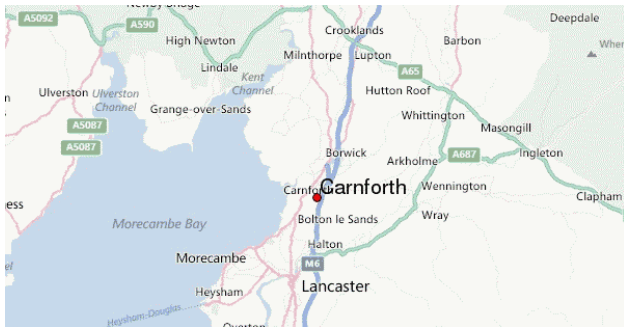


KS1: Carnforth Community - Where we live



Essential Learning:

By the end of this topic, you will have learned:

- To locate Carnforth and other towns and villages nearby on a map
- To use aerial photographs and online resources to identify human and physical features
- To start to think about how Carnforth have changed over time
- To think about how we might improve our town and protect our environment

Enquiry Drivers:

What makes Carnforth a good place to live?

Process & Changes

Know that places change over time and that there is often a range of evidence to show this

Human Geography

Know some basic human geographical features in the focus area and describe them

Physical Geography

Know some basic physical geographical features in the focus area and describe them

Geographical Vocabulary

Know and understand simple vocabulary related to place

Locations and Environments

Name and locate some key places in their own country and countries in the wider world

Similarities and Differences

Identify basic similarities and differences between a range of locations and environments

Prior Learning:

In EYFS children will have looked at where they live, our school and its place in Carnforth. They will have talked about their families and where they live; they will have talked about where they have visited on holiday. In Cycle A children will have compared Carnforth and London.

Curriculum enrichment:

Locality walks
Orienteering – focus on directions
Warton Crag day – Big Adventures

Outdoor learning: Can I Do It Outside? local walks, visit the key human and physical features identified

Key Vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, rural, city, town, village, factory, farm, house, office, port, harbour, shop

Unit Focus: Geography

NC: 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.

Children should:

- Make simple comparisons between features of different places and say how these features influence life there
- Use aerial photographs and plan perspectives to identify landmarks and features
- Explore and discover the interesting features of the local environment
- Express their own views about features of the environment
- Ask and respond to geographical questions about people, places and environments
- Recognise and observe main human and physical features
- Communicate in different ways using simple geographical information and vocabulary
- Use simple field work skills
- Use globes, maps and plans
- Make simple maps and plans

Key Questions:

What is the name of this place? Where is this place and which other places are near it? Is it a village, town, suburb or part of a city? What types of buildings can we find and what are they used for? Are there any green spaces and what are they used for? Who lives here? What do they do? How do people use this landscape in different ways? Are there any local 'landmarks' or places people like to visit? How has this place changed over the years? Why is it called a market town? How do we think that we could improve it now? How can we enjoy and protect our local environment?

Sources of evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials. Google Earth also provides visualisation of areas and its street view application will take you right down to street level within a locality.

Think about both the human and the physical features in the local landscape. Physical geography can be overlooked when studying a relatively 'built-up' area, with the presumption sometimes being that there isn't any physical geography in towns. However, most urban localities in the UK will have physical features underlying their human landscape, be it local streams, rivers or lakes, hills or valleys or areas of woodland and forest.

Resources:

[Canal & River Trust Education - free primary school trips to your local waterway. | Canal & River Trust \(canalrivertrust.org.uk\)](#)

[Arnside & Silverdale AONB | Area of Outstanding Natural Beauty : Arnside Silverdale AONB](#)

Skills/National Curriculum Links

History

NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

How has Carnforth changed? Visitor to talk to the children

Science

Seasonal Change (Summer to Autumn)

NC: Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

[Seasonal changes \(Y1\) | PLAN \(planassessment.com\)](#)

Suggested learning sequence:

- Collect information about the weather regularly throughout the year.
- Present weather information in tables and charts to compare the weather across the seasons.
- Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans.
- Present this information in different ways to compare the seasons.
- Gather data about day length regularly throughout the year and present this to compare the seasons.

