



'Love your neighbour as yourself' (Luke 10:27)

## St. Bridget's C of E Primary Autumn Term Knowledge Web

### Year 1 'Our World: Explorers'

*Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow.*

#### Key Vocabulary & Information

Explorers – Ibn Battuta, Christopher Columbus, Amelia Earhart, Ranulph Fiennes.

Past, present and future.

Antarctic, The Arctic and Antarctica

Savannah

Weather

Environment

Teamwork

Responsibility

Perseverance

Significant

Travels

United Kingdom- England, Ireland, Scotland, Wales, London, Cardiff, Edinburgh and Belfast.

#### Reading Opportunities

**Texts:** One day on our blue planet... Savannah and Antarctic.

The Gruffalo - Julia Donaldson

Little people, big dreams. Amelia Earhart.

Great women who changed the world.

**Reading spine text;** Trouble with Trolls.

#### Values explored

Global Goal 13 – Climate Action

Global Goal 12 – Responsible consumption & production

Global Goal 14 – Life below water

Global Goal 15 – Life on Land

Global Goal 11 – Sustainable cities & communities

A PART – Appreciate; Protect; Awareness; Responsibility; Together.

#### Learning Opportunities (Sequential week teaching points or explicit opportunities planned)

Week 1: History: Introduce word explorer. What could it mean? Who are these people? (Explorer colouring pictures) Where could the Gruffalo explore? What is an explorer? Literacy: If I met a Gruffalo writing. Science: looking at fish, birds, amphibians. DT designing homes for animals- using small- and large-scale construction.

Week 2: Active reading: The Gruffalo. Science; looking at reptiles, mammals and invertebrates. Art Iris Scott; finger painting. History; looking at Amy Johnson- British born female aviator What is she famous for? What were her achievements and why are they significant, bring back to today and discuss difference. Geography- United Kingdom – labelling the countries and capitals of the UK and surrounding water.

Week 3: Active read: 'Trouble with Trolls. Writing/ geography: Discuss the extreme environment- Antarctic. Write a letter to one of the trolls. Geography: Flags for countries. English; use 'and' as joining word. History: Explorer Ranulph Fiennes- Looking at his achievements, relatable as he is still alive today. Writing: Use text 'One day on our blue planet... Antarctic' describe what the animals are doing. Art: experimenting with tones to create the Antarctic. Computing- unplugged algorithms. Algorithm, coding, programming. Explore a variety of apps and various robotic devices.

Week 4: History: Explorer- Ibn Battuta. Active read: Farmer Duck. RE: special things. Geography: England and N.Ireland as a country, discuss features of the capital and landmarks. Science; Examine animals in the Savannah (African) habitat and Antarctic. Writing/ geography: Discuss the extreme environment – Savannah. Use text 'One day on our blue planet... Savannah' describe what the animals are doing. Science: Examine animals in the Savannah habitat. Dress an explorer for hot Savannah

Week 5: Explorer-History: Christopher Columbus- How his expeditions changed the world. Geography- Scotland and Wales and as a country, discuss features of the capital and landmarks. RE: Beautiful Autumn and Harvest. Computing: codapiller inputting algorithms. Science: Carnivores, herbivores, omnivores. MFL-Introduction to the Welsh language.

Week 6: Active read: We're going on a bear hunt. Literacy; edit and create a bear information sheet. History: Mathew Jenson Black History. Science- labelling the human body: including sense. English/writing- story sequencing and retelling. Introducing editing and finding information from pages. Geography- Compare 2 UK countries and debate which county the children would like to live in and why-pop task.

#### Display Information/Questions

Time line of explorers 14<sup>th</sup> C to present day-past, present, future.

The world

Antarctic

Antarctica

Savannah

Birds- Qu- Swifts live in the UK during the summer months, but why do they travel to Africa in the winter?

What We Already Know (prior knowledge) and what we have learnt.

#### Key Milestones

Geography: Ask and answer geographical questions (such as: What is the place like? What or who will I see in this place? What do people do in this place?).

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Name and locate the world's continents and oceans.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.

History: Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.