

Thematic Planning for the Autumn Term

Coventry to Coast

Year 1

Additional Requirements Prior to the Unit:

- Plan/Book fieldwork visit to Coventry City Centre & Herbert Art Gallery Lady Godiva workshop – Week 2
- Plan/Book visit to the Seaside – Week 7

Week 1

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Begin to ask and answer geographical questions. • Identify the key features of a location in order to say whether it is a city, town or coastal area. • Use aerial photographs to locate basic human and physical features • Name and describe key human and physical features of Coventry and a coastal town.
Knowledge:	<ul style="list-style-type: none"> • Name the human and physical features which can be found in Coventry • Know the meaning of near and far.

Teacher guidance

Session outcome: Children will recap prior geographical knowledge about the local area. Chdn will be introduced to the vocab: City, town, coast / coastal area. Children will learn the meaning of human and physical features and sort images of Coventry. Children will generate geographical questions about images of Coventry.

Lesson exploration	<ul style="list-style-type: none"> • Vocab starter – City, Town, Coast - definition and photograph matching activity. Look at different aerial images of locations and decide whether they are a city, town or coast based on definitions. • Recap on prior learning about the local area – what can children recall from this topic? (children could explore by reading through their previous topic on the local area of the school in books, then take part in a class quiz?) • Give children envelopes in groups with images of Coventry. Children sort the images into human and physical. Children generate questions about the images and could record these questions in books. • What do we know about the City we live in? Children discuss. Introduce children to some information about Coventry. Answer some of their questions about the images as plenary / carpet time discussion. • Answer the question in books – Do you think Coventry is a town, city or coast? Explain how you know. • Explain we will be going to Coventry City Centre to find out more about the City we live in. Explain a simple key and introduce NSEW. On the carpet, explore a map of Coventry City Centre – can we spot the Herbert Art Gallery where we will be going? Coventry Cathedral?
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Week 2

Focus Subject(s):	Geography	History
Skills	Use simple fieldwork and observational skills to study the geography of Coventry Identify the key features of a location in order to say whether it is a city, town or coastal area.	
Knowledge:	<ul style="list-style-type: none"> Name the human and physical features which can be found in Coventry Know what a map is and why it is used. Know what a key is and why it is used on a map. Know the four compass points. Know who Lady Godiva and Peeping Tom were and that they lived in Coventry. Know what Lady Godiva did and the impact of this. 	

Teacher guidance

Session outcome: Child will go into Coventry City Centre to complete a fieldwork study for a morning / afternoon session.

Children will take part in the Lady Godiva session at the Herbert Art Gallery:

https://www.theherbert.org/_userfiles/pages/files/Learning/2019%20Sessions/AngloSaxons%202019.pdf

Lesson exploration	<ul style="list-style-type: none"> Prior to the trip, revisit the map from the previous lesson and give each pair a map between two. On the minibus, children can explore the map with their partner and identify locations they will be visiting using the key. Use the map to partake in field work around Coventry City Centre. Children will navigate using the map to find key locations – Coventry Cathedral, Godiva Statue, Herbert Art Gallery. Children will partake in learning session about Lady Godiva at the Herbert art gallery.
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Week 3 – Geographical work on the seaside / Coastal town – map work, human and physical features etc

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Begin to ask and answer geographical questions. • Identify the key features of a location in order to say whether it is a city, town or coastal area. • Use aerial photographs to locate basic human and physical features • Name and describe key human and physical features of a coastal town.
Knowledge:	<ul style="list-style-type: none"> • Know the meaning of near and far. • Name the human and physical features which can be found in a coastal town. • Use location language (e.g. near and far) to describe the location of a coastal town.

Teacher guidance

Session outcome: They will be able to locate ***** on a map. They will use aerial images to locate human and physical features. Children will know the key human and physical features of a coastal town.

Lesson exploration	<ul style="list-style-type: none"> • Recap children's learning on Coventry- quiz? • Display some images/ have objects related to the seaside (bucket and spade, sand, ice cream, stick of rock etc.)- what do these things make you think of? Where might we be exploring? - The Seaside. • Introduce ***** as a seaside town and locate ***** on a map. • Children to locate Coventry and ***** on a map and discuss their location using vocab such as near and far. • Could discuss other cities that the children now/ recognise on the map. • Look at aerial images of *****. Discuss the physical and human features that can be seen. • Create a list of physical and human features in of a coastal town- describing what they are in a sentence? • Compare the aerial images of ***** to aerial images of Coventry- what are the similarities and differences that they can see?- this will lead on to the next lesson. • <u>During English sessions</u>, children could write a recount of their trip, using geographical vocabulary to describe the features of Coventry and historical vocabulary to recount their learning about Lady Godiva.
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Week 4 -Compare similarities and differences Coventry and the seaside, advantages, disadvantages

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Describe the advantages and disadvantages of living in either Coventry or a coastal town. Be able to find similarities and differences of Coventry and Coastal town including human and physical features.
Knowledge:	<ul style="list-style-type: none"> Know what is similar and different between Coventry and a coastal town. Know advantages and disadvantages of living in a city compared to a coastal town.

