's Tower, Bath Abbey, Roman Baths, Royal Crescent, The Circus, Holburne Museum

Key vocab

Map, globe, atlas, compass, N,E,S,W, continent, country, city, town, village, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, factory, farm, house, office, port, harbour and shop.



Key knowledge (from NC)	Key knowledge and vocabulary (in bold)	Key skills progression
<p><u>As historians we will...</u></p> <ul style="list-style-type: none"> • Develop an awareness of the past, using. • Know where the people and events we study fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. • Develop knowledge of changes within living memory. • Develop knowledge of events beyond living memory that are either nationally or globally significant. • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. • Learn about historical events, people and places in our locality. 	<p>Significant individuals, significant events, nationally, globally, past, present, living memory.</p>	<ul style="list-style-type: none"> • To be able to use a timeline to identify where events studied fit within a chronological framework. • To be able to identify similarities and differences between ways of life in different periods. • To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
<p><u>As geographers we will...</u></p> <ul style="list-style-type: none"> • Develop knowledge about the world, the United Kingdom and our locality. • Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> • Learn basic geographical vocabulary relating to physical geography and human geography. • Learn about location and geographical features of local landmarks, e.g. Beckford's Tower, Roman Baths etc. • To be able to identify and refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • To be able to identify and refer to key human features, including: city, town, 	<ul style="list-style-type: none"> • Use maps to identify local landmarks and significant areas of interest. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map



	<p>village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> To be able to use simple compass directions: North, East, South, West, as well as other directional language such as near, far, left and right. 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p><u>As designers we will...</u></p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Design products for ourselves and others based on design criteria. Generate and develop ideas through drawing, communicating and use of ICT where appropriate. Use a range of tools, materials and equipment for practical tasks. Evaluate a range of existing products, as well as products made using design criteria. Build structures and explore how they can be made stronger and more stable. 	<p><u>Art</u></p> <p>Sketch book work –</p> <p>Final pieces –</p> <p><u>DT</u></p>	<ul style="list-style-type: none"> Develop and share ideas using mediums such drawing, painting and sculpting. Develop techniques in using colour, pattern, texture, line, shape, form and space. Be able to identify similarities and differences in work, from a range of artists and designers. To be able to make a product using a range of techniques and materials, following a planned design. To evaluate own individual work and the work of others using language related to art, craft and design.



<ul style="list-style-type: none">• Explore and us mechanisms in products. (e.g. levers, sliders, wheels and axles).		
<p><u>As a theologian we will...</u></p> <ul style="list-style-type: none">• Be asking 'Why are some places special?' (AMV 7) This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways.• Focus areas of enquiry: C: forms of expressing meaning; D: identity, diversity and belonging.• Recognise religious symbols and pictures and talk about them.• Know what some Christian and Hindu symbols stand for and I can say what some of the art, music etc., is about.• Be able to talk about things that happen to me.• Be able to ask about what happens to Christians and Hindus with respect for their feelings.	<ul style="list-style-type: none">• Explore which places are special to us and why they are special.• Learn about what places are special to members of a religious belief or community.• Gain knowledge of what buildings that are special to religious communities look like, including their special symbols, pictures and objects and how they are used.• Develop understanding of the Christian and Hindu faith.	<ul style="list-style-type: none">• To be able to talk about things that happen to them.• To be able to talk about places that are special to them and explain why.• Make comparisons between religious 'holy places'.