



Scheme of Learning for Geography and History



Phase	KS1 Year 1 and 2
Strand	Identity & Social Justice
Leader	F Parish Principal/History N Pounder/ Geography

Programme of Study



Sheep Dip Lane
Academy

KS1 Cycle A

Year 1 and 2

Where do I live?



HISTORY

Main Strand/Concepts	Identity, diversity and social justice - (communication, inventor, timeline, technology, change, Alexander Graham Bell) Children will: understand the history of communication with a particular focus on the work of Alexander Graham Bell.	
Prior Learning Links	By the time the pupils at Sheep Dip leave Early Years, they will have a secure understanding of themselves and their identity within their own family unit. They will understand how they have changed and grown since being a baby as well have a good understanding of different family dynamics and structures. Pupils should have: <ul style="list-style-type: none"> • <i>learnt how they have changed since being a baby</i> • <i>an understanding of how they grow</i> • <i>an understanding of what a family is</i> • <i>an understanding of how families can have different structures</i> 	
Main enquiry question/s	Why have we invented different types of communication? How has Alexander Graham Bell made an impact on my life?	
Programme of Study NC Requirements	<p style="text-align: right;">National Curriculum</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. • 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. 	
Learning Objective	Pre-Learning Expectations	
1st Concept What is communication?	<i>Mind map and discuss what pupils already know about communication between people.</i>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
Communication A long time ago	-To know that communication is the act of sharing what you are thinking with other people.	Connect/explore – share an image of two people talking – share what they can see. Record on a simple mind map pupils initial responses.






<p>Before I was born Recent past Long ago Ancient Present</p>	<p>-To know that there are lots of different ways to communicate. -To know different ways to communicate have advantages and disadvantage. -To know that humans have invented different technology to help them communicate. --To know that speaking, using pictures, writing/reading/making videos and sign language are all ways of communicating.</p> <p>Teacher Additional knowledge: -Human inventions to help communication have evolved in the last 50 years – need to recognise this period as the recent past, compare it to the distant past (long ago). -<i>Cave art</i>: Painting on cave walls and ceilings made during prehistoric times. Often of animals or hunting scenes and sometimes hands. -<i>Sign language</i>: Make shapes with hands and arms. Signs represent letters, words and ideas. Way of communication for people who are hard of hearing. -<i>Morse code</i>: A system of communication that uses dots, dashes and spaces to represent the letters of the alphabet, numbers and punctuation. Messages are sent and received using electronic signals, which can be audio or visual. -<i>Carrier pigeons</i>: Able to travel long distances and find their way home. Carry messages that are written on thin, light paper rolled into a small tube attached to the pigeon's leg. -<i>Letters/Paper</i> -<i>Hieroglyphics</i>: Pictures of living creatures, symbols or objects used in daily life. Each symbol represents a letter and makes up the hieroglyphic alphabet. Used by the Egyptians. -<i>Press/telegram</i>: Written message transmitted using an electric device. The message was carried along wires the text would be delivered by hand. Used from 1840s. -<i>Telephones</i>: A device that allows 2 or more people communicate over a long distance. Invented in 1876 by Alexander Graham Bell. -<i>Tv</i>: Television facilitates one-way communication between the sender and the receiver. 1930s when first black and white tv was introduced. Progressed to colour in 1950s. -<i>Online</i>: First desktop computer introduced in 1970s with internet in 1990s. -<i>Radio</i></p>	<p>Explain – vocabulary share from talk/ to communication/ to language. Show pupils photos/pictures of each type of communication below and explore pupils prior knowledge. Explain the ways of communication the pupils don't have knowledge of. Introduce pupils to the concept that the types of communication they know about are the ones we have today. Share examples of the recent past (mobile phone) and then talk about ways of communication from long ago. Discuss how people used it to communicate.</p> <p>Earliest form of writing -Cave Art 15,000 BC -Sumerian cuneiform 3200 BC -Hieroglyphics 3,000 BC -Medieval scribes/manuscripts -Formal Sign Language 1755 -Morse code 1829 -Braille 1874 -Telegraph 1837 - First telephone 1876 -Radio transmission 1895 -First mass produced television 1946 - First mobile phone call 1973 -Internet 1991 – Tim Berners-Lee -FaceTime 2010 - Steve Jobs</p> <p>Attempt: can pupils begin to sort into old ways of communication to most recent? Practice this as a class group using the Promethian board and wordwall or with images on the table and 2 sorting rings/boxes. Apply:Y1: Sort old and new images and match to the name for the type of communication. Y2: Order chronologically on a class timeline and then on a given time line A3 portrait each key event.</p> <p>Additional suggested activities: listening to morse code/ british sign language (children learn basic every day signs for basic routines in the classroom – good morning/afternoon, lunch)</p>
<p>Assessment questions</p>	<p>What types of communication are there? Why are there so many types of communication?</p>	<p>Resources Cave art – National Geographic video</p>



