

# I am from Chorley, Lancashire, UK Autumn term Year

## Geography

### Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary to refer key physical and human features.

### Mapping

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Follow a route on a map starting with a picture map of the school.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.
- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Look down on objects and make a plan e.g. of the classroom or playground.

### Fieldwork

- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).
- Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

### Enquiry and Investigation

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about their environment.
- Investigate through observation and description.

	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>▪ Notice and describe patterns.</li> <li>▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</li> <li>▪ Use basic geographical vocabulary from the programme of study as well as to describe specific local geographical features.</li> <li>▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> <li>▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> </ul> <p><b>Use of ICT/technology</b></p> <ul style="list-style-type: none"> <li>▪ Use simple electronic globes/maps.</li> <li>▪ Do simple searches within specific geographic software.</li> <li>▪ Add simple labels to a digital map.</li> <li>▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> <li>▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> <li>▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</li> </ul> <p>Describe and label electronic images produced.</p>
History	<p><b>Chronology</b></p> <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present (<i>e.g. London's 1666 houses and people and their modern equivalent</i>).</li> <li>▪ Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> </ul> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Identifying some similarities and differences between ways of life in different periods.</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> </ul> <p><b>Events, People and Changes</b></p> <ul style="list-style-type: none"> <li>▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</li> <li>▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (<i>e.g. comparing modern fire engines to fire marks and leather buckets</i>).</li> </ul>

- Use simple stories and other sources to show that they know and understand key features of events.

### Communication

- To show what they know and understand about the past in different ways (*speaking, role-play, drawing and writing*).
- Understand historical concepts and use them to make simple connections and draw contrasts.

### Enquiry, Interpretation and Using Sources

- Use sources to answer simple questions about the past.
- Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.

To begin to understand the reasons why people in the past acted as they did from a range of sources (*e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films*).

### Chronology

Show their emerging knowledge and understanding of the past by:

- Recognising the distinction between past and present (*e.g. the difference between photographs of themselves as a baby and now*).
- Placing a few events and objects in order by using common phrases to show the passing of time (*e.g. old, new, young, baby, children, grown up*).

Show their developing knowledge and understanding of the past by:

- Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (*e.g. before, after, a long time ago, first, last, adult, very old, in the past*)

### Events, People and Changes

- To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.
- Use simple stories and other sources to show that they know and understand key features of events – especially when recalling personal events.

### Communication

- To show what they know and understand about the past in different ways (*speaking, role-play, drawing and writing*).

	<ul style="list-style-type: none"> <li>▪ Understand historical concepts and use them to make simple connections and draw contrasts (<i>e.g. birthdays present and past</i>).</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>▪ Use sources to answer simple questions about the past.</li> <li>▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.</li> </ul>
Art	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>▪ Record and explore ideas from first hand observations.</li> <li>▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, ballpoints, chalk.</li> <li>▪ Control the types of marks made with the range of media.</li> <li>▪ Name, match and draw lines/marks from observations.</li> <li>▪ Invent new lines.</li> <li>▪ Draw on different surfaces with a range of media.</li> <li>▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>▪ Use a variety of tools and techniques including different brush sizes and types.</li> <li>▪ Mix and match colours to artefacts and objects.</li> <li>▪ Work on different scales.</li> <li>▪ Name different types of paint and their properties, e.g. watercolour.</li> <li>▪ Identify primary and secondary colours by name.</li> <li>▪ Mix primary shades and tones.</li> <li>▪ Mix secondary colours.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>▪ Review what they and others have done and say what they think and feel about it.</li> <li>▪ Identify what they might change in their current work or develop in future work.</li> </ul>

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### Evaluation of Existing Products

- Explore existing products and investigate how they have been made.
- Decide how existing products do/do not achieve their purpose.

### Focused Tasks

- Develop a food vocabulary using taste, smell, texture and feel.
- Group familiar food products e.g. fruit and vegetables.
- Explain where food comes from.
- Cut, peel, grate, chop a range of ingredients.
- Work safely and hygienically.
- Understand the need for a variety of foods in a diet.
- Measure and weigh food items, non-standard measures e.g. spoons, cups.

### Design

- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Select appropriate technique explaining First... Next... Last....
- Select pictures to help develop ideas.
- Explore ideas by rearranging pictures of ingredients.
- Use drawings to record ideas as they are developed.
- Add notes to drawings to help explanations.
- Talk about their design as they develop and identify good and bad points.
- Describe their drawings of ideas and intentions.

### Make

- Discuss their work as it progresses.
- Note changes made during the making process as annotation to plans/drawings.
- Select ingredients from a limited range that will meet the design criteria.
- Select and name the tools needed to prepare the ingredients.
- Explain what they are making.
- Explain which ingredients they are using and why.
- Name the tools they are using.

Describe what they need to do next.

	<p><b>Evaluation (of their Finished Product)</b></p> <ul style="list-style-type: none"> <li>▪ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p>Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. <b>Evaluation (of their Finished Product)</b></p> <ul style="list-style-type: none"> <li>▪ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p>Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</p>
Music	
Global Links	<p>GL 12 – sustainable consumption and production          Link to farming and food waste. 'Wonky' vegetables.</p>

