

MTP – History/Geography – Autumn 2



Topic	Where do we live and how has it changed? (History Y1 Naughty Bus)				
N.C Learning Objectives	<p>History:</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Geography:</p> <ul style="list-style-type: none"> 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. 				
Vocabulary	<p>Urban A busy location which has lots of houses and usually shops and offices.</p>	<p>Rural It is a location in the country. It is not usually as busy as an urban place.</p>	<p>Map symbols A small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs.</p>	<p>Landmarks An object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</p>	<p>Address Locates exactly where someone lives by having the house or flat number, street, town or city name and postcode.</p>
	LEARNING OBJECTIVE	STICKY KNOWLEDGE FACT	CORE LEARNING		
Lesson 1	We are learning to explore our school and identify key features and landmarks.	Bird's-eye-view maps are drawings that portray cities and towns as if viewed from above.	<ul style="list-style-type: none"> Using a bird's eye view map of the school building and grounds, children to locate key places e.g. classrooms, playground, HT office, hall, forest school area, etc. Explore the map. Discuss directions. 		
Lesson 2	We are learning to explore our local area and identify key features and landmarks.	Every street in our country has a name and a postcode. The name is usually on a wall or a sign at the beginning of the street.	<ul style="list-style-type: none"> Children to walk a pre-planned route of the local area On the walk, identify landmarks and basic human and physical features in the local area Talk about street names, postcodes and explain how they are used for a small area Talk about directions 		

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Lesson 3	We are learning to identify key features and landmarks in our local area, using a map.	Maps present information about the world in a simple, visual way. They teach about the world by showing sizes and shapes of countries, locations of features, and distances between places.	<ul style="list-style-type: none"> • Use Goole Earth to introduce lesson • Teach the children the purpose of a map and how to use it, focus on the local area • Identify the school on the map and other key features • Children to identify key features through identifying ‘memory markers’. • Can children identify their street/house?
Lesson 4	We are learning to create a simple map adding features and a key.	A key is a visual explanation of the symbols used on a map.	<ul style="list-style-type: none"> • Explore how a key is used on a map to show the key features. • Create a simple map of the local area, add landmarks and basic human and physical features; and construct basic symbols for a key
Lesson 5	We are learning to develop our awareness of the past.	Maps change overtime because landscapes are never constant. They change over time, seasonally as well as over longer periods.	<ul style="list-style-type: none"> • How has the land changed over time? Children to look at old maps and compare them to new maps. • Discuss if the school, the park, the roads have always been there.
Lesson 6	We are learning about changes within living memory.		<ul style="list-style-type: none"> • Children to use old and current maps and focus on the roads/railways (transport) • How did the roads look and how have they changed overtime? How has transport changed to accommodate this? • Discuss any future changes to the local area e.g. tram lines within SOT. How will this impact on life in the future?