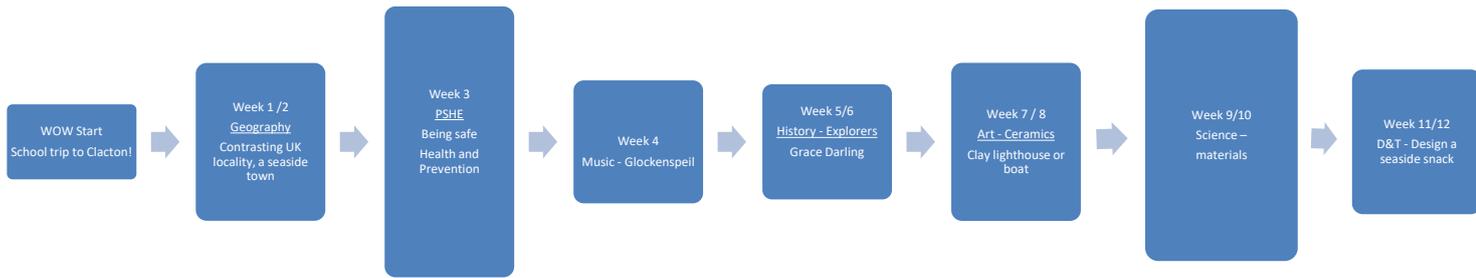


## Year 1 / 2 Geography / History based unit 'At the Seaside'.



### Science skills

<u>Working scientifically</u>	<u>Knowledge and understanding</u>
<ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely using simple equipment</li> <li>- performing simple tests</li> <li>- identify and classifying</li> <li>- use observations and ideas to suggest answers to questions</li> <li>- Gathering and recording data to help in answering questions</li> </ul> <p style="color: purple;">Previous Knowledge: Animals including humans -Year 2 (and labelling body parts - Year 1) Materials - Year 2</p>	<ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>

### History skills

<u>Ongoing history skills</u>	<u>Specific skills for this unit</u>
<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Know where events fit within a chronological framework - label timelines with words or phrases such as past, present, older, newer. Use dates where appropriate.</li> <li>• Use different sources of evidence (pictures, stories, <b>online sources and databases</b>) to find out about the past.</li> <li>• Identify some of the different ways the past has been represented. (art, diaries, film etc).</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Identify similarities and differences between ways of life in different periods</li> <li>• events beyond living memory that are significant nationally or globally (what does this mean for us now?)</li> <li>• Learn about the lives of significant people in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	
<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Who Grace Darling is.</li> <li>• What was significant about her?</li> </ul> <p style="color: purple;">Previous Knowledge: Significant events from History (GFOL, Gunpowder plot, moon landings) Changes in living memory and over time (Toys) Local History (street detectives)</p>	<p style="text-align: center;">Key Words</p> <p>Grace Darling, lighthouse, rescue, years, decades and centuries</p>

<p><b>Music skills (Glockenspiel)</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Key vocab</b> - pitch (high and low), dynamics (volume), tempo (speed), instrument, glockenspiel, tuned, untuned, performance, solo, ensemble</p> <p><i>Previous Knowledge: Glockenspiel - London's burning</i></p>	<p><b>D&amp;T skills</b></p> <p><b>Design</b> Purposeful, functional, appealing products based on a design criteria. Generate, develop, model and communicate ideas through talking drawing, templates, ICT (where appropriate).</p> <p><b>Make</b> - Select from and use a wide range of ingredients.</p> <p><b>Evaluate</b> - Explore and evaluate a range of existing products and evaluate their ideas and products against design criteria.</p> <p><i>Previous Knowledge: - Healthy and varied diet/prepare dishes and understand where food comes from (Fit kids)</i></p>
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**Geography skills**

<p><b>Skills</b></p>	
<ul style="list-style-type: none"> <li>• Name and locate using world maps the world's countries, continents, oceans and capital cities.</li> <li>• Name and locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns in the UK and the location of a hot area (equator, North and South poles)</li> <li>• Use simple compass directions and locational language (near, far)</li> <li>• Use aerial photographs to recognise landmarks and features; devise a simple map and construct basic symbols with a key.</li> </ul> <p><i>Previous Knowledge: Locational knowledge of UK &amp; capital cities) Maps and continents and ocean (Polar explorers)</i></p>	<p><b>Key words</b> Beach, Cliff, Coast, Forest, Hill, Mountain, Sea, Ocean, River, City, Town, Village, Weather, Farm, Office, Port, Harbour, Shop</p>

<p><b>Art skills</b></p> <p><b>Ceramics: Explore a famous artist:</b> Their work and differences and similarities between practises and disciplines.</p> <p>Develop ideas to create a final piece.</p> <p>Make links between famous artist and own work.</p> <p>Texture, colour, shape, pattern, form and space (proportion).</p> <p><i>Previous Knowledge: Sculpture (papier mache) (Polar explorers) Painting (Street detectives) Drawing (fit kids)</i></p>	<p><b>PSHE</b></p> <p><b>Being safe</b> What is meant by privacy, their right to keep things private and respecting privacy. To recognise that they share responsibility for keeping themselves and others safe. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p><b>Health and prevention</b> What constitutes and how to maintain a healthy lifestyle, e.g. physical activity, rest, healthy eating and dental health.</p>
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How to maintain personal hygiene.  
How some diseases are spread and how to prevent them.

Previous Knowledge:  
Health and Prevention (Fit kids)  
Being safe (Fit kids)