



## Topic-medium term Plan

### Year 1 Aut Spr, Sum ( 1 or 2)

<b>Topic title</b>	Ahoy Matey!
<b>Enquiry Driver</b>	Geography
<b>Enquiry Enhancer</b>	Design and Technology
<b>WOW starter</b>	Buried Treasure in Forest School.
<b>National Curriculum Objectives</b>	<p><b>Geography:</b> To know 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.</p> <p>To 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.</p> <p>To 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.</p> <p><b>Design and Technology</b> Pupils will be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>
<b>Key Knowledge and Skills (driver)</b>	<ul style="list-style-type: none"> <li>• To know and name 4 countries of the UK</li> <li>• To know basic symbols on a map and interpret them using a key.</li> <li>• To know different modes of transport and when they are used.</li> <li>• To know the four capital cities of the UK.</li> </ul>



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	<ul style="list-style-type: none"> <li>• I can compare the features of a seaside location with those in Chadderton.</li> <li>• To devise a simple sketch map of the school grounds.</li> <li>• To name some modes of transport which link places in the UK.</li> <li>• To describe their own regular journeys on transport.</li> </ul>
<b>Key Knowledge and Skills (enhancer)</b>	<ul style="list-style-type: none"> <li>• I know how to make a simple axel and wheel</li> <li>• I can say what I am going to make.</li> <li>• I can explain what tools and techniques I will use.</li> <li>• I can say how my moving mechanism works well.</li> <li>• I can say how I would improve my mechanism.</li> </ul>
<b>Sticky Learning</b>	<ul style="list-style-type: none"> <li>• To know and name 4 countries of the UK</li> <li>• To know basic symbols on a map and interpret them using a key.</li> <li>• To know different modes of transport and when they are used.</li> <li>• To know the four capital cities of the UK.</li> <li>• I can compare the features of a seaside location with those in Chadderton.</li> <li>• To devise a simple sketch map of the school grounds.</li> <li>• To name some modes of transport which link places in the UK.</li> <li>• To describe their own regular journeys on transport.</li> </ul>
<b>Supporting Text</b>	
<b>Main Writing Genre</b> Type of writing Eg-Persuasive Writing, narrative, non chron. report etc.	<ul style="list-style-type: none"> <li>• Narrative – familiar setting</li> </ul>
<b>Reflection of Learning</b>	Discussion.
<b>Knowledge organiser</b>	See other document.



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<b>Experts/ Experiences/ visits/ visitors</b>			
<b>Additional Links</b>	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community /citizenship</b>
			Taking responsibility for the environment.
<b>Pupil Voice</b>	<b>Aspirations</b>	<b>Global Studies</b>	<b>Home Learning</b>
		Polar ice caps and global warming.	Researching explorers.