



## Learning objectives and skills

| Advent   |  | Lent  |  | Pentecost  |  |
|--|--|---|--|--|--|
| My School  | My School  | The Local Area  | The Local Area   | Going Places   | Going Places   |
| <ol style="list-style-type: none"> <li>1. To compare and contrast my own classroom with a picture of other school classroom</li> <li>2. Explore classrooms from around the world.</li> <li>3. To draw and label a picture of a student's classroom</li> <li>4. To be able to give directions using "left", "right", "under", "on top of", "near", "far from"               <ul style="list-style-type: none"> <li>• Follow directions (Up, down, left/right, forwards/backwards)</li> </ul> </li> <li>5. To know that a plan is a drawing of an object when you look down on it.               <ul style="list-style-type: none"> <li>• Draw around objects to make a plan.</li> </ul> </li> <li>6. To think about the size and age of Our Lady's School and the material used to build it.               <ul style="list-style-type: none"> <li>• Investigate my surroundings</li> </ul> </li> <li>7. To use a simple plan of a school.               <ul style="list-style-type: none"> <li>• Use a simple picture map to move around the school;</li> <li>• Recognise that it is about a place</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>8. To draw and label a plan of the classroom, showing the doors, windows, furniture and other fixed objects.</li> <li>9. To examine and draw the outside of the school building labelling the materials used.</li> <li>10. To use an aerial photograph to make a plan.               <ul style="list-style-type: none"> <li>• Draw around objects to make a plan.</li> </ul> </li> <li>11. To use an aerial photograph to make a plan of part of my school               <ul style="list-style-type: none"> <li>• Draw around objects to make a plan.</li> </ul> </li> <li>12. To investigate my school grounds               <ul style="list-style-type: none"> <li>• Investigate my surroundings</li> </ul> </li> <li>13. To add extra features to a plan of my school and its grounds               <ul style="list-style-type: none"> <li>• Make observations about where things are e.g. within school or local area.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. To compare the buildings found in a typical village and a typical city               <ul style="list-style-type: none"> <li>• Ask and respond to simple closed questions</li> </ul> </li> <li>2. To identify some different types of homes in which people live. Exploring different homes from around the world.               <ul style="list-style-type: none"> <li>• Use relative vocabulary (e.g. bigger/smaller)</li> </ul> </li> <li>3. To introduce the idea of an address to help people locate their home.</li> <li>4. To discuss, in very simple terms, what a home is for.</li> <li>5. To think about homes and identify various rooms</li> <li>6. To compare and contrast homes in different parts of the world.               <ul style="list-style-type: none"> <li>• Picture maps and globes</li> </ul> </li> <li>7. To know that different buildings are for different purposes.               <ul style="list-style-type: none"> <li>• To use information books/pictures as sources of information</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>8. To observe and record some of the physical geography in our local area e.g. the Met line station, the churches, mosques etc.</li> <li>9. To introduce the notion of a job as the work someone does to earn money. What are some of the jobs in the local area.               <ul style="list-style-type: none"> <li>• ask and respond to simple closed questions</li> </ul> </li> <li>10. To draw maps of an imaginary town.               <ul style="list-style-type: none"> <li>• Draw picture maps of imaginary places and from stories.</li> <li>• Use own symbols on imaginary map.</li> <li>• Make observations and record where things are e.g. within school or local area.</li> </ul> </li> <li>11. To use an aerial photograph to make a map               <ul style="list-style-type: none"> <li>• Draw picture maps of a real place using an aerial photo</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. To understand the geography of the UK e.g that it is divided into 4 countries, with 4 capital cities.</li> <li>2. To investigate the seas surrounding the UK.</li> <li>3. To introduce ways we can travel around the UK e.g. car, train, coach, boat, ferry, plane etc. When do we need to use each form of transport?               <ul style="list-style-type: none"> <li>• To use information books/pictures as sources of information to make comparisons</li> </ul> </li> <li>4. To investigate the traffic outside of the school. To realise that traffic consists of a variety of vehicle and that traffic flows vary at different times of the day.               <ul style="list-style-type: none"> <li>• Investigate my surroundings using a tally chart</li> </ul> </li> <li>5. To encourage children to think about the landmarks and other features that they pass on the way to school.               <ul style="list-style-type: none"> <li>• Make observations and record where things are e.g. within school or local on a real life journey</li> </ul> </li> <li>6. To carry out a survey of the various ways in which children travel to school.</li> <li>7. To plan a holiday to somewhere in the UK. (Think about what you pack and the journey)               <ul style="list-style-type: none"> <li>• Learn names of some places within the UK. E.g. Home town, countries e.g. England, Wales.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>8. To know that you need a passport to visits another country.</li> <li>9. To plan a holiday to somewhere else in the world. (Think about what you pack and the journey)               <ul style="list-style-type: none"> <li>• Picture maps and globes</li> <li>• Use relative vocabulary (e.g. nearer/further)</li> </ul> </li> <li>10. To choose the right kind holiday destination and weather for different outdoor activities.</li> <li>11. To explain that a landscape is the shape of the Earth's surface we can see and that different parts of the world have different landscapes.               <ul style="list-style-type: none"> <li>• To use information books/pictures as sources of information</li> </ul> </li> <li>12. To name four different landscapes.               <ul style="list-style-type: none"> <li>• Picture maps and globes</li> </ul> </li> <li>13. To identify the animals that are, and are not found in the hot desert/arctic               <ul style="list-style-type: none"> <li>• To use information books/pictures as sources of information</li> </ul> </li> </ol> |


