

INTENT

The children will develop their geographical and historical enquiry skills within this topic as they learn about their local area. As geographers, the children will look at maps, their features and use these to identify the features of our local surroundings, as well as our school grounds. To deepen their understanding, the children will walk around our local area looking at houses, and describing their location. This will support their learning about buildings and strengthening structures, and the children will endeavour to make a house for the 3 Little Pigs. As historians, they will need to be reflective in their approach, asking appropriate questions and using different sources of information to identify how the local environment and school grounds have changed over time, and attempt to give reasons for these changes. The children will examine current life in Corfe Mullen and formulate a plan to pitch to the local council to enrich life for a select demographic.

Independence



GEOGRAPHY

DT

HISTORY

ENGLISH

HOOK

Children to look at pictures of different houses from around the world- what is the same? What is different? Children to discuss what a town is and what you might find in a town. Look at Corfe Mullen as an example. Children then to build different houses and/or buildings using construction materials (e.g. Lego, Polydron, Bricks, etc.) Children to discuss the different parts of a house and the materials they are made from- why is this? Children to then be challenged to make a house that is weatherproof. Children to work in groups (appoint team leader, time manager, resource manager, etc.) to support. Then test using watering can (for rain) and hairdryer (for wind)

ESSENTIAL QUESTION/CHALLENGE

Can you formulate a plan to enrich life in Corfe Mullen?

What materials make a good house? (DT. Would also link to Science being a driving subject.)

How has Corfe Mullen changed over time? (History/Geography Focus)

OUTCOME

Children to come up with a way to improve life in Corfe Mullen. Children to create map of where it would go, create building out of materials and then pitch ideas



Year 1

**Location, Location,
Location**

Spring 2

EXPERT INPUT

- Members of Town Council
- Parents who are builders to support with construction of buildings

LEARNING THROUGH ROLE PLAY

- Three little pigs role-play construction site set up and used during circle of skills sessions.
- Use roleplay to act out the story 'The Three Little Pigs'

<p><u>Learning in action: developing an inquiry mind-set:</u></p> <p><u>1. Knowledge</u> What is Corfe Mullen? Can you locate Corfe Mullen on a map? Our school? Your house? What different things have we got in Corfe Mullen? What is a map? What is a key? How can we describe where things are? What makes up a house? Rooms? Materials?</p> <p><u>2. Comprehension</u> Why are houses important? Why do we need maps? How do keys help us read maps? Why has Corfe Mullen or our school changed over time? What makes houses stay upright?</p> <p><u>3. Application</u> Is it better to live in a town or in the countryside? Why is Corfe Mullen a good place to live and go to school? What would make it better to live here?</p> <p><u>4. Analysis</u> Can you compare and contrast Corfe Mullen and Cape Town? How has Corfe Mullen changed over time?</p> <p><u>5. Synthesize</u> Organise your ideas for and against Corfe Mullen What is missing in Corfe Mullen? Write pitch</p> <p><u>6. Evaluation</u> How could we make Corfe Mullen a better place to live? Who will this impact? What are the positives? What could the possible negatives be? Can you formulate a plan to enrich life in Corfe Mullen?</p>	<p><u>As geographers, we will:</u></p> <ul style="list-style-type: none"> • Discuss what we already know about Corfe Mullen and the different things people come to Corfe Mullen for (e.g. to live, shop, etc.) • Look at pictures and maps of Corfe Mullen in the past and now and identify similarities and differences • Learn about human and physical geography and use maps to identify different examples of these within our local area • Use basic geographical terminology to label pictures of Corfe Mullen (e.g. farm, house, office, shop) • Go on a walk around our local area and identify the different parts and services that make up our local area • Use maps to describe where different things are in our local area, using locational language and compass directions • Look at the features of maps (e.g. keys) and create our own maps of Corfe Mullen and our own fantasy towns using keys • Discover the geography of our school by going on an explore around our school environment, using maps to locate ourselves and identify the human and physical geography • Discuss how we would improve our local area and come up with a plan to enrich living in the area, including a map of where our plan would be located <p><u>As design and makers, we will:</u></p> <ul style="list-style-type: none"> • Look at homes around the world and in our local area by going on a walk and discuss the different parts all houses have • Discuss the materials that houses are made from and give reasons for these • Discuss and test how structures can be made stronger, stiffer and more stable • Create a new house for the 3 Little Pigs that the wolf could not blow down and test, following the PDR process • Design and create a new building, using woodwork skills, that would enrich life in Corfe Mullen, following the PDR process <p><u>As historians, we will:</u></p> <ul style="list-style-type: none"> • Look at pictures and maps of Corfe Mullen in the past and now and identify similarities and differences • Identity how these changes have enhanced life in Corfe Mullen • Identify significant historical places that we have in our local area and research why these are important and what they tell us about life in the past 	<p><u>Curriculum Objectives</u></p> <p><u>Geography</u> Place Knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key human features, including city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • use locational and directional language to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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 <p><u>DT</u> Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p><u>History</u></p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • significant historical events, people and places in their own locality
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How we evaluate?

*Thinking Hats will be used to reflect upon our overall outcomes at the end of the learning experience, ideas will be captured in their topic journals



*Peer and self-assessment will be used throughout the design process

*Concept mapping will provide formative assessment opportunities as the topic progresses and allow children to learn how to organise their gained knowledge and understanding

What Stuck with you?



- Children can explain what human and physical geography is and give examples of this in Corfe Mullen and within their school grounds
- Children can name different parts of Corfe Mullen using basic geographical vocabulary
- Children can name the parts of a map and use a key accurately to locate different things on the map
- Children can use locational vocabulary and the compass to describe where things are in relation to each other

- Children can identify the different parts of a house and suitable materials to make these parts out of (e.g. the roof needs to be made out of something waterproof like plastic)
- Children are able to give ways in which to strengthen structures, to make them more stable and stiffer
- Children can use pictures and maps to discuss how our school grounds and local area has changed over time

Deeper Thinking

- Children will be able to discuss the importance of using maps for different reasons, giving ways in which they help
- Children can identify how we could improve life in Corfe Mullen and come up with a realistic plan to achieve this
- Children demonstrate a deeper understanding of why the local environment has changed throughout time and give examples of what might change in the future, again with reasoning
- Children will be able to explain why certain materials are suitable for making houses out of and make connections between this and the properties of these materials and their strength, stiffness and stability

Wider and Discrete Learning Opportunities:

Art: to use drawing 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; learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work- *look at the work of Michelangelo on the Sistine Chapel and experiment with drawing whilst laying down, Paul Klee buildings artwork*

Science- distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties- *discuss properties of materials when making buildings*

PSHE- Healthy and unhealthy choices and how these choices make us feel. We talk about hygiene, keeping ourselves clean and that germs can make us unwell. We learn about road safety as well as people who can help us to stay safe