

**Year I TOPIC WORK: HISTORY & GEOGRAPHY**

<b>YEAR I</b>	<b>AUTUMN TOPIC</b>	<b>SPRING TOPIC</b>	<b>SUMMER TOPIC</b>
<p><b>Key</b>                      Blue text –Geography                      Green text – History                      Brown - Opportunities for Exploring Diversity</p>	<p align="center">Marvellous Me!                      to include HISTORY OF ME; ME AND MY ENVIRONMENT; TOYS</p> <p align="center"><b>VISIT/TRIP/WORKSHOP:</b>                      V&amp;A Toy museum or Toy workshop in as museum is closed due to a refurb</p> <p align="center"><b>Opportunities for Exploring Diversity</b>                      Celebrating different cultures within our class                      Family tress and heritage                      Exploring toys from different cultures                      Diwali                      Black History Month (October)</p>	<p align="center">Knock Knock Who's There?                      To include house and homes as well as homes of different places and cultures and the local area</p> <p align="center"><b>VISIT/TRIP/WORKSHOP:</b>                      Fieldtrip around How Wood and a trip on the train to St Albans</p> <p align="center"><b>Opportunities for Exploring Diversity</b>                      Celebrating different cultural diversity within the local area                      Traditional houses and homes around the world</p>	<p align="center">Unique United Kingdom                      The Queen Victoria and the past and places in the United Kingdom                      to include world maps</p> <p align="center"><b>VISIT/TRIP/WORKSHOP:</b>                      Trip to Windsor Castle</p> <p align="center"><b>Opportunities for Exploring Diversity</b>                      Cultural diversity around the UK</p>
<p><b>Key Texts</b></p>	<p>All kinds of people - Emma Damen</p> <p>Hello World - Jonathan Litton &amp; L'Atelier Cartographic</p> <p>The Growing Story - Ruth Krauss and Helen Oxenbury</p> <p>Lost in the Toy Museum: An Adventure - David Lucas</p> <p>Toys Around the World - Joanna Brundle</p> <p>The Toymaker -Martin Waddell &amp; Terry Milne                      Toys and Games - Sally Hewitt</p> <p>Marvellous Me: Inside and Out Lisa Bullard</p> <p>Were going on a bear hunt – Michael Rosen</p> <p>Once upon a map - B. G. Hennessy</p> <p>Local Poet: Rachel Long (Octavia Write Yourself Free)</p>	<p>Let's Build A House - Mick Manning and Brita Granström</p> <p>In Every House on Every Street - Jess Hitchman and Lili La Beleine</p> <p>Step Inside Homes Through History - Goldie Hawk &amp; Sarah Gibb</p> <p>Home - Carson Ellis</p> <p>Belonging - Jeannie Baker</p> <p>Town and Country (A Turnaround Book) Craig Shuttlewood</p> <p>The Colour of Home - Mary Hoffman and Karin Littlewood</p> <p>The House that Once Was - Julie Fogliano &amp; Lane Smith</p> <p>Major Glad, Major Dizzy - Jan Oke and Ian Nolan</p> <p>All Kinds of Homes: a Lift-the-Flap Book - Thando Maclaren and Emma Damon</p>	<p>We Are Britain! - Benjamin Zephaniah and Prodeeptha Das</p> <p>Coming to England - Floella Benjamin</p> <p>The Big Book of the UK - Imogen Russell Williams</p> <p>The Queen by Richard Brassey</p> <p>Katie in London – Jubilee Edition by James Mayhew</p> <p>George and the Dragon - Christopher Wormell</p>

<p><b>Skills</b></p>	<p><b>History:</b> Our own history and the history of toys</p> <p><b>NC POS:</b> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Chronology-</b> sequence events or objects in chronological order</p> <p><b>Range and Depth of Historical Knowledge</b> – begin to describe similarities and differences in artefacts: use range of sources to find out characteristic features of the past</p> <p><b>Interpretations of History</b> – begin to identify different ways to represent the past (photos, stories, adults talking about the past)</p> <p><b>Historical Enquiry - sort artefacts</b> ‘then’ and ‘now’; ask and answer questions related to different sources and objects – developing oracy</p> <p><b>Organisation &amp; Communication</b> – Timelines, drawing, role play, writing</p> <p><b>Geography: My environment - school</b></p> <p><b>NC POS:</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p><b>Geographical Enquiry</b> - Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures and internet Investigate their surrounding at school.