

YEAR 1/2	CYCLE A	BLOCK 4
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	GA4: Local study	
	<ul style="list-style-type: none"> Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use simple fieldwork and observational skills to study key human and physical features of their homes and surrounding environment use basic geographical vocabulary to refer to: key human features, including town, village, house, office and shop 	<p>Navigate school with a compass and map (orienteeing map) → Read local map of the area: create a route to tour the local area →</p> <p>Tour the local area making notes of what they see → investigate local homes, shops and recreation areas: take photos and videos as a 'source' of evidence → describe and record local area: make a simple map using a simple key</p>
Phase 2	SCA4: seasonal changes / SCA4: Plants	
	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. make tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change. observing closely, using simple equipment; using their observations and ideas to suggest answers to questions identify and name a variety of common wild and garden plants, including deciduous and evergreen trees use the local environment throughout the year to explore and answer questions about plants growing in their habitat 	<p>Investigate the recent photos of the local park: discuss the weather, plants, season change → Consider autumn and winter seasonal changes → create a weekly weather chart: include recorded sunrise and sunset → Woodland / park walk: collect evidence of plants and seasons – take pictures of plants and trees → record, identify and name common plants and trees found → investigate and record the different parts of a plant → grow a bean plant → record the process.</p>
Phase 3	GA4: Local study / CA5: Technology outside school	
	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features. 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. use geographical skills, including first-hand observation, to enhance their locational awareness recognise common uses of information technology beyond school 	<p>Use map to visit the local lake → consider and collect evidence of animals seen on and around the lake → using map identify the lake in relation to the academy → consider places and activities within the Bradwell/Wolstanton/Newcastle area → tour the local area considering and recording use of technology → complete unit 1.9 technology outside school.</p>
Phase 4	SCA5: Animals, including humans	
	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways; observe closely, using simple equipment identify and classify a range of animals identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) use the local environment throughout the year to explore and answer questions about animals in their habitat become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. 	<p>Consider all the evidence found from lake tour: document this → name the common animals, expand to other common mammals, birds, fish, amphibians and reptiles → using the range of mammal's studies identify and sort carnivores, herbivores and omnivores → consider ways to look after animals → write a care sheet for animals → label the parts of a common animal in each of the sub-groups.</p>

Phase 5	REA3: The Church – What Jesus taught us	
	<ul style="list-style-type: none"> • retell and suggest meanings to some religious and moral stories. • recognise some different symbols and actions which express a community's way of life • recall and name different beliefs and practices, including worship, rituals and ways of life • explore questions about belonging, meaning and truth? 	Investigate the life of Jesus → explore stories and parables relating to Jesus: parable of the lost son; parable of the good Samaritan; the sermon on the mount → identify ways in which churches serve local communities → research local churches. Visit Stoke Minster.
Phase 6	AA2: Observational drawing - architecture	
	<ul style="list-style-type: none"> • to use drawing and painting to develop and share their ideas, experiences and imagination. • to develop a wide range of art and design techniques in using pattern, line, shape, form and space • produce creative work, exploring their ideas and recording their experiences • 	Identify shapes, patterns and features in buildings – start with the church → identify shapes in the building → use viewfinders and identify patterns and features → design a mural to represent a church. Visit Lichfield Cathedral as the Diocese center.