



Year 1 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	Dinosaur Planet			Polar Bears and Icecaps		
British Key Question	Did the dinosaurs live in Great Britain?			What is the weather like in the Arctic?		
Enhancements	Finding and dinosaur egg or fossils			Can you build a shelter out of ice?		
Books	Harry and the Dinosaurs, The Dinosaur who Lost his Roar, Dinosaurs Love Underpants. Non-fiction books about Dinosaurs.			Non fiction books about life, animals and the people who live and explore the Arctic		
Addressing Stereotypes	Mary Anning – female palaeontologist and fossil hunter			Ann Bancroft – female explorers.		
British Values	Democracy - Big and small – is bigger better? Rule of Law – Is it kind to keep animals in tanks/cages etc? Individual Liberty – Which dinosaur is your favourite? Mutual Respect and Tolerance – children to understand and respect the differing opinions of others.			Democracy – Would you rather live in a hot and cold country? Rule of Law – Do you have to come to school when it snows? Individual Liberty – Which is your favourite Arctic animal? Mutual Respect and Tolerance - children to understand and respect the differing opinions of others.		
Geography (All NC subject content covered)	Pupils should begin to develop knowledge about the world, the United Kingdom and their locality. They should begin to understand basic subject specific vocabulary relating to human and physical geography. They should begin to use geographical skills, including first hand observations, to enhance and develop their locational awareness.			Pupils should begin to develop knowledge about the world, the United Kingdom and their locality. They should begin to understand basic subject specific vocabulary relating to human and physical geography. They should begin to use geographical skills, including first hand observations, to enhance and develop their locational awareness.		
Key Geographical Skills to be Taught	LK – GY1K1.7	H&P – GYS3.1	GS - GYS3.4, GYS3.5, GYS3.6	LK – GY1k1.1, GY1k1.2, GY1k1.4, GY1k1.5		
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	Teacher led investigation- Is our forest school area big enough for a dinosaur? Where does the Dodo live? The Dodo lived on an island called Mauritius in the Indian Ocean. The Dodo was a large bird with blue-grey feathers. The Dodo has a big head, a black beak, short yellow legs and curly white feathers on its tail. The Dodo loved happily on the island and there were no other animals to prey on it. Sailors came to the island and killed the Dodo so that they could eat its meat. The sailors brought other animals with them. The rats ate the Dodo's eggs and the sailors destroyed the Dodo's home. The number of Dodo's decreased and one day the last Dodo was killed – this meant that the Dodo bird was extinct. Where can I find other animals that are at risk of extinction? On a world map or globe look at other countries and continents where other animals are at risk of extinction. Learn about the White rhino (Africa) Great Panda (Asia), Bald eagle (N America), Polar Bears in the Artic. Children will be able to talk about where in the world animals are at risk from extinction.			Would you like to live in an Igloo? The typical materials for making homes are hard to find in the frozen tundra of the Artic. The Inuits have learned to make warm homes out of snow and ice. During the summer, they use animal skins stretched over a frame made from driftwood or whalebones. The Inuit name for home is Igloo. Would you like to wear their clothes? The Inuit people need thick warm clothes to survive the cold weather. They use animal skins to keep warm – would you wear an animal skin? Links to the first topic on extinction. They make shirts and trousers, boots, hats and big jackets from Caribou and seal skin. They line their clothes with furs frm animals like polar bears, rabbits and foxes. Would you eat the same food as an Inuit? Mostly they eat meat, fish or berries. It is difficult to grow anything because of the harsh conditions – daily life of an Inuit child.		