</p> <p><b>Locational Knowledge</b> – follow directions (up, down, left, right, forwards, backwards)</p> <p><b>Drawing Maps</b> – imaginary places and from stories</p> <p><b>Representation</b> – Use own symbols on imaginary maps</p> <p><b>Using Maps</b> – simple map to move around the school; recognise ‘place’</p> <p><b>Perspective</b> – draw around objects to make a plan</p> <p><b>Scale / Distance</b> – Use relative vocab eg bigger/smaller like/dislike</p> <p><b>Map knowledge</b> – know a map can help people</p>	<p><b>History:</b> Houses and homes in and around St Albans</p> <p><b>NC POS:</b> Significant historical events, people and places in their own locality. (ST Albans) &amp; changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Chronology-</b> sequence events or objects in chronological order</p> <p><b>Range and Depth of Historical Knowledge</b> – begin to describe similarities and differences in artefacts: use range of sources to find out characteristic features of the past</p> <p><b>Interpretations of History</b> – begin to identify different ways to represent the past (photos, stories, adults talking about the past)</p> <p><b>Historical Enquiry - sort artefacts</b> ‘then’ and ‘now’; ask and answer questions related to different sources and objects developing oracy</p> <p><b>Organisation &amp; Communication</b> – Timelines, drawing, role play, writing</p> <p><b>Geography:</b> How Wood and St Albans</p> <p><b>NC POS:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</p> <p><b>Geographical Enquiry</b> - Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures and internet Investigate their surrounding at school.</p> <p><b>Locational Knowledge</b> follow directions (up, down, left, right, forwards, backwards)</p> <p><b>Map knowledge</b> – to know that maps show a place (How Wood and St Albans) Learn names if some local area places shown on a map</p> <p><b>Style of map</b> – picture maps and google maps</p>	<p><b>History:</b> Kings &amp; Queens</p> <p><b>NC POS:</b> significant historical, people and places in their own locality.</p> <p><b>Chronology-</b> sequence events or objects in chronological order</p> <p><b>Range and Depth of Historical Knowledge</b> – begin to describe similarities and differences in artefacts: use range of sources to find out characteristic features of the past</p> <p><b>Interpretations of History</b> – begin to identify different ways to represent the past (photos, stories, adults talking about the past)</p> <p><b>Historical Enquiry - sort artefacts</b> ‘then’ and ‘now’; ask and answer questions related to different sources and objects – developing oracy</p> <p><b>Organisation &amp; Communication</b> – Timelines, drawing, role play, writing</p> <p><b>Geography:</b> United Kingdom</p> <p><b>NC POS:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical Enquiry</b> - Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures and internet Investigate the United Kingdom</p> <p><b>Locational Knowledge</b> – follow directions (up, down, left, right, forwards, backwards)</p> <p><b>Using Maps</b> – simple map to locate the four countries which make up the United Kingdom and their seas</p> <p><b>Scale / Distance</b> – Use relative vocab e.g. bigger/smaller like/dislike</p> <p><b>Map knowledge</b> – Be able to locate the United Kingdom on a world map and locate the 4 countries which make up the united Kingdom as well as the Oceans</p> <p><b>Style of map</b> – picture maps and google maps</p>
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<p><b>Key Vocabulary</b> (new vocabulary in bold underlined)</p>	<p><u>History, past, present, timeline, old, new, changes, era, decade, cultures, artefacts</u></p> <p><u>Maps, aerial view, directions, up, down, left, right, forwards, backwards, sideways, map, key,</u></p>	<p><u>Houses, homes, detached, semi detached, terrace, flats, bungalow, caravans, Romans, Tudors, Victorians, changes, era, decades, artefacts, cultures, thatched, Material, Shape, Old, New, Wattle, Daub, Frame, Modern, Double glazing</u></p> <p><u>urban, rural, land use, village, towns, cities, land uses, symbols and keys, North, South, East and West, Compass</u></p>	<p><u>Royal, monarchy, National Anthem, Tudors, Victorians, era, palace, castle,</u></p> <p><u>United Kingdom, Unique, Union Jack, Nation, England, Ireland, Scotland, Wales, traditions, St George, Great Brian, UK, accents, capital city, oceans, Pacific, Atlantic Draig (dragon Welsh)</u></p>