	Do we still use these ways to communicate today?	https://www.youtube.com/watch?v=ZjejoT1gFOc Morse code https://www.twinkl.co.uk/teaching-wiki/morse-code BSL https://www.twinkl.co.uk/teaching-wiki/bsl-british-sign-language Link for timeline and images/links https://westhill.wandsworth.sch.uk/wp-content/uploads/2022/04/Year-2-Summer-1-How-has-communication-changed.pdf
Learning Objective	Pre-Learning Expectations	
2nd Concept Why have humans invented different ways to communicate?	Recap what communication is. Recap on the different types of communications and how they are effective. Recall the names of the different types of communication.	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
Communication Inventor Invent Timeline Order Before After Earliest Most recent	<p>-To know that almost all of the time humans have lived on the earth speech has been the only way to communicate ideas with one another.</p> <p>-To know that early speech and gestures helped humans long ago pass on good ideas to one another eg: how to find food, or how to make tools.</p> <p>-To know that we need technology to talk to people who are not nearby.</p> <p><u>Teacher Additional knowledge:</u></p>	<p>Connect: Recap on sorting the images of different forms of communication.</p> <p>Y1: Sort old and new</p> <p>Y2: Order chronologically</p> <p>Explain: Discuss with pupils what an inventor is. Share images of key inventions that have developed ways to communicate with others who are further away from you (over distances). Using school and museum loan pieces children explore some technology linked to an inventor e.g. typewriter, mobile phone, smart phone, tablet, laptop, push button/dial phone.</p> <p>Model/Attempt: Pupils compare two inventions and sort into old and new, they talk about with support how they work and explore who invented them.</p>



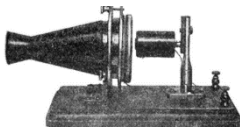





		<p>Apply: Y1 – sort 2 items into old and new, name them, describe their features and how they work to communicate.</p> <p>Y2– Sort 4 types of phones into old and new and then compare similarities and differences.</p> <p>Using museum loans and physical resources linked to communication for the children to explore.</p>
Assessment questions	<p>What makes someone an inventor?</p> <p>What types of communication were/are there?</p> <p>What order were types of communication invented?</p>	<p>Resources</p> <p>https://www.history.org.uk/primary/resource/3892/using-objects-and-writing-ks1-exemplar-old-and-ne</p> <p>Resource 2: Images and resources for history of telephones:</p> <p> evolution-of-phone.docx</p> <p> evolution-of-phone-pictures-only.docx</p> <p> evolution-of-phone-text-only.docx</p> <p>Communication: How it has changed over time.</p> <p>https://www.knaptonwright.co.uk/communication-how-it-has-changed-overtime/#:~:text=Letters%20became%20emails%2C%20telephones%20became,thous and%20other%20methods%20of%20communication.</p>
Learning Objective	Pre-Learning Expectations	
<p>3rd Concept</p> <p>How have inventors made ways of communicating better?</p>	<p>What types of communication were/are there?</p> <p>Which types came first?</p> <p>What is the most common/current way of communicating?</p>	






Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
<p>Morse code Sound Inventor Invention Communication</p>	<p>-To know that an inventor is someone who is the first person to think about something new and make it.</p> <p>-To know there have been over time lots of humans/inventors who have tried to make ways of communication better.</p> <p>-To know that early inventions of communication were linked to sound to send messages.</p> <p>-To know that one of the first ways to communicate sound over long distances through messages was through the morse code.</p> <p>-To know that morse code is an alphabet or code in which letters are represented by combinations of long and short light or sound signals called dots and dashes.</p> <p>-To know a different way of communicating messages over longer distances was invented in 1837 and called the telegraph.</p> <p>-To know that the telegraph used electrical signals along cables and a code to communicate messages between people.</p>	<p>Connect: Recall different types of communication and pupils do a quick quiz to recall types of telephones.</p> <p>Explain: Discuss with pupils trying to communicate outside sounds or messages and increase the distance – put an obstacle in the way (round a corner) – talk normal voice, shout, clap. Discussion – explore was it successful? Would this be successful in communicating longer distances from Sheep Dip academy to home? Explore using the yoghurt pots and string as a form of communication.</p> <p>Watch a video around the morse code. Look at images of the telegraph.</p> <p>Attempt: Pupil recall key information from the video on morse code and the telegraph naming them and recapping on how they worked/were used to communicate messages.</p> <p>Apply: Y1: Brainstorm – what have we found out about these two forms of communication? Why do we not use telegrams any more today? How do we communicate today that is different/better?</p> <p>Y2: Using the morse code alphabet to write their name and communicating this to their partners through clapping. Children are using a form of communication from the past – and evaluating this form of communication.</p> <p>Challenge: Was this an effective form of communication? What might be the problems with this way of communicating?</p>
Assessment questions	<p>Why do we not use telegrams any more today?</p> <p>How do we communicate today that is different/better?</p> <p>What might be the problems with communicating with Telegrams/Morse code today?</p>	<p>Resources</p> <p>BBC Bitesize: https://www.bbc.co.uk/cbbc/quizzes/bp-morse-code-adventure</p>
Learning Objective	Pre-Learning Expectations	
<p>4th Concept How have inventors made ways of communicating better?</p>	<p>Recap on morse code and the telegraph.</p> <p>Explore and recap what two forms of communication in the past we have learnt about (morse code and telegraph).</p> <p>Reinforce and recall whether the morse code and telegraph were successful forms of communication that we still use today.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)



