

Week	1 8.1	2 15.1	3 22.1	4 29.1	5 5.2			
Key Question	What Makes Sheffield Green?							
School Value	Try New Things and Do Your Best							
Links to careers	author, graphic designer, architect, geographer, engineer, author							
Enrichment opportunities		Visit to Lydgate Park to look at mechanisms.			Invite parents/carers to see the children's finished parks.			
SMSC Links			23 rd National Handwriting Day! 25 th Burns Night	National Storytelling Week	6 th Safer Internet Day Cover during computing lessons.			
British Values	Tolerance and Respect							
Themed days			<u>23rd National Handwriting Day</u> 'Me and my name' theme. Use lots of different writing tools. Invite parents in? Children to be the teacher and teach	<u>30th Storytelling Day</u> Author to visit? Mystery reader - teachers to move classes and read a story? Use story cubes or spinners to write a				

			then work in small groups to answer the question. Describe the results using the rocket words.	record temperature. Try out different materials to see which one is the best insulator.	Everyday Materials Y2 Identify and compare the suitability of a variety of materials as a good hibernation shelter. Are they good insulators? Waterproof? Durable? Can they be changed to be more comfortable?		
	DT Technical skills: Children to join (attach) two pieces of paper/card together using different techniques. - Tabs - Tie - Flange (see laminated resource cards)	DT Evaluate: Go through ppt about simple mechanisms. Visit Lydgate Park and look at simple mechanisms in action! Photograph. Return to school: - What simple mechanisms did we see in the park? - How do they work? - Label a photograph from the visit with the type of mechanism and how it works.	DT Design: Go through the design brief. <i>To design a new park in Broomhill for the purpose of entertaining local school children.</i>	DT Make & Technical skills: Children to work in small groups to make their local playground. It must include a simple mechanism and different joining techniques.	DT Make & Technical skills: Children to work in small groups to make their local playground. It must include a simple mechanism and different joining techniques.	Evaluate in class.	
Lesson	1	2	3	4	5	6	

<p>National Curriculum KS1</p>		<p><u>Location knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. 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 (Sheffield). 					<p>END POINT</p>		
<p>Substantive Knowledge</p>		<p>To retrieve and recall some of the human and physical geographical features of my local area.</p>	<p>To know that Broomhill is a suburb of Sheffield and to name some key human and physical features of Sheffield.</p>	<p>To know the four countries and capital cities of the UK.</p>	<p>To know some of the characteristics of the four UK countries.</p>	<p>To know that a compass can be used to locate and describe landmarks of the UK.</p>	<p>To know that an atlas and/or a globe can be used to locate the UK and its surrounding seas.</p>		
<p>Key vocabulary</p>		<p>England, Scotland, Wales, Northern Ireland, map, UK, London, Edinburgh, Cardiff, Belfast compass, human feature, physical feature, landmark, north, east, south, west</p>							
<p>Disciplinary skills</p>	<p>KS1</p>	<p>To use simple geographical vocabulary to describe the features of Broomhill.</p>	<p>To use simple geographical vocabulary to describe the key human and physical features of Sheffield.</p>	<p>To use an atlas and globe to locate the UK and its four countries.</p>	<p>To devise a simple map of the UK, and use and construct basic symbols in a key.</p>	<p>To use simple compass directions to describe the location of key features of the four UK countries.</p>	<p>To use an atlas and/or a globe to locate the UK and its surrounding seas.</p>		

	Y1	Identify, observe and describe.							
	Y2	Describe, compare and contrast, reason							
Key Stage 1	Lesson: Look back at the learning journey from Autumn 1. Revisit photographs from the local walk, and key human and physical geographical features of the local area. Children to complete a retrieval activity (see resources).	Lesson: Show a map of Sheffield with Broomhill on it. Explain that Broomhill is a suburb of Sheffield. Broomhill is the local area our school in in but it is located in the city of Sheffield. Look at ppt. explaining human and physical geographical features. Look at photos of Sheffield. Have some printed out. As a class or in small groups, identify some of	Lesson: In small groups, look at a globe and locate the UK. Look at the ppt. intro slides. Have a UK map cut into large pieces. As a class put the UK map together and discuss the countries. Children to work in pairs to cut and stick their own UK map (see resources). Label the four UK countries and capital cities. FB page	Lesson: Use the maps to revisit the four UK countries and capital cities. Use the ppt with Ubercorn's Funky Facts to explore landmarks of the UK. Can the children add each landmark to the map? Can we draw a picture and write the name in the small space on the map? Introduce the idea of a key	Lesson: Use the children's labelled map of the UK to revisit the four countries, capital cities and landmarks. Give each pair/small group a compass. Introduce the four compass points. Model 'standing' in one of the children's maps and using a compass the described where a landmark is located.	Lesson: Use the children's maps to revisit their learning journey so far. Look back at a globe and discuss the waters surrounding the UK. Introduce that an atlas is a flat/2D picture of the globe. As a class, use an atlas to locate and name the seas surrounding the UK.	To share their fluency of knowledge about the location and key human and physical features of the four countries and capital cities of the UK.		

		<p>the photographs from Sheffield (see link below) and add labels. Sort them on large paper into human or physical. FB page</p> <p>11,087 Sheffield Images, Stock Photos, 3D objects, & Vectors Shutterstock</p> <p>*Make links to history assemblies and John Graves. Why is Sheffield called the green city?*</p>		<p>with a symbol to show the landmark. *Link to the DT park design*</p> <p>FB page</p>	<p>Children to use a compass to describe the position of UK landmarks. <i>e.g. the Giant's Causeway is in Northern Ireland. It is west of Wales.</i></p> <p>FB page</p>	<p>Pairs/groups to label their map with the seas surrounding the UK.</p> <p>Plenary - retrieve and recall ppt.</p> <p>FB page.</p>		
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