

This Half Term we are going to be learning about Our Local Area Please find below what your child will be learning about this half term. We will be going out on a local walk and having local visitors in to share their knowledge of the village and its history

Intent: For pupils to understand what is unique about Haskayne, its History and how village life compares to life in a city. For pupils to use fieldwork skills and map skills to support their understanding of their local area. For pupils to understand how land is used in rural areas and how it has changed over time. For pupils to know how be a positive member of the local community and give a positive contribution to Haskayne community.

EYFS	KS1	LKS2	UKS2
<p><b>Understanding the world</b></p> <p>To know the similarities between things in the past &amp; now</p> <p>To talk about the lives of the people around them</p> <p>To be able to draw information from a simple map</p> <p>To describe their immediate environment using knowledge from observation and discussions</p> <p>Explore the natural world around them</p> <p>Describe what they can see, hear and feel whilst outside.</p>	<p><b>Geography</b></p> <p>To be able to ask geographical questions</p> <p>To know the countries of the UK</p> <p>To know simple compass directions</p> <p>To use simple maps of the local area</p> <p>To use aerial photographs to identify local landmarks and human and physical features</p> <p>To use simple fieldwork and observational skills to study their local area</p> <p>To use locational and directional language</p> <p>To make simple maps</p> <p>To understand how places are linked to each other</p> <p>To use basic geographical vocabulary</p> <p>To know about present changes that are happening in the local environment</p>	<p><b>Geography</b></p> <p>To learn and apply fieldwork skills</p> <p>To make maps and plans using symbols and keys</p> <p>To make more detailed sketches of the local area</p> <p>To know how the locality is set within wider geographical contexts</p> <p>To identify UK countries and key topographical features of the four countries. (hills, mountains, coasts and rivers)</p> <p>To use ordnance survey maps and four grid references.</p> <p>To understand the effect of the landscape features on the development of a locality.</p>	<p><b>Geography</b></p> <p>To use field work to observe, measure, record and present human and physical features in a local area using a range of methods including sketch maps, plans and digital technologies.</p> <p>To know the location of capital cities of countries of the British Isles and UK. To talk about population of the countries in the British Isles.</p> <p>To understand of land is used and know how this may have changed over time</p> <p>To look at 8 points of a compass and use six figure grid references</p> <p>To understand how humans affect land use over time</p>

	<p><b>History</b></p> <p>To identify similarities and differences between ways of life in different periods</p> <p>To show an understanding of some of the ways we find out about the past.</p> <p>To describe changes and events within living memory</p> <p>To describe significant historical events, people and places in their own locality</p> <p>To speak about what they have found out about the past.</p> <p>To record what they have learned in drawing and writing</p>	<p><b>History</b></p> <p>To use an increasing range of phrases that refer to the passing of time.</p> <p>To place some historical periods in a chronological framework.</p> <p>To use a variety of resources to find out about aspects of life in the past.</p> <p>To learn about significant turning points in British history</p> <p>To ask questions to gain more understanding of the local community and how it has changed</p>	<p><b>History</b></p> <p>To understand of land is used and know how this may have changed over time</p> <p>To learn about significant turning points in British history and the impact it had on the community.</p> <p>To make confident use of a variety of sources for independent research.</p> <p>To generate questions from research about how the local community has changed</p>
<p><b>EAD</b></p> <p>To create collaboratively, sharing ideas, resources and skills.</p> <p>To safely use a variety of tools and techniques</p>	<p><b>Art</b></p> <p>To experiment with basic tools on rigid and flexible materials</p> <p>To be able to make textured collages</p> <p>To use a variety of techniques including fabric printing</p> <p>To develop techniques to join fabrics and apply decorations, such as a running stitch</p>	<p><b>Art</b></p> <p>To compare and recreate form of natural and man-made objects.</p> <p>To create representations of familiar places using correct proportions.</p> <p>To use design patterns and use printing skills to create representations of the local area</p>	<p><b>Art</b></p> <p>To compare and recreate form of natural and man-made objects.</p> <p>To create representations of familiar places using correct proportions.</p> <p>To use design patterns and use a variety printing skills to create representations of the local area</p>
<p><b>RE links</b></p> <p>To know why certain places are special to some people.</p> <p>To about jobs of different people</p> <p>To make an altar frontal for the local church</p>	<p><b>RE links</b></p> <p>Easter time, why it is important time for Christians and to know how it is celebrated</p> <p>Springtime in Haskayne</p> <p>To make an altar frontal for the local church</p> <p>To visit the local church</p>	<p><b>RE links</b></p> <p>To visit the local church and to experience what it is like inside a church. To know the name of familiar parts of the church</p> <p>Easter – To know why it is important to Christians</p>	<p><b>RE links</b></p> <p>To visit the local church and to experience what it is like inside a church. To know the name of familiar parts of the church and their uses and it reflects the Christian belief</p>

		To explore Easter as a story of betrayal and trust	To understand the significance of the Eucharist
<p><b>PSHE links</b></p> <p>To consider the feelings of others</p> <p>To see themselves as a valuable individuals</p> <p>To show resilience in the face of challenge</p> <p>To be confident to try new activities</p> <p>To build constructive and respectful relationships</p>	<p><b>PSHE links</b></p> <p>To see themselves as a valuable member of the Haskayne community and understand what is meant by giving a positive contribution.</p> <p>To recognise that all people should be included and made to feel welcome.</p> <p>To recognise that people can belong to many different groups</p> <p>To describe what it means to be unique</p> <p>To identify ways in which they are the same and different to others</p>	<p><b>PSHE links</b></p> <p>To identify examples of different types of communities</p> <p>To describe what is it like to live in and belong to a community</p> <p>To explain why we should help and support our local community</p>	<p><b>PSHE links</b></p> <p>To describe how we can live sustainably.</p> <p>To explain the importance of protecting the planet.</p> <p>To reflect on how everyday actions can either support or damage the environment</p>