<p>Communication Inventor Invent Invented Telephone Vibrations Electrical Electricity Alexander Graham Bell Granville T Woods</p>	<p>-To know that the telephone was invented as a way of communicating using your use over long distances.</p> <p>-To know that most people believe that the first telephone was invented in 1876 by Alexander Graham Bell as well as other people.</p> <p>-To know that inventor Granville Tayler Woods was an African-American inventor who invented the telegraphony which was a telephone and telegraph that sent voice messages down a single wire.</p> <p>-To know Granville Tayler Woods was born in Ohio, America in 1856 and died in 1910.</p> <p>-To know Alexander Bell was born in March, 1847 in Edinburgh, Scotland and lived in America; he died in 1922, aged 75.</p> <p>- To know that a telephone works by using electricity that is sent along wires causing vibrations in a speaker in a phone.</p> <p>- To know that on 10th March 1876, Bell made the first ever telephone call. Bell made the first ever telephone call, saying: "Mr Watson, come here. I want to see you!"</p> <p>-To know that Alexander Graham Bell received many awards and medals for his invention. There are many museums and parks named after him, and Bell's house in America is preserved as an historic site.</p> <p>Teacher Additional knowledge:</p> <p>- In 1872, he opened his own School for the Deaf. Helen Keller was in his first class and became the first deaf and blind person to earn a university degree.</p> <p>- The Bell Telephone Company was set up in 1877, and by 1886 over 150,000 people in the USA owned telephones.</p> <p>-Bell had two brothers, Melville and Edward. Bell's father was a phonetician, which is a scientist who studies speech sounds and how they are made and transmitted.</p> <p>-In the early 1870s, Bell spent years trying to develop a device to transmit the human voice over electrical wires.</p> <p>-In 1874 he began working with Thomas Watson, a skilled electrician. Together, they continued experimenting and developing a way to transmit speech.</p>	<p>Connect: Pupils recall the two types of communication used in the past that they learnt about in the previous lesson/s. Morse code and the telegraph.</p> <p>Explain: Introduce what a telephone is (now we tend to call this a phone/mobile). Share and explore pictures of Alexander Graham Bell's first phone – share BBC bitesize video with the pupils.</p> <p>Explain what vibration is through a triangle/drum – sound travelling through sound waves off a surface (so that pupils understand the concept of his first telephone). Use images/video's (bitesize) to explain the stories of the inventors. Look at images of phones over time but also telegraph poles and telephone lines.</p> <p>Apply: pupils understanding to recording orally through seesaw – pupils retell the story of the two inventors. (Y1)</p> <p>Apply through writing simple sentences about the two inventors recalling key facts (Y2).</p> <p>Share images of an old telephone through to modern day telephones (over time). Pupils order each new development on a timeline starting with the earliest to most recent.</p> <div><p>First telephone (1876)</p></div> <div><p>- Rotary phone (early 1900s)</p></div> <div><p>- Touch-tone phone (1963).</p></div> <div><p>- Cellular phone (1983)</p></div> <div><p>-Smartphone touchscreen (1994)</p></div> <div><p>- Smartphone with internet (2001)</p></div>
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		  <p>- First iPhone (2007)</p>  <p>Children to order these practically and talk about the differences. Y1 – describe features of an old phone and new phone. Challenge: pupils evaluate whether a new phone is better? Why? Y2 – candlestick, wind up, manually telephone exchanges, dial phones, press button phones, hands free wired phone, mobile phone. Look at wind up phone – label the features repeat with touch screen mobile. Explain similarities and differences.</p>
Assessment questions	<p>Who is Alexander Graham Bell/Granville T Woods? Is a new/modern day phone better than those from the past? What are the similarities and differences between present days phones and phones from the past?</p>	<p>Resources</p> <p>https://kids.kiddle.co/Telephone https://kids.britannica.com/kids/article/telephone/353842 www.1900s.org.uk</p>
Learning Objective	Pre-Learning Expectations	
5 th Concept How has the television changed over the years?	<p>Recap on who Alexander Graham Bell is. Recap on who Granville T Woods is. Recap on the history of the telephone. Recap on how the telephone has changed over time.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	<p>Disciplinary Knowledge</p> <p>Suggested learning activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
Television Communication	To know that the first television was invented by various people, but that the first demonstration of moving images was made by John Logie Baird in 1925.	Connect: Recap using wordwall with pupils naming different types of telephone communication.



Changed
Technology
Advanced
Improved
Black and white
Colour

To know that televisions worked by turning pictures and sounds into radio waves that are then received and turned back into pictures and sounds on people's televisions; televisions really show a stream of still images that change so quickly that they look like they are moving, like a flick book.

Teacher Additional knowledge:

- Television, or TV, is a system for sending moving pictures and sound from one place to another. It is one of the most important and popular forms of communication. TV programs provide news, information, and entertainment to people all over the world.
- A standard TV camera changes the pictures into an electric signal called the video signal. The video signal carries the pictures in the form of tiny dots called pixels. The camera's microphone changes the sound into another electric signal, called the audio signal. The video and audio signals together form the TV signal.
- Digital TV, or DTV, is a newer way of handling TV signals. A digital TV signal carries pictures and sound as a number code, like a computer does. A digital signal can carry more information than a standard signal can, which creates better pictures and sound. High definition TV, or HDTV, is a high-quality form of digital TV.
- Inventors in Great Britain and the United States made the first demonstrations of TV in the 1920s. The first working TV sets appeared in the 1930s. In 1936 the British Broadcasting Corporation (BBC) started the world's first TV programming. The first commercial television stations in the United States started broadcasting in 1941.
- Many families bought their first TV set after World War II, in the late 1940s and the 1950s. The first sets could show only black-and-white pictures. Color TV and cable TV started in the 1950s. Digital TV arrived in the 1990s.
- Television's origins can be traced to the 1830s and '40s, when Samuel F.B. Morse developed the telegraph, the system of sending messages (translated into beeping sounds) along wires. Another important step forward came in 1876 in the form of Alexander Graham Bell's telephone, which allowed the human voice to travel through wires over long distances.