<p><b>Opportunities for Learning / Cross Curricular</b></p>	<p><b>Art and DT</b> – create their own peg dolly using recycled materials – like children did in the olden days.</p> <p><b>PE</b> – Grandma &amp; Grandpa’s games – have some active lessons playing games from the past (Queenie I-O, Hopscotch, Donkey, The Alley Alley-O and Skipping) as well as games from other cultures such <a href="https://www.incultureparent.com/five-fun-games-from-around-the-world/">https://www.incultureparent.com/five-fun-games-from-around-the-world/</a> or <a href="https://camp.com/travel/games-they-play-in-other-countries-that-havent-made-it-to-the-us-yet">https://camp.com/travel/games-they-play-in-other-countries-that-havent-made-it-to-the-us-yet</a></p> <p><b>Science</b> – Materials – looking at what toys in the past were made of in comparison to today's toys</p> <p><b>ICT</b> – beat-bots and directions/ purple mash 2gogames</p> <p><b>RE</b> – Diwali ‘light’ celebrations (November).</p>	<p><b>Science</b> – materials</p> <p><b>ART</b> – observational drawing of Local historical house</p> <p><b>Music &amp; PE</b> – Listen to different music from the Tudors, Victorians and discuss how it is different to day. How does the music make you feel and move?</p> <p><b>PE</b> – active learning play houses game – running freeze be a detached house, semi detached (with a partner side by side) , terraced (in lines of 5) etc Play compass games North, South, East and West</p> <p><b>Maths</b> – data interpreting make a tally chart of houses types seen on field walk.</p> <p><b>ICT</b> – use iPad to look at google maps of local area</p> <p><b>PSHE</b> – Understanding we are all different and have different things at home</p> <p>RE – Belonging topic</p>	<p><b>Art and DT</b> – Royal Art, Royal colours, portraits</p> <p><b>ICT</b> – (goggle maps – Geo-guesser type game)</p> <p><b>Music</b> – Traditional and non-traditional music which makes our country unique – National anthem</p> <p><b>PE</b> – Traditional dances and non-traditional dances from cultures around the United kingdom</p> <p><b>RE</b> – What different religions and cultures make up the United Kingdom?</p> <p><b>PSHE</b> – What makes us special in the UK?</p>
<p><b>Learning Overview / WALTS</b></p>	<p><b>(12 Weeks)</b></p> <p><b>Week 1 – WOW</b> ask children to bring own clothes in to wear to represent their likes and choices. WALA: Me and my family – Celebrate cultural diversity in our class (book Marvellous me) KQ – Who am I?</p> <p><b>Week 2</b> WALA: How we have changed KQ: How have you changed?</p> <p><b>Week 3</b> WALA: Maps (Once upon a map or Were going on a bear hunt) KQ – How do we know where to go?</p> <p><b>Week 4</b> WALA: directions (Beat bots and compass directions) KQ- How do we give directions?</p>	<p><b>(12 Weeks)</b></p> <p><b>Week 1 – WOW</b> Go for a walk around HW to see what houses we can see in the local area. WALA: Different houses and home in our local area KQ – Do we all live in the same type of home with the same people? KQ – Why do we need a home? KQ – What must all homes have?</p> <p><b>Week 2</b> WALA: Houses and homes around the world (Cultural diversity) KQ: Does everyone around the world live in the same type of home?</p> <p><b>Week 3</b> WALA: Field trip to see what is around HW – houses and homes KQ – What can we see in our local area?</p> <p><b>Week 4</b> WALA: Where do I live? Address and maps</p>	<p><b>(12 Weeks)</b></p> <p><b>Week 1 – WOW</b> – have a bag of items of different things from the UK – teabag, picture of queen, bag pipes, fish and chips, QR code to play the national anthem etc pull items one by one and ask children what they think we are learning about. WALA: The United Kingdom (UK, Great Britain google maps, Union Jack, 4 Nations, compass points, weather) KQ – Where is the United Kingdom KQ- What does the United Kingdom mean? KQ – How do we show we belong to the United Kingdom?</p> <p><b>Week 2</b> WALA: What it means to live in England (cultures, flag and traditions, Religions, foods, accents) KQ: Who lives in England?</p> <p><b>Week 3</b> WALA: What it means to live in Scotland (cultures, flag and traditions, Religions, foods, accents)</p>