	There are two types of white rhinoceros found in Africa – rhinos are at risk because hunters want their horns. There are only two females left in the world. Great Pandas live in the bamboo forests in China – they are at risk because			Do they keep the same pets as us in the Arctic?	
Year 1 Spring Term					
	Spring 1st Half			Spring 2nd Half	
Theme	Paws, Claws and Whiskers			Where is Cornwall?	
British Key Question	How can we save endangered animals in Britain?			Why do people enjoy visiting Cornwall?	
Enhancements	Animal experiences/ education visits to a animal sanctuary.			Visit the Lost Church and locate the Cornish cross in the sand dunes. Walk around Perranporth – discussing the features within their immediate locality.	
Books	The Tiger who Came to Tea. Dear Zoo, The Ugly Five. How the Leopard got its Spots. Jolly Tall.			The Adventure of Soggy the Bear, The Mermaid of Zennor, The Mousehole Cat.	
Addressing Stereotypes	Female vets and zoo keepers.			Is Perranporth a multicultural town or is everybody Cornish?	
British Values	Democracy – Vote to support an endangered animal (fundraiser?) Rule of Law – Laws about keeping pets in the UK. Individual Liberty – Children to talk about their favourite animal.			Democracy – Can everyone use the beach? Rule of Law – Should we allow visitors to come to Cornwall? Individual Liberty – Would you like to live on the coast or in the countryside?	
	Content Specific: Mutual Respect and Tolerance – Children to understand and value the differing opinions of others.			Content Specific: Mutual Respect and Tolerance - Children to understand and value the differing opinions of others.	
	Subject Specific: ➤ Equator ➤ Ocean			Subject Specific: ➤ Snow	
	➤ Dodo ➤ Mauritius ➤ Island Pupils should begin to develop knowledge about the world, the United Kingdom and their locality. They should begin to understand basic subject specific vocabulary relating to human and physical geography. They should begin to use geographical skills, including first hand observations, to enhance and develop their locational awareness.			➤ Igloo ➤ Inuit ➤ Harsh Pupils should begin to develop knowledge about the world, the United Kingdom and their locality. They should begin to understand basic subject specific vocabulary relating to human and physical geography. They should begin to use geographical skills, including first hand observations, to enhance and develop their locational awareness.	
Geography (All NC subject content covered)	➤ Forest			➤ Map ➤ Earth ➤ Continent ➤ North Pole ➤ South Pole ➤ World ➤ Globe ➤ Environment	
Key Geographical Skills to be Taught	LK – GY1K2.1	H&P -	GS – GY1S3.2	LK – GY1K1.1 GY1K1.3, GY1K1.4, GY1K1.5, GY1K1.6, GY1K1.7	GS- GY1S3.2, GY1S3.3, GY1S3.4, GY1S3.5, GY1S3.6
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	Dinosaur hunts – looking for clues around our local environment What features would you include to design a wildlife park or tourist attraction? Look at a range of aerial photographs and maps and talk about the features found on these e.g. toilets, eateries, etc. Design a map using simple symbols and a key to show significant areas within an animal park/tourist attraction. Do big cats live in Perranporth? Use atlases and globes to locate places where big cats are found. Are these places close to Perranporth? Explore the characteristics of an area where			Snow play or fake snow provision Do you live in Perranporth? Children find Perranporth on a map and talk about their journey to school. Can they draw a map of their route to school? Do they go past any significant features e.g. beach, clock tower, fire station etc. Compare the routes that the different children take. Why would you visit Perranporth? Discuss all the reasons people want to visit Perranporth – take the children on a walk identifying these reasons out in the environment. Use tally to	

	<p>big cats are found, looking at the climate and vegetation. Explore how these help or hinder the survival of the big cats. Find the location on a map and write a sentence about the characteristics of its habitat.</p> <p>Amur leopards live in Russia and China. They have thick coats to keep them warm in the cold weather.</p> <p>Asiatic cheetahs live in Iran and Pakistan. Jaguars live in Mexico. Tigers live in Asia. Lions live in Africa. Black leopards live in China and India.</p>	<p>record places of interest to the children e.g. ice cream shops, restaurants, child friendly things to do e.g. boats, park, pitch and put.</p> <p>Is Perranporth busy?</p> <p>Discuss times of the year when Perranporth is busiest. Why is that?</p> <p>Complete a short survey of how much traffic goes past the school grounds at different times of the week/day – share results as a class – what does it tell us?</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> ➤ Cat ➤ Symbol ➤ Map ➤ Features ➤ Continent ➤ Country ➤ Habitat ➤ Climate 	<ul style="list-style-type: none"> ➤ Coast ➤ Beach ➤ Town ➤ Village ➤ Capital city ➤ Dune ➤ County ➤ Country ➤ Cornwall ➤ Perranporth ➤ Local ➤ Birds eye view ➤ Cliff ➤ Hill
<p>Outdoor Learning</p>	<p>Designing shelters for animals. Paw prints around the school site.</p>	<p>A tour of Perranporth. Tally the ice cream shops. Count traffic past the school gate.</p>

