

Summer Term- History and Geography planning

Concept: Settlement (key link to Y1 content= human geography and comparison)

KS1 History NC main links:

- significant historical events, people and places in their own locality.

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.

KS1 Geography NC main links:

- 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

Revise (from lockdown unit):

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Locational knowledge

Other and skills:

- name and locate the world's seven continents and five oceans

Using maps, atlases, globes and aerial photos. Exercising observational skills.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.


The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EYFS links:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for

Learning intention	Learning opportunity	Assessment
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<p>Y1- To understand and explore the geography of my local area</p> <p>YR- To talk about and explore features of my own environment</p>	<p>Starter: Continents song. Discuss how we make up part of Europe. Skill practice: map exploration and finding the UK in an atlas/on globe. Input: explore aerial view images of Launceston and describe the geographical features. (google- Launceston Cornwall aerial). Decide whether human or physical. Activities: 1) sort human vs physical features within Launceston (HA- add labels). 2) collaboratively create Launceston landscape using given resources and own ideas (HA- add labels).</p> 	<p>Checklist for continent name recall.</p> <p>Skills: checklist for level of development/confidence/accuracy for each skill.</p> <p>Whole class elicitation and end of unit mind-map (floorbook)</p> <p>Formative assessment of practical activities through EvidenceMe photos and observations.</p>
<p>Y1- To compare and contrast the physical geography of my local area with south-west Kenya</p> <p>YR- To explore similarities and differences in relation to places</p>	<p>Starter: Continents song. Locate Europe (explain we live here) and Africa (Kenya intro) Skill practice: map exploration and finding Africa in atlas/on globe. Input: look at pics of our aerial view landscapes of Launceston and recap the key geographical features. Find and explore aerial photos of Kenya (google- south-west Kenya villages). Discuss features- similarities and differences. Activities: 1) sort human vs physical features within Kenya (HA- add labels).</p>	<p>Checklist for continent name recall.</p> <p>Skills: checklist for level of development/confidence/accuracy for each skill.</p> <p>Formative assessment of practical activities through EvidenceMe photos and observations.</p>
<p>Y1- To compare and contrast the human geography of my local area with south-west Kenya</p> <p>YR- To explore similarities and differences in relation to places</p>	<p>Starter: Continents song. Locate Europe, UK, and Africa. Skill practice: watch video from Kenya. Observe the different geographical features. Activities: 1) collaboratively create Kenyan landscape using given resources and own ideas. 2) write/verbalise the similarities and differences between Launceston and south-west Kenya.</p>	<p>Checklist for continent name recall.</p> <p>Skills: checklist for level of development/confidence/accuracy for each skill.</p> <p>Formative assessment of practical activities through EvidenceMe photos and observations.</p> <p>Summative assessment of comparative writing.</p>
<p>Y1- To explore lifestyle similarities and differences during different time periods</p>	<p>Starter: recap knowledge of the 'past' and 'history'. Elicitation: blind sorting activity (old vs new toys). Input: BBC Victorian Era edu-video Activity: Chn to have brought in a game/toy from home. Show and tell with these. Carousel of old and new style toys.</p>	<p>Elicitation/end of unit mind-map (floorbook).</p> <p>Formative assessment of children's discussions, arguments and practical</p>

YR- To explore past and present life and understand changes over time	Vote for favourite and argue why. Discussion about why and how toys have changed and developed over time.	engagement (post-its in floorbook). Formative/summative assessment of children's understanding via EvidenceMe recording.
Y1- To explore a significant historical place in my locality YR- To explore the world around me. X1 whole day.	Discuss and look at castles in different localities and during different time periods. Look at old pictures/drawings of Launceston castle (in use). Launceston Castle and library visit (school trip STC/TBC). Alternative= virtual tour, historic video and castle/den building. End task= small piece of writing/recording.	Elicitation/end of unit mind-map (floorbook). Formative assessment- photos and observations on EvidenceMe. Summative assessment of understanding through writing/recording.