

Year 1 - Medium Term Planning

Autumn Term

Aims:

The purpose of this theme is both geographical and historical. It depends on the children having covered the themes in FS, specifically 'Home-School' and 'My World'. If children have not covered this you will need to facilitate this without holding back the rest of the class. This theme expands on the FS experience by developing the child's understanding of their environment - living in Birmingham as part of the UK and worldwide. As part of transition from FS - KS1, the framework for EYFS and Development Matters should be referred to. There should be plenty of opportunities for physical experiences including following children's interests as well as ensuring that they cover the 'must include' elements of the significant people and events, weather and comparisons in localities.

Wherever possible use stories and poetry to enhance children's learning and make links with literacy as well as other curriculum areas.

Geography: (1st half term)

Let's Explore

We are Birmingham

- Walk around locality. Draw route map.
- Where do they live? Know their own address.
- Locate Birmingham on map.
- **Visit Birmingham city centre** and tour of the locality - follow route on map.
- Locate countries of the UK and main cities.
- Make comparisons with town/countryside.
- Understand we are an island surrounded

History: (2nd half term)

Time Travel

Birmingham long ago

- Timeline of events covered. How long ago was the Victorian Era? Who was Queen?
- What was it like to living in Victorian Britain Specifically Birmingham compared to now (choose an aspect school, homes, work)
- Focus on George Cadbury –as significant individual
- **Visit Cadburys Bournville.**
- Toys (Victorian V Present Day)

National Curriculum (Geography)

Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.

Human and Physical Geography: 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.
- Key human features, including: city, town, village, factory, farm, house, office port, harbour, shop

Geographical Skills and fieldwork: 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.

National Curriculum (History)

Introduce pupils to historical periods that they will study more fully at KS2. (Victorians)

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Queen Victoria)

Significant historical events, people, and places in their own locality (George Cadbury/Bournville)

Year 1 - Medium Term Planning

Aims:

The purpose of this theme is geographical although you cannot ignore the historical aspects that have made Africa the continent that it is today - especially invasion by other countries. It draws heavily on the countries and knowledge that a group of children in the class will have. It must include drawing on their knowledge and that of their families.

Use NC Geography and History KS1, Expectations in geography/history at KS1&2 (and prior planning - that was very successful in previous years). A hot, cold, wet, dry and contrasting overseas locality - the Gambia (GA super schemes). Use assessment sheets to focus your work, skills and knowledge needed.

Geography:

Africa

- name and locate the world's 7 continents and 5 oceans
- Home in on Africa as a continent with the countries and as part of a world map. Place on maps significant places and people including the children and families that come from there.
- Which African languages can your children's families speak? Why do some countries speak English, French, Portuguese etc.
- Look at the significant geographical facts about Africa: natural and man-made: mountains, deserts, rivers populations. Learn the vocabulary.
- Study African foods. How are they grown/cooked? Taste them including fruit and vegetables.
- Investigate African animals. How do they adjust to the place where they live. What are Safaris?
- Investigate the cultural life: art, costume, music, dance, poetry, jewellery - make things!
- Read stories and poems from Africa e.g. Anansi. **Focus on comparing and contrasting Quinton to African Village**

History:

Africa: Significant People

- Learn about significant African people. Must include: Nelson Mandela, Desmond Tutu, Mo Farah, Mary Kingsley.

National Curriculum: Geography

Locational knowledge

- name and locate the world's 7 continents and 5 oceans

Place knowledge

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 (**African Village**)

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (**Africa**)
- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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

National Curriculum: History

- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life

Year 1 - Medium Term Planning

Summer Term

Aims:

The topic will address the requirements of the KS1 NC for history and Geography, especially covering elements that have not been previously covered. It will use a range of visits.

Children's current cohorts needs and interests should be taken into account at all times.

Geography: (1st half term)

Antarctica: Weather

- Observe the weather in UK. Identify seasonal changes and weather patterns in UK.
- Locate hot and cold areas of the world e.g. deserts rainforests, North and South Poles.
Focus on Antarctica.
- Use photographs, film clips of these areas. Describe what it is like and what sort of animals live there.
- How do animals adapt/survive there?
- Identify changes (environmental issues) impact of animals/habitats etc.

History: (2nd half term)

Antarctica: Famous Explorers

- Look at significant explorers
- https://www.coolantarctica.com/Antarctica%20fact%20file/History/The_heroic_age_of_Antarctic_exploration.php

National Curriculum: Geography

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and **cold** areas of the world in relation to the Equator and the North and South Poles
- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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.

National Curriculum: History

- the lives of significant individuals in the past who have contributed to national and international achievements, **Famous Antarctic Explorers**