Explain: Introduce what a television is (can also be called a TV). Share and discuss that television, or TV, is a system for sending moving pictures and sound from one place to another. It is one of the most important and popular forms of communication. TV programs provide news, information, and entertainment to people all over the world. No single inventor deserves credit for the television. The idea was floating around long before the technology existed to make it happen, and many scientists and engineers made contributions that built on each other to eventually produce what we know as TV today.

Share images of an old TV set to modern day TV's.

Attempt: All pupils sort images of televisions into old and new and discuss why they have classified in that way, adults support with naming some features.


Apply: Pupils to order them on a timelines starting with the earliest to most recent. Discuss with the pupils the similarities and differences between each of the different TV's and how they have adapted over the years.

1930s – TV's invented

1950 – first mass produced TV (manual tuning, 10 inch screen, 26kg in weight, black and weight)





		 <p>Y1 – Create a flick book to replicate the first TV – pupils then to evaluate how effective the TV would be to use in modern day.</p> <p>Y2 – Pupils to summarise the features of an old 1950's TV and a current day TV. They then need to evaluate the TV.</p> <p>Challenge: Pupils can then invent their own TV for 2080 – what features will it have? Why?</p>
Assessment questions	How has the television changed over the years? What the advantages/disadvantages to these changes?	Resources https://www.1900s.org.uk/televisions-early.htm
Learning Objective	Pre-Learning Expectations	
6 th Concept APPLICATION	Recap on taught knowledge over the unit. Create a NF book to display learning across the unit/assembly to share learning with parents/display/exhibition.	


GEOGRAPHY

Main Strand/Concepts	Identity, Diverstiy and Social Justice - (village, town, city, local area, human features, physical features) Children will: be introduced to the concept of their local area such as, housing and human and physical features.
Prior Learning Links	By the time the pupils at Edlington Victoria leave Early Years, they will have a secure understanding of themselves and their identity within their own family unit. They will understand how they have changed and grown since being a baby as well have a good understanding of different family dynamics and structures. Pupils should have: <ul style="list-style-type: none"> • <i>an understanding of their community and local services such as the library, doctors and fire service</i> • <i>knowledge of what a map is and how they can be used to see what is in their local area</i>
Main enquiry question/s	Where is my home? What features does my local area have?



Programme of Study NC Requirements	<p style="text-align: right;">National Curriculum</p> <p><i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i></p> <p><u>Human and Physical geography</u></p> <ul style="list-style-type: none"> ● 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ● 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. 	
Learning Objective	<p>Pre-Learning Expectations</p> <p><i>Mind map and discuss what pupils already know about houses and the local area.</i></p>	
1st Concept Where do I live?	<p>Recap on prior learning in EYFS where our school is – Dunscoft, where they live. Recap the city that the village of Dunscoft is in – Doncaster. The nearest city to our school is Sheffield. Recall that the UK – England is an island – remind pupils and show on a World map. Recognise the Union Jack is the name of the flag of the United Kingdom and recognise what it looks like.</p>	
Subject Specific Vocabulary	<p>Substantive Knowledge/Core Knowledge –What do we want the children to know?</p>	<p>Disciplinary Knowledge</p> <p>Suggested Learning Activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>Country City Village United Kingdom England Doncaster Dunscoft Located</p>	<p>- To know that geography is the study of places and the relationships between people and their environments, and how places changes over time.</p> <p>-To know that the UK is an island country located on the continent Europe and is surrounded by sea.</p> <p>-To know that England is the country we live in.</p> <p>-To know that Doncaster is the city we live in (previously a town).</p> <p>-To know that Dunscoft is a village in the city of Doncaster.</p> <p>Teacher Additional knowledge:</p> <p>Dunscoft was a mining village before the mines were shut. Many houses were built to house the miners and their families. Mining is the process of digging things out of the ground such as coal, diamonds or gold. Coal is a black rock that can be turned into electricity.</p>	<p>Connect: Recap on EYFS prior learning, where they live, where our school is?</p> <p>Explain: Introduce the concept of Dunscoft being a Village in the city of Doncaster and Doncaster is a city (previously a town) in the country of England, which is one of four countries that make up the United Kingdom. Introduce that the UK is an island country located on the continent Europe and is surrounded by sea. Pupils recognise the shapes/sizes on a map of Dunscoft, Doncaster, England and the UK.</p> <p>Apply: Y1: Children to label Dunscoft, Doncaster, England, UK on a map in wordwall. Y2: Layer them on top of one another starting from Dunscoft. Children then to label them accurately. Use layering on digimaps.</p> <p>Challenge: Which place is the largest Dunscoft, Doncaster or England and why?</p>
Assessment questions	<p><i>What is the name of our village and where is it located?</i></p>	<p>Resources:</p>