Useful links for resources/planning:-

<https://www.twinkl.co.uk/search?q=seasonal+change+summer+and+autumn+year+1&c=244&r=parent&fa=2>

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-the-changing-seasons/zh4rkmm>

<https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7>

<https://www.stem.org.uk/resources/community/collection/13195/year-1-seasonal-changes>

https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=1d

Art

Drawing

NC:

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

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

Plant drawings with various media

Autumnal still life

[Pathway: Explore & Draw \(accessart.org.uk\)](#)



DT	Music	
	<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music <p>Keeping the beat/pulse, moving to music. Exploring sounds and ordering them into a sequence to form a class composition. BBC Ten Pieces – No Place Like Home https://teach.files.bbc.co.uk/tenpieces/No+Place+Like+EYFS+and+KS1.pdf https://www.bbc.co.uk/teach/ten-pieces/classical-music-kerry-andrew-no-place-like/z7k4f4j</p> <p>Listening and appraising: Vivaldi Four Seasons - Autumn</p>	
Computing/ICT		PSHE
<p><u>Privacy and Security – Project Evolve</u> Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p> <ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. I can explain how passwords are used to protect information, accounts and devices. <p>Click on the following link to find objectives and lesson resources: - Search and Access Resources ▶ Strand ▶ Privacy and Security (projectevolve.co.uk)</p> <p><u>Green Screen – weather reports (Science)</u> NC</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p><u>Photo manipulation – add photo to poem</u></p> <ul style="list-style-type: none"> Upload images or video from cameras and other digital devices to a computer, or into a document, with support if needed. Know how to take images appropriately and responsibly. 		<p><u>Community – 7 lessons</u> <u>Value – Respect</u></p> <p>Our ideal classroom (2) (OPTIONAL) (Y2) LO: Take part in creating and agreeing classroom rules.</p> <p>Our ideal classroom (1) (Y2) LO: Suggest actions that will contribute positively to the life of the classroom Make and undertake pledges based on those actions.</p> <p>Harold's school rules (Y1) LO: Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Around and about the school (Y1) LO: Identify what they like about the school environment; Recognise who cares for and looks after the school environment.</p> <p>My special people (Y2)</p>

<ul style="list-style-type: none"> ▪ Understand how the mood of a piece can easily be changed through use of text, graphics and sound. <p><u>Word processing – type seasonal poem</u> On a range of devices:</p> <ul style="list-style-type: none"> ▪ Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys). ▪ Add captions to photos and graphics. ▪ Select text appropriately e.g. highlighting or clicking text to select. ▪ Make simple changes to text e.g. colour, style and size. ▪ Select text from word lists (if necessary). ▪ Select appropriate images to add to work. ▪ Word process short texts directly onto the computer (i.e. do not just copy up handwritten work). ▪ Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work. 	<p>LO: Identify people who are special to them; Explain some of the ways those people are special to them.</p> <p>When someone is feeling left out (Y2) LO: Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.</p> <p>Solve the problem (Y2) LO: Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>
<p>English</p>	<p>R.E.</p>
<p>Stories by the same author – Julia Donaldson Guided Reading: Literacy Shed Plus - The Seasons Possible Texts: Gruffalo; Smartest Giant in Town Grammar links: full stops/capital letters, exclamation marks, nouns, adjectives, past tense</p> <p><u>Writing task 1</u> What the Ladybird Heard Based on: Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</p> <p><u>Writing Task 2:</u> A Squash and a Squeeze Based on: Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</p> <p>Independent Writes: Seasonal poetry (Science/RE Link) - type to present (ICT link)</p>	<p>Christianity (God) Does how we treat the world matter? Coverage:</p> <ul style="list-style-type: none"> • Creation • Care for the planet • Harvest <p style="text-align: center; background-color: #d1ecf1; padding: 5px;">Cross-curricular Maths:</p> <p>Months of the year Seasons Calendars</p>

Global Links:

Weather around the world

Local links: Local area and landmarks