



My School – Term 1

Southville Primary School

Year 1

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Our school grounds!	cooking workshop with parent helper		Showing what is growing in our school on a map of the school grounds
Diversity, Equity and Inclusion		Linked Learning	
Fairness/ rules		Maths - Position/ direction - BeeBots and mapping ICT - Purple Mash 2Go	
Driver 1: Geography Key Question: How do I find my way around?		Driver 2: Science Key Question: What is growing in my school?	
Driver 1 Objectives Geographical skills and fieldwork <ul style="list-style-type: none"> use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], 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; 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 		Driver 2 Objectives Plants: <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. 	
Driver 1 Disciplinary Knowledge and Skills The use of knowledge and how children become a little more ‘expert’ as a geographer. <ul style="list-style-type: none"> Asks geographical questions: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? Builds knowledge of a places, people, environments and processes and makes connections between them Considers the impact of human and geography on the environment, including the climate sustainability Compares the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? Collects and analyses data Looks at and interprets a range of sources: maps, diagrams, globes, aerial photographs Communicates geographical information: creating maps, graphs, presenting, writing 		Driver 2 Disciplinary Knowledge and Skills This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes: <ul style="list-style-type: none"> Planning: Asking questions, fair testing, setting up simple tests Doing: Using different equipment safely, making systematic and careful observations Recording: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables) Concluding: Suggesting answers, reporting, presenting (in oral and written forms) Evaluating: Seeking patterns, making predictions for the future 	

<p>Driver 1 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 1: Local area, Map, Observe, Directions: Near, far, left, right, forwards, backwards, above, below ● Tier 2: Distance, Route, Aerial view/plan view (bird's eye view), Side view ● Tier 3: Compass, Compass directions: North, South, East, West, Locational and directional language 	<p>Driver 2 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 1: plant, seed, stem, leaf, root, flower, petal, bulb, tree, trunk, branch, living, dead, healthy ● Tier 2: observe, identify, words and phrases for making comparisons (e.g., tall/taller/tallest, like, similar to, different from) ● Tier 3: names of common wild and garden plants, including deciduous and evergreen trees; words and phrases relating to living and non-living things (e.g., living, non-living, alive, not alive)
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<p>Driver 1 Sequence - How do I find my way around?</p> <ol style="list-style-type: none"> 1. WALT: find our way around the classroom, using directional vocabulary 2. WALT: find our way around the school building, using directional vocabulary 3. WALT: Find our way around the school playground, naming key geographical features 4. WALT: recognise plan view and side view 5. WALT: follow directions on a map (outside) 6. WALT: name compass points 7. WALT: read and mark position on a map 8. WALT: make a map 	<p>Driver 2 Sequence - What is growing in our school?</p> <ol style="list-style-type: none"> 1. WALT: name common plants and trees (what is growing on our school grounds?) 2. WALT: name common plants and trees (planting workshop) 3. WALT: ask questions about plants which we could investigate 4. WALT: make observations and name parts of a plant 5. WALT: make observations and discuss them 6. WALT: name common plants and make observations of them
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<p>Ongoing Continuous Provision</p> <ol style="list-style-type: none"> 1. Beebots: Encourage exploration and programming with ready-made or child-created routes. 2. Small World Play: Provide animals, people, and vehicles to explore maps (world, country, city, school) or create their own layouts. 3. Maps and Tools: Offer maps, atlases, architectural drawings, compasses, and iPads/disposable cameras for exploring, documenting, and planning. 4. Construction: Use building toys to create layouts or structures inspired by maps or real-world examples. 5. Creative Mapping: <ul style="list-style-type: none"> ○ Use flipchart paper to draw aerial plans or routes for Beebots and small world toys. ○ Create "messy maps" by copying aerial pictures using classroom materials like cups, blocks, or string. 6. Interactive Challenges: <ul style="list-style-type: none"> ○ Build mazes with Lego or plasticine, navigating them with small world figures or marbles. ○ Use straws to blow a chickpea through a maze or across a mapped route. 	<p>Ongoing Continuous Provision</p> <ol style="list-style-type: none"> 1. Seeds: Sorting trays for organising different types; measuring and comparing weight/length (e.g., investigating tree leaf sizes). 2. Observation: Magnifying glasses for close examination; tree and plant identification charts. 3. Creative Activities: <ul style="list-style-type: none"> ○ Bark and leaf rubbings with crayons. ○ Collages or crowns using seeds and leaves. ○ Observational drawings of plants and flowers. ○ Tissue paper flower models. ○ Flap-style "Growing Pictures." ○ Vegetable and leaf printing. 4. Games: <ul style="list-style-type: none"> ○ Flower and plant recognition bingo. ○ Flower pairs matching game.
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