Teacher guidance

Session outcome: Children will know the similarities and differences in human and physical features between ***** and Coventry. They will be able to explain an advantage and disadvantage of living in coastal town and living in Coventry.

Lesson exploration	<p>Big Question Lesson: How is Coventry similar and different to a coastal town?</p> <ul style="list-style-type: none"> Vocab starter- children to sort images, names and definitions of the physical and human features explored in the previous lesson. Recap on the aerial images of both ***** and Coventry. What is the same? What is different? Children to create their own similarities and differences list. Children to think about what they like about living in Coventry and what they don't like about living in Coventry (advantages and disadvantages) The children could use post-it notes one colour or what they like another for what they don't to create a class poster. Children to discuss why they think it would be good to live in*****. (advantages) Children to discuss why they think it would not be good to live in *****. (disadvantages) Children to write a letter to someone who lives in***** to explain the advantages and disadvantages of living in Coventry then explain what they think the advantages and disadvantages of living in ***** are.
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Week 5 – What was the seaside like in the past?

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Ask and answer questions about the past Use historical vocabulary correctly to describe the passing of time Using pictures, stories and oral sources to find out about changes in national life.
Knowledge:	<ul style="list-style-type: none"> Name the human and physical features which can be found in a coastal town. Know how a coastal town has changed over time

Teacher guidance

Session outcome: Children will research information about the seaside in the past. Children will sort images and objects into past and present.

Lesson exploration	<ul style="list-style-type: none"> Recap learning from last lesson. Show picture or video stimulus of seaside for those who have not been before. Discuss what the seaside is like. How is it different to Coventry? Show chn a picture of the seaside from the past (Victorian times? 60's?) and/or listen to https://www.youtube.com/watch?v=kcHyyuGjuk0 and allow them time to talk with their partner about what these tell us about the seaside in the past. In groups, children to explore more photos and/or artefacts of the seaside in the past to find clues about what it would have been like. Make a class list of ways the seaside has changed over the years. https://www.youtube.com/watch?v=exFmclMjKsw Watch Magic Grandad or similar video and add to list Children to write some simple sentences about changes in the seaside over the years, using picture prompts in their books if necessary, with focus on language to describe passage of time. E.g. In the past they wore smart clothes on the beach but now we wear swimsuits.
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	<ul style="list-style-type: none"> If time, chn to sort objects (or pictures) into past and present.
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Week 6 – Grace Darling

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Ask and answer questions about the past Order events in chronological order using timelines. Using pictures, stories and oral sources to find out about changes in national life.
Knowledge:	<ul style="list-style-type: none"> Know who Grace Darling is. Know what she did and the impact of this

Teacher guidance

Session outcome: Children will know who Grace Darling and will be able to put the events of her life on a simple timeline. They will be able to explain what she did and why it is important to us today.

Lesson exploration	<p>Big Question Lesson: Who is Grace Darling and what impact has she had on the world?</p> <ul style="list-style-type: none"> Display and image of Grace Darling. Children to work in partners to ask wondering questions e.g. Who is she? When was she alive? What did she do? When did she do it? Show children some clues to Grace Darlings life- lighthouse, coble (small boat), Queen Victoria, steam ship. Children to explore what the clues might tell them about who Grace Darling is. Reveal the image to be Grace Darling. Read the story of Grace Darling with the children stopping to explore the differences in Grace’s life compared to ours. Make the link between Grace Darling her awards from the RNLI. We remember her for her bravery. Children to order the events of Grace Darlings life on a simple timeline to help them remember the story of her life. Children to retell the story of Grace Darling.
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Week 7 – Trip to the seaside Map skills - compass directions, directional language etc

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Identify the key features of a location in order to say whether it is a city, town or coastal area. Use simple fieldwork and observational skills to study the geography a coastal town. Name and describe key human and physical features of a coastal town. Read a simple map and understand symbols in a key including the four compass points (N,S,E,W) Use location language (e.g. near and far) to describe the location of a coastal town.
Knowledge:	<ul style="list-style-type: none"> Name the human and physical features which can be found in a coastal town. Know what a map is and why it is used. Know what a key is and why it is used on a map. Know the four compass points.