Year 1 Summer Term

	Summer 1 st Half			Summer 2 nd Half		
Theme	Bright Lights, Big City			Rio de Vida		
British Key Question	How can the British community work together to prevent disasters?			Where do British people go on holiday?		
Enhancements	Visit from firefighters			Samba band visit		
Books	Toby and the Great Fire of London. Three go to London. The Queen's Knickers. The Royal Nappy, This is London			Non-fiction books about Brazil		
Addressing Stereotypes	Role of woman in today's firefighting community.			Can women play football?		
British Values	Democracy – Can you start a fire wherever you like? Rule of Law – Are you allowed to burn anything? Individual Liberty –How do you like to keep warm? Mutual Respect and Tolerance – Children to understand and value the differing opinions of others.			Democracy – Do you enjoys carnivals and festivals? Rule of Law –Are you allowed to travel to any country? Individual Liberty – Would you like to be in a carnival? Mutual Respect and Tolerance – Children to understand and value the differing opinions of others.		
Geography (All NC subject content covered)	Pupils should begin to develop knowledge about the world, the United Kingdom and their locality. They should begin to understand basic subject specific vocabulary relating to human and physical geography. They should begin to use geographical skills, including first hand observations, to enhance and develop their locational awareness.			Pupils should begin to develop knowledge about the world, the United Kingdom and their locality. They should begin to understand basic subject specific vocabulary relating to human and physical geography. They should begin to use geographical skills, including first hand observations, to enhance and develop their locational awareness.		
Key Geographical Skills to be Taught	LK –G-Y1K1.3, G-Y1K1.4	H&P -	GS – G-Y1S3.1	LK – G-Y1K1.1, GY1K2.1, G-Y1K1.2 G-Y1K1.4	H&P -	GS -
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	England, Ireland, Scotland, Wales – where do we live? Identify the countries that make up the UK – find and locate each Country on the map. Locate the capital city in England and for each of the other countries. Know the corresponding flag for each country within the UK and the Union Jack. Would you like to go to London? Look at an aerial view of London. Locate and name some key features within the city. Find Pudding Lane on a map of London – how far is it from several key London landmarks? Use prepositional language to talk about where these landmarks are in relation to the bakery (Monument) on Pudding Lane. Move a toy fire engine around a map, starting at The			Is Rio like Perranporth? Brazil is the largest country in S America. Use Google Earth, atlases and globes to locate Brazil on a map. Identify key physical and human features in Brazil. What would it be like to live there? Use their knowledge of Perranporth in the previous unit to talk about some of the key similarities and differences e.g. Aqua parks, climate, sports' stadiums etc. Is Brasilia like London? Look at transport – how can you travel to the Carnival? Are there similarities with our own transport networks e.g. trams, the Metro. Brasilia also has a large wildlife park. Brasilia was built 60 years ago. It is a very modern City – do the children think it is like London? Some of the people		

	<p>Monument – describe the movements using simple compass directions. As well as locational and directional language.</p> <p>What does London look like?</p> <p>Using a variety of maps and photographs , look at and identify significant human and physical geographical features in the city. Learn the name of the river that runs through London and how it played a significant part in helping to control the fire. Compare a simple aerial photograph of London and Perranporth. Talk about the similarities and differences between London and Perranporth.</p>	<p>live in apartment blocks and villas – are the houses like our homes in Perranporth? Football is very important in Brazil – there is a large football stadium (compare to Perranporth football pitch).</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> ➤ Flag ➤ London ➤ The Monument ➤ City ➤ Ireland ➤ England ➤ Scotland ➤ Wales ➤ Country ➤ Map ➤ Continent ➤ Position ➤ River 	<ul style="list-style-type: none"> ➤ Brazil ➤ Brasília ➤ Country ➤ Modern ➤ Hemisphere ➤ Settlement ➤ South America ➤
<p>Outdoor Learning</p>	<p>Recreating the Great Fire of London</p>	<p>Forest School wands</p>