

St Anne's CEVA Primary School



Year Groups 1/2
Terms 1/2
Curriculum B

Learning Theme Big Question:

Who is the greatest explorer?

Other questions worth asking:

- When and where they born?
- Why/How did they become an explorer?
- Where did they explore?
- How did they travel?
- What did they discover?
- How did their discoveries affect history?

What will be your real life project?

What matters to children? (Children's questions about the big question)

This is mainly a Geography and History based Learning Theme (See Learning objectives) with opportunities for Art and Design. Children will be able to create models linked to the theme i.e. a boat similar to those Columbus may have sailed. They could also create, for example, using Modroc the countries/continents explored.

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

Links to Main subject NC PoS:

Geography

GL1 Name and locate the world's seven continents and five oceans

GP1 Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

GP2 Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

GHP1 Identify seasonal and daily weather patterns in the United Kingdom

GHP2 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

GHP3 use basic geographical vocabulary to refer to key physical features, including:

GHP3a-beach, cliff, coast, sea, ocean, river

GHP3b-mountain, forest, hill,

GHP3c-soil, valley, vegetation

GHP3d-season and weather

GHP4 use basic geographical vocabulary to refer to key human features, including:

GHP4a -city, town, village

GHP4b-factory, farm, house, office, and shop

GHP4c-port, harbour

GSF1 Use world maps, atlases and globes to identify the United Kingdom and its countries

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

Links to other subject NC PoS:

GSF2 Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage

History

HC3 the lives of significant individuals who have contributed to national achievements (compare aspects of life in different periods)

HC4 the lives of significant individuals who have contributed to international achievements (compare aspects of life in different periods)

Art

A1 to use a range of materials creatively to design and make products

A2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

A3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

A4 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.

RE Units

Unit 4 - Where do we belong?

Computing

Fix it & Find it

Cultural links

British values: respect and tolerance, individual liberty

What maths POS can you incorporate?

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)

Social skills

Communication skills

Enquiry Skills

Become independent learners and thinkers

What do we want them to be like? (Values, dispositions and attitudes)

Independent

Happy

Keen

Challenged

Enthusiastic

Always thinking



How do the children want to celebrate and share their learning? (End of theme celebration of learning)

To be discussed and decided upon as the children learn – possible ideas – Share their learning with their parents in a “Journey through time around our World” parents could go “back in time” and everyone could get dressed up ready for a Voyage of discovery!

What are the big ideas? (Concepts and values)

How different parts of our world were discovered and how explorers like Christopher Columbus influenced changes in our world i.e. Trade routes from Europe and America, therefore different foods, products, materials etc...

Where can we visit? Who can visit us? (Real life experiences)

Relatives of the children who may have travelled to different places around the world and are happy to come and share their experiences of different cultures etc...

What books/films can we use? (High quality literature)

What can we make?

Ships that may have been sailed around the world in the past.
The World! – As a “Modroc” jigsaw...Create the continents and seas/oceans using Modroc, creating key features from each continent i.e. mountains/rivers/deserts etc...
Artefacts from different parts of the world.

What can we use? (High quality resources)

Maps, Google Earth
Historical data from BBC Education
Art work from history that tell/show historical events/places

What big words will we use? (High level vocabulary)

Atlas
Compass
Directions
Travelling and transport
Distance
Temperature
Historically
Voyage
Discover
Renaissance - a word that means 'rebirth'.
Explorer

What can we collect? (Tactile display to aid learning)

Artefacts from different places/continents around the world.
Maps
Images/artwork/photographs of changes locally and globally of places/countries/continents

What can our role –play area be? (Outdoor imaginative play)

Clothes from around the world past and present
An “Explorers” ship – with maps, telescopes etc...
Create a “Trade Route”

What did the children think? (Review)

What do they need next/more of? (Extend during next learning theme)

What will I do next time to make this learning theme even better? (Develop)