Teacher guidance

Session outcome: Children will visit a coastal town. Possible locations: Weston Super Mare / Skegness. Children will explore the human and physical features, navigate using maps and enjoy some fun at the Seaside!

Lesson exploration	<ul style="list-style-type: none"> A day at the seaside! Explore and discuss human and physical features – shops, sand, shore, cliffs, fields, roads, traffic, pier. Navigate using the map to find the pier, shops etc. Take lots of photos to help with recounts. <p>Enjoy some fun at the seaside!</p>
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English Lesson Focus: Seaside trip recount

Teacher guidance

Session outcome: children to write a simple recount of their trip to the seaside

Lesson exploration	<p>Take lots of photos on trip to help with recall</p> <ul style="list-style-type: none"> Provide chn with photos of the trip they were on and ask them to order them chronologically in groups. Explain we are writing a recount and ask chn to help you make a list of what you would expect to see in one of these. 'box up' or story map a recount of the trip with the chn and allow them time to learn it. Use the first photo (decide how many photos to use based on your class' trip) and model writing a sentence about it. Complete the recount of the trip. Include a detail about how it is different to a day out where they live?
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Week 8 – Map skills - create a map of the seaside they visited

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Devise a simple map and use and construct basic symbols in a key including the four compass points (N,S,E,W)
Knowledge:	<ul style="list-style-type: none"> Know what a map is and why it is used. Know the 4 compass points Know what a key is and why it is used on a map.

Teacher guidance

Session outcome: Chn to create a map (with a key) of the seaside town they have visited

Lesson exploration	<p>Big Question Lesson: How could we find our way around a coastal town</p> <ul style="list-style-type: none"> Recap chn’s knowledge about maps. What do maps need to have? Why do we use maps? Show an aerial picture of the town they have visited. Can they spot some of the physical and human features? Discuss what things they want to include on their map. If necessary, give chn some options of features e.g. beach, pier, houses and ask them to decide together which ones are important enough to go on a map. Which would be the most useful? Create a list of the features you would like to include on your map. Remind chn about making a key and using symbols for this. Give chn a basic template for their map (or allow those who can, to make one from scratch) and using aerial pic, chn to make their map.
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Week 9/10 – Art – Shell/sand art on clay or collage?

Week 11/12 – DT

Focus Subject(s):	Design Technology
Skills	<ul style="list-style-type: none"> Use Materials to practise gluing and nailing materials to make and strengthen products Model designs using software Use software to design and annotate
Knowledge:	<ul style="list-style-type: none"> Know the purpose of a raft Know which materials float and sink

Teacher guidance

Session outcome: Children will create a raft and test its suitability. The delivery of this lesson will need to be adapted to the needs of the class and the availability of classroom support for practicing skills such as hammering, gluing etc.

Resources: bowls of water, paper straws, cardboard, wooden lollipop sticks, paper, cat food, hammers, nails, pva glue, sellotape, material / paper for flags.

Lesson exploration	<ul style="list-style-type: none"> Explain that today the children are going to be designers. What do we mean by this? Explore and clarify some of the key vocabulary: Design, Make, Test, Evaluate, join, cut, secure, hammer, nail, glue Introduce the scenario: Mrs Grinling wants to send some cat food over to Hamish on the Lighthouse. C Clarify children understand ‘raft’ Can you design a raft to transport the food to the lighthouse?
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	<ul style="list-style-type: none"> • Discuss the properties your raft will need to have (see flipchart – floating, sinking, sturdy etc) • Table activity 1 – Each group will need a bowl of water and: paper straws, cardboard, wooden lollipop sticks, paper. They will test which objects float and which objects sink. Use the timer to allow children time to explore in the groups / TA or teacher guided / as appropriate for your class. Which material is most suitable for the raft? • Skill Carousel activities / teacher / TA led – children to have the opportunity to hammer and nail lollipop sticks together, opportunity to secure by gluing, and to secure by sellotaping. Children will compare the best method for building the base of their raft. Take photos for evidence for books. • Designing raft – teacher to model designing the raft on the board. Children to complete their design sheets. • Making rafts – children to use the skills they have learned to make their raft. • Test and evaluate – using a paddling pool. Children could have the opportunity to test their rafts – a small amount of cat food wrapped in tin foil could be placed on the raft and children can test if they float across the paddling pool. • Discuss successes / areas for improvement and evaluate.
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