### #BTK and Links with other subjects

|  |   |  |                             |
|--|---|--|-----------------------------|
|  | Literacy – letter writing, prepositions<br>Maths – scale/distance, Shapes<br>#BTK – comparing and contrasting different homes around the world. | ICT – position and direction<br>Science – different materials. | Literacy – postcard writing |
|--|---|--|-----------------------------|

### Vocabulary from Glossary

|         |       |      |      |         |       |
|---------|-------|------|------|---------|-------|
| Journey | Label | Flat | Plan | Traffic | Ferry |
|---------|-------|------|------|---------|-------|

|                               |                       |  |                                   |  |   |
|-------------------------------|-----------------------|--|-----------------------------------|--|---|
| Plan<br>Direction<br>Material | Observe<br>Photograph | House<br>Terrace-House<br>Detached<br>Semi-Detached<br>Village<br>Town<br>City<br>Capital<br>Atlas | Job<br>Street<br>Street furniture | Tourist<br>Seaside<br>Forest<br>Journey<br>Transport | Country<br>Border<br>Atlas<br>Landscape<br>Tourist<br>Mountain<br>Passport<br>Weather |
|-------------------------------|-----------------------|--|-----------------------------------|--|---|

|  |   |
|--|---|
|  | I can   |
| <b>Geographical enquiry</b>  | <ul style="list-style-type: none"> <li>ask and respond to simple closed questions,</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate my surroundings</li> <li>Make observations about where things are e.g. within school or local area.</li> </ul> |
| <b>Direction/Location</b>  | <ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>  |
| <b>Drawing maps</b>  | <ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories.</li> </ul>   |
| <b>Representation</b>  | <ul style="list-style-type: none"> <li>Use own symbols on imaginary map.</li> </ul>   |
| <b>Using maps</b>  | <ul style="list-style-type: none"> <li>Use a simple picture map to move around the school;</li> <li>Recognise that it is about a place.</li> </ul>  |
| <b>Scale/Distance</b>  | <ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller)</li> </ul>   |
| <b>Perspective</b>   | <ul style="list-style-type: none"> <li>Draw around objects to make a plan.</li> </ul>   |
| <b>Map knowledge</b>   | <ul style="list-style-type: none"> <li>Learn names of some places within the UK. E.g. Home town, countries e.g. England, Wales.</li> </ul>  |
| <b>Style of map</b>  | <ul style="list-style-type: none"> <li>Picture maps and globes</li> </ul>   |