

## **Year 1 Fieldwork Enquiry Unit**

### **What is the weather like and how do we record it?**

In this unit children will gain an understanding of different weather and their symbols. They will record the weather daily and notice how it changes throughout the day and week and how people adapt to different weather. They will use equipment to record temperature and look at how the weather affects us.

#### **Map Skills**

- Use the vocabulary of North and South
- Use a simple picture map/atlas to locate some places.

#### **Fieldwork**

- Investigate their surroundings.
- Draw simple features that they have observed.
- To identify daily weather patterns in the context of the weather of the UK.
- To understand seasonal weather patterns in the context of the weather of The UK.
- To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather
- To understand how weather affects people (clothing, human features)

## **Year 1 Fieldwork Enquiry Unit**

### **How do we travel in our local area?**

In this unit children will investigate how we can travel in our local area. They will plot a route on a map from school to North Shields and then follow this route using the various forms of transport – bus, metro and ferry.

#### **Map Skills**

- Follow simple directions (up/down, left/right, forwards/backwards near/far)
- Use the vocabulary of North and South
- Have experience of using maps and plan views of locations.
- Attempt to make own maps of real or imaginary places.
- Use a simple picture map/atlas to locate some places.
- Use plan perspective to recognise basic human and physical features.
- Use aerial photographs to recognise landmarks and basic human and physical features.

#### **Fieldwork**

- Investigate their surroundings and express what they like/dislike about the area.
- Make observations about where things are (around school and in local area)
- Draw simple features that they have observed.
- Use a camera to record and label what they have seen (colours, objects, textures etc.)
- With support, gather evidence about a place and record it in a pictogram.

## **Year 1 Social Responsibility Unit**

### **How appealing is our local area? Why is nature special?**

In this unit children will build on their knowledge of the local area and discuss how appealing it is to residents and visitors. They will discuss why nature is special and the impact nature can have on their lives.

#### **Environment**

- Understand that humans can have a negative impact on the environment – litter
- With support, give simple examples of how the local environment has been affected by human activity.
- To explore how nature makes us feel.
- To understand what nature gives us.
- To understand how littering harms animals and nature.

**Year 1 Social Responsibility Unit**  
**Where does our food come from (farm to fork)**

In this unit children will investigate where their food comes from and the journey it takes from the farm to their forks.

**Environment**

- To explore where our food comes from.
- To describe what happens on the farm during each season.
- To explore how our food travels.
- Understand that humans can have a negative impact on the environment.
- With support suggest what we can do to protect environment – planting our vegetables/buying locally.