*This is a lively and fun topic to teach children fieldwork and observational skills as they study the geography of their schools, the grounds and the key human and physical features of the surrounding environment. We have included a final Block to help children compare their local area knowledge with a small area in Kenya.*

|  |  |  |
| --- | --- | --- |
| **Block** | **Key NC Objectives** | **Main creative outcomes** |
| Block A**Our School**[7 sessions] | **Geography**, **History** and **Maths*** Use simple fieldwork and observational skills to study the geography of their school & its grounds + the key human & physical features of its surrounding environment.
* Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
* Learn about significant historical events, people and places in their own locality.
* Statistics: interpret and construct simple pictograms, tally charts, block diagrams and simple tables; ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totaling and comparing categorical data.
 | *Rosie the Hen takes a walk around the farmyard and then takes a second walk around our school! Plot a route for her and then answer her questions about the unique history of the school and its locality before carrying out a travel and traffic survey to answer more of Rosie’s questions.*  |
| Block B **Our Playground**[3 sessions] | **Geography, Maths**, **PSHE,** **D&T** and **English*** 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 basic geographical vocabulary to refer to: key physical/human features.
* Use simple compass directions, locational and directional language to describe the location of features and routes on a map, 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.
* Measure and begin to record the following: lengths and heights.
* Generate, develop, model and communicate their ideas through drawing.
* Identify different influences on health and wellbeing.
* Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
 | *Learn about playgrounds with Dora the explorer. Gather information through field work, orienteering, measuring and map activities. Explore playgrounds in other parts of the world and learn a playground game. Draw pictures of your ideal playground and campaign for a playground improvement.*  |
| Block C **Our Homes**[4 sessions] | **Geography, History, English, Science*** Use simple fieldwork and observational skills to study the geography of their school & its grounds + the key human & physical features of its surrounding environment.
* Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
* Learn about significant historical events, people and places in their own locality.
* Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction; Linking to own experiences; Becoming very familiar with traditional tales, retelling and joining in with predictable phrases.
* Recognize simple recurring literacy language in stories and poetry.
* Materials: Distinguish between an object and the material from which it is made; Identify and name a variety of everyday materials; Describe the simple physical properties of a variety of everyday materials.
 | *Children use the poem ‘My House’ to think about their home, and then the other types of buildings in the locality; if they were to build their own home like the 3 Little Pigs had to, what materials would they use?* |
| Block D**Gardens**[4 sessions] | **Science**, **Geography** and **Art*** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
* Use a range of materials creatively to design and make products.
* Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
* Ask simple questions, observe closely, Identify and classify.
* Observe closely, identify and describe the basic structure of a variety of common flowering plants, including trees; Identify and name a variety of common wild and garden plants.
* Identify seasonal and daily weather patterns in the United Kingdom, 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.
 | *Children build upon their knowledge of plants and growing. Learn what plants need to grow, why our natural spaces are important and visit a local garden. Buzz with excitement as you learn about bees, get the chance to grow some bee friendly plants and create your own small world gardens!* |
| Block E **The Park**[5 sessions] |  **Geography, English** and **D&T*** Use basic geographical vocabulary to refer to key physical features and human features.
* 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.
* Use simple compass directions (North, South, East and West) and locational and directional language, e.g. near and far; left and right, to describe the location of features and routes on a map.
* To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* Participate in discussions, presentations, performances, role play, improvisations and debates.
* Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
* Articulate and justify answers, arguments and opinions.
* Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
* Select from and use a range of tools and equipment to perform practical tasks.
 | *Through a series of lively activities children will build upon their knowledge of parks in their local area. With the help of Steve Backshall they will explore features of parks and develop their geographical skills. Children will make a park model and present their research and findings in a park exhibition!*  |
| Block F **Local Land Use**[6 sessions] |  **Geography**, **SMSC** and **English*** Use simple fieldwork and observational skills to study the geography of their school and its grounds + the key human & physical features of its surrounding environment.
* Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.
* Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and key human featuresincluding: city, town, village, factory, farm, house, office, port, harbor.
* Spoken Language: use relevant strategies to build their vocabulary.
* Articulate and justify answers, arguments and opinions.
* Participate in discussions, presentations, performances, role play, improvisations and debates.
* Listen and respond appropriately, speak audibly and fluently.
* Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
* Consider and evaluate different viewpoints.
* Composition: chn write in sentences by composing the sentence orally before writing it; sequencing sentences to form short narratives; evaluate writing by reading to teacher/other chn; revise and correct; read aloud what they have written with appropriate intonation to make the meaning clear.
* **Enable students to acquire a broad general knowledge of and respect for public institutions and services in UK; further mutual respect and tolerance of those with different faiths and beliefs.**
 | *The pirates want to play! Map the local area to locate parks and playgrounds; is there enough play space to satisfy pirates’ play needs to prevent them becoming mischievous? What shops do we have in our locality? One pirate wants an ice-cream, another a comic and a third new boots – where can we buy these items? The classroom becomes a ‘miniature village’ as local businesses are reproduced. Finish by working together to produce a trail around the locality. Celebrate learning with a presentation to parents and carers.* |
| Block G **Contrasting Country: Kenya** [3 sessions] | **English**, **Geography** and **Art*** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non -European country.
* Use basic geographical vocabulary to refer to key human & physical features
* Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.
* Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
* Listen and respond appropriately to adults and their peers; Speak audibly and fluently with an increasing command of Standard English.
* Participate in presentations and performances.
* Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
 | *Country Mouse and City Mouse encourage children to learn about Kenya. Learn key geographical vocabulary and carry out map work. Build a picture of Kenya through a series of activities such as role play and hot seating, wellington gardens & making clay furniture. Gather research for an informative brochure and take part in `The City & Countryside Debate´.* |