		https://kids.kiddle.co/Doncaster Y2 AcrGIS link to create a base map of the UK, then Doncaster as a layer on top then Dunscroft https://www.arcgis.com/home/index.html
Learning Objective	Pre-Learning Expectations	
2 nd Concept What is a human and physical feature?	Recap that the UK is an island country located on the continent Europe and is surrounded by sea. Recap that England is the country we live in. Recap that Doncaster is the city we live in (previously a town). Recap that Dunscroft is a village in the city of Doncaster.	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge –What do we want the children to know?	Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, city, town, village, factory, farm, house, office, port, harbour, shop, urban, rural	<ul style="list-style-type: none"> - To know that a human feature is something that is built by humans and would not have existed in nature without humans. - To know that a physical feature is something that has not been built by people. - To know that areas are often described as either urban or rural. - To know that urban areas, like towns and cities, are densely populated with lots of buildings and amenities like shops, government buildings, sports facilities and houses. - To know that rural areas are sparsely populated with fewer buildings and amenities, and rural areas are characterised by farmland and countryside. <p>Teacher Additional knowledge: Some areas might not have all of these features depending on where they are located.</p>	<p>Connect: Recap on where pupils live, children locate on a map of the UK: England, London, Doncaster, Dunscroft. Match with labels e.g. country, capital city, city, village.</p> <p>Explain: Introduce what a human and physical feature is. Give children examples of different features listed in the vocab section – share pictures of these and give them the correct vocabulary.</p> <p>Attempt: Pupils to sort these as to whether they are a human or physical feature. Label whether a feature is human or physical.</p> <p>Apply: Y1 pupils classify human and physical features on wordwall and label these. They write a sentence to describe what a human/physical feature is. wordwall.net/resource/21001226</p>  <p>Y2: List human and physical features. Explain the difference between a human and a physical feature.</p>



Assessment questions	<p>What is a human feature? What is a physical feature? What is a rural area? What is an urban area?</p>	<p>Resources: BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb CUSP materials https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2020/07/CUSP-Geography-Y2-Local-Area-Study-Physical-and-Human-features-2022-4.pdf Y1: https://wordwall.net/resource/21001226/geography/physical-and-human-features</p>
Learning Objective	Pre-Learning Expectations	
3rd Concept What features does my local area (Dunscroft) have?	<p>Recap what human and physical features are. Recall some human and physical features.</p>	
Subject Specific Vocabulary	<p>Substantive Knowledge/Core Knowledge –What do we want the children to know?</p>	<p>Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, city, town, village, factory, farm, house, office, port, harbour, shop, urban, rural above below aerial view perspective map satellite information place</p>	<p>- To know that our school is in Dunscroft, an area of the city of Doncaster, which is in England in the United Kingdom (both countries) and the continent of Europe. - To know that Dunscroft has both human and physical features. - To know that some of these features have changed over time (shops, traffic, school). -To know that the word aerial means from above. -To know that when we look at something from above we call this an 'aerial view'. -To know sometimes objects look different from an aerial view.</p> <p>Teacher Additional knowledge The term bird's eye view – concept of looking down to map out what is below – called aerial perspective. Maps show us a simple representation of an aerial view, helping us to identify where things are located.</p> <p>Human features in Dunscroft 2 churches (including St.Edwins and St Lawrence) Schools – Sheep Dip Academy, Ash Hill Academy, Shops – One Stop, Coop, Tesco Care homes – Hatfield House Hatfield Library</p>	<p>Connect: Pupils recall by sorting and labelling human and physical features/images from their own locality. Explain: Look at images of objects from an aerial perspective and discuss how they may be hard to recognise as the view is different to how we usually see things e.g. a home, a field, our academy, a table, a tree. Discuss why aerial views are useful and who might use them (police helicopters, search and rescue, pilots, helps us go on a route from one place to another using a map etc.) Explain how maps are a simple representation of an aerial view; they help us to understand where things are located.</p> <p>Attempt: Y1 - Draw objects in the class room from an aerial perspective. Y2 – Draw a simple plan of their classroom, label key features. Look at an aerial view of the school (Google Maps- satellite view) and identify key places/buildings match labels practically, on wordwall app.</p> <p>Apply: Look at aerial photos of the local area. Discuss human and physical features they can see. Can pupils recognise and name some features? Have they visited them before? Y1: Pupils match the image of a feature to the aerial view image and label this.</p>