	<p><b>Week 5</b> WALA: Maps of places we know KQ: What's in our school?</p> <p><b>Black History Month</b> <b>Week 6</b> WALA: Local poets who are making a difference.</p> <p><b>HALF TERM</b></p> <p><b>Week 7</b> WALA: Arial views (birds eye view of classroom) Using shapes make a birds eye view of an imaginary room by drawing around things and using shapes</p> <p><b>Week 8</b> WALA: Toys we play with today KQ – Why do we have toys?</p> <p><b>Week 9</b> WALA: How toys have changed – sorting old and new toys and old pictures. KQ: How can we find out about the past?</p> <p><b>Week 10</b> Map Fieldwork Trip – Toy Museum KQ: How have toys changed over time?</p> <p><b>Week 11</b> WALA : Games children played long ago and in different cultures KQ – Did all children and cultures play the same games?</p> <p><b>Week 12</b> <b>FAB</b> – Write a letter to Santa – pretend you are a child in the past.</p>	<p>KQ- Why do we need an address? <b>Week 5</b> WALA: What makes a village and a City? (urban &amp; Rural) KQ: is How Wood a village or a City?</p> <p><b>Week 6</b> WALA: What our local area looks like from the air (aerial view) KQ: What can you see from the air?</p> <p><b>HALF TERM</b></p> <p><b>Week 7</b> WALA: The key features of houses and homes KQ – What do homes all need and why?</p> <p><b>Week 8</b> WALA: Features of houses and homes around the world? KQ – Do homes around the world need the same things as we do? Why might they be different?</p> <p><b>Week 9</b> WALA: The key features of a home built a long time ago. To identify differences between homes built at different times KQ: Have houses changed over time?</p> <p><b>Week 10</b> Map Fieldwork Trip – Get the train to St Albans and have a walk around to look for the different houses we have been learning about. Also visit the Abbey. KQ: What types of houses do we have in St Albans?</p> <p><b>Week 11</b> WALT : To recognise different rooms and household objects from a long time ago. To describe the characteristics of household objects from a long time ago. KQ – What were homes like in the past?</p> <p><b>Week 12 –</b> <b>FAB</b> - Make a street of all different the different houses – you can choose old or new and display them in a road layout.</p>	<p>KQ: Who lives in Scotland?</p> <p><b>Week 4</b> WALA: What it means to live in Wales (cultures, flag and traditions, Religions, accents, food) – Have a live lesson with Pam's school in Wales where the children ask questions and are taught Welsh by the children in Wales KQ: Who lives in Wales?</p> <p><b>Week 5</b> WALA: What it means to live in Northern Ireland(cultures, flag and traditions, Religions, accents, foods) KQ: Who lives in Ireland?</p> <p><b>Week 6</b> WALA: The seas surrounding the United Kingdom and weather KQ: What is beyond the land?</p> <p><b>HALF TERM</b></p> <p><b>Week 7</b> WALA: The royal family KQ: What is the royal and family and what do they do? KQ: Who is in charge of the country now?</p> <p><b>Week 8</b> WALA: Where does the Queen live? (linked to the different places in the UK) KQ – Where does the Queen live? KQ – Why does she need so many houses?</p> <p><b>Week 9</b> WALA: Other famous Monarchs over time (Queen Victoria and Abdul Karim the Munshi) KQ- Has Queen Elisabeth always been the queen?</p> <p><b>Week 10</b> WALA: Other famous Monarchs over time (Henry VII – Tudors linked to Tudor houses in the local area previous topic – John Blanke Royal black trumpeter) KQ- Have we always had queens?</p> <p><b>Week 11</b> Map Fieldwork Trip – Go to Windsor Castle KQ: What types of houses does the queen live in?</p> <p><b>Week 12</b> <b>FAB</b> – Share what we have learnt in a whole school assembly/ with another class.</p>
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