	<p>The Heathfield Clinic/ Centre Water Park Quarry Post Office</p> <p>Other features include city, factory, office, port and harbour.</p> <p>Physical features in Dunscroft Quarry Park - It was a former quarry with a woodland area that used to be called Dunscroft Wood. This now is a play area/park area for walking with a small playground.</p> <p>Hatfield Water Park - Hatfield Water Park is situated on an old sand and gravel workings but, as there is no evidence of the industry remaining, it doesn't spoil the scenery. There is a mixture of mature trees and shrubbery which forms a picturesque landscape, and houses an abundance of wildlife. Children can enjoy the large toddler's and children's playground on the site. The lake in the park is used for canoeing, dinghy sailing, wind surfing, as well as sub aqua and coarse fishing. There is a visitor centre on the site with incorporated residential accommodation.</p> <p>Hatfield Main Colliery – The shafts were sunk in the early 1900's with the mine opening in 1926 and closing in 2015.</p> <p>Other features include beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	<p>Y2: Pupils match on a given map photos of human and physical features within their locality and label these.</p>
Assessment questions	<p><i>What is an aerial photo?</i> <i>Where do we live?</i> <i>What features does our local area have? Are they human or physical? How do you know?</i> <i>Are there more human or physical features?</i></p>	<p>Resources: Digimap Resource Centre (edina.ac.uk) Teachers access to maps of the UK. You are able to zoom in so children can see the outlines of buildings and zoom out to show children a different view of the same place. Teachers can also share maps from the 1840s allowing children to see differences in land use and development. https://www.rgs.org/schools/ See resources for teaching aerial perspective. The resources are aimed at KS2 but some elements could be adapted for use with younger children and the images are very helpful.</p>
Learning Objective	Pre-Learning Expectations	
4 th Concept What is a route?	<p>Recap what human and physical features are. Recall some human and physical features. Recap what features they saw around Dunscroft.</p>	



Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge –What do we want the children to know?	Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
<p>Route</p> <p>Destination</p> <p>Compass</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Direction</p>	<p>-To know that you can use a compass to find out which direction you are facing.</p> <p>-To know that a route is the way you take to get to a place from a starting point.</p> <p>-To know that we use language of compass directions to describe the position of key human features and physical features.</p> <p>-To know that the compass directions; north, east, south, west.</p> <p>Teacher Additional knowledge: It's important to hold maps the right way so that you know which way, or direction to go. You can work out where you are on a map by looking at things around you and finding where they are on the map.</p>	<p>Connect: Recap on human and physical features, classifying and naming these on the Promethian board with pupils. https://www.bbc.co.uk/bitesize/topics/zqj3n9g/articles/zjd66v4</p> <p>Explain: Share and introduce the concept of a route and how we use them to help us plan where we are going and which direction to go.</p> <p>Apply: Pupils to work in differentiated groups to use Beebots. Using pictures of human and physical features from the walk around Duncroft on the floor, the children can work together to programme the Beebot to travel the route that they did using the directional language of left right, forwards and backwards. Encourage children to use compass directional language (North, East, South and West) when discussing the location of the pictures.</p> <p>Y2 – aerial view of the locality – OS maps (blown up) Pupils add on compass points and record the route taken on the walk, listing key human and physical features they passed using a numbered key.</p> <p>Walk around Duncroft noting human and physical features – following their routes and marking the symbols on their maps.</p>
Assessment questions	<p>What is a route?</p> <p>What is a compass? How do we use one?</p> <p>How can we use a route to get from one place to another?</p>	<p>Resources</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9g/articles/zjd66v4</p>
Learning Objective	Pre-Learning Expectations	
<p>5th Concept</p> <p>To recognise features on a map and how they help us get from one place to another.</p>	<p>Recap what a route is and how they help us get from one place to another.</p> <p>Recap the vocabulary needed to follow a route.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge –What do we want the children to know?	Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)



<p>Map Route Destination Compass North South East West Direction Symbols Key</p>	<p>-Maps can be drawings or models. They can help you find where you are and where you are going. -They show symbols (pictures) for places such as car parks or places of worship like churches. They also have a key, which tells you what the symbols mean. - Maps can help you find your way using directions. <u>Teacher Additional knowledge:</u></p>	<p>Connect: Recall key features seen on the walk and identify them on the map of the locality. Explain: Show some maps on the IWB and discuss what they are and how they help us. Show Doncaster then Dunscoft in Doncaster. Attempt: Y1: Create a map of Dunscoft using the human and physical features they saw on the walk. Include: SDLA - SCH Library – book inside a 'house' Church – square and cross Post Office - PO Quarry Park -blue Hatfield water park - blue Main road – red line Apply: Y1 repeat on their own map, find each key feature and label it at the side. Y2 – locate and label on their own map using the correct OS symbols.</p>
Assessment questions	<p>What are maps for? When might we need to use maps? How should we hold a map? What symbol would represent...?</p>	<p>Resources: CUSP materials https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2022/06/Y1-Thinking-Geography-Mapping-and-fieldwork-.pdf BBC Teach Class clips https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps/zdwhpg8</p>
Learning Objective	Pre-Learning Expectations	
<p>6th Concept To know that people live in different types of homes. To recognise and name different types of homes.</p>	<p>Recap what a human and physical feature is. Recall who they live with.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge –What do we want the children to know?	<p>Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</p>
before after	<p>Housing – People live in different types of houses/homes:</p>	Pupils to label pictures of different types of homes/houses.



<p>past present then now before I was born a long time ago detached semi-detached terraced bungalow caravan flat</p>	<p>Flat: Homes stacked on top of each other. Bungalow: It doesn't have any stairs and is all on one level. Detached: stands on its own and isn't joined to any other buildings. Terraced: houses are all joined together. Semi-detached: It has another house joined onto it on one side. Caravan: On wheels and can be moved around.</p> <ul style="list-style-type: none"> – Homes are different around the world (huts, igloos, yurts) – Homes are adapted to suit the weather and temperature of that country. – Materials are needed to make a house (wood, plastic, bricks, glass). <p><u>Teacher Additional knowledge:</u> <i>The place you live in is your home, whether it's a house with four walls and a roof, a flat that's part of a larger building or a caravan on wheels that can move around. The area around your home is called your 'neighbourhood' and the people who live there are your 'neighbours'. The homes in a city, town or village may look different because they were built at a different time, and from different materials.</i></p> <p><i>Homes have changed over the centuries because the way we live has changed during that time. For example, we don't all live in one room with our horses and cows anymore the way that the Iron Age Celts did, and it's more common to have bathrooms inside our homes now instead of at the back of the garden like the Victorians did.</i></p>	<p>Draw their own house and describe the similarities and differences compared to a home from around the world.</p> <p>Pupils walk around their local area and identify how many of each type of house they can see (tally chart).</p>
<p>Assessment questions</p>	<p>Can pupils name different types of homes? Can pupils describe how these homes are similar/different? Can pupils explain how homes around the world are adapted to suit the temperature/weather?</p>	<p>Resources: https://www.theschoolrun.com/homework-help/houses-and-homes http://www.primaryhomeworkhelp.co.uk/houses/modern.htm</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	
<p>7th Concept APPLICATION</p>	<p>Recap on taught knowledge over the unit.</p> <p>Create a NF book to display learning across the unit/assembly to share learning with parents/display/exhibition.</p>	