

MTP – History/Geography – Autumn 2

Topic	Where do we live and how has it changed? (History Y1 Naughty Bus)				
N.C Learning Objectives	<p>History:</p> <ul style="list-style-type: none"> ● Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. ● Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Geography:</p> <ul style="list-style-type: none"> ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ● 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. 				
Vocabulary	<p>Urban A busy location which has lots of houses and usually shops and offices.</p>	<p>Rural It is a location in the country. It is not usually as busy as an urban place.</p>	<p>Map symbols A small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs.</p>	<p>Landmarks An object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</p>	<p>Address Locates exactly where someone lives by having the house or flat number, street, town or city name and postcode.</p>
	LEARNING OBJECTIVE	STICKY KNOWLEDGE FACT	CORE LEARNING		
Lesson 1	We are learning to explore our school and identify key features and landmarks.	Bird's-eye-view maps are drawings that portray cities and towns as if viewed from above.	<ul style="list-style-type: none"> ● Using a bird's eye view map of the school building and grounds, children to locate key places e.g. classrooms, playground, HT office, hall, forest school area, etc. ● Explore the map. ● Discuss directions. 		
Lesson 2	We are learning to explore our local area and identify key features and landmarks.	Every street in our country has a name and a postcode. The name is usually on a wall or a	<ul style="list-style-type: none"> ● Children to walk a pre-planned route of the local area ● On the walk, identify landmarks and basic human and physical features in the local area 		

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		sign at the beginning of the street.	<ul style="list-style-type: none"> ● Talk about street names, postcodes and explain how they are used for a small area ● Talk about directions
Lesson 3	We are learning to identify key features and landmarks in our local area, using a map.	Maps present information about the world in a simple, visual way. They teach about the world by showing sizes and shapes of countries, locations of features, and distances between places.	<ul style="list-style-type: none"> ● Use Goole Earth to introduce lesson ● Teach the children the purpose of a map and how to use it, focus on the local area ● Identify the school on the map and other key features ● Children to identify key features through identifying ‘memory markers’. ● Can children identify their street/house?
Lesson 4	We are learning to create a simple map adding features and a key.	A key is a visual explanation of the symbols used on a map.	<ul style="list-style-type: none"> ● Explore how a key is used on a map to show the key features. ● Create a simple map of the local area, add landmarks and basic human and physical features; and construct basic symbols for a key
Lesson 5	We are learning to develop our awareness of the past.	Maps change overtime because landscapes are never constant. They change over time, seasonally as well as over longer periods.	<ul style="list-style-type: none"> ● How has the land changed over time? Children to look at old maps and compare them to new maps. ● Discuss if the school, the park, the roads have always been there.
Lesson 6	We are learning about changes within living memory.		<ul style="list-style-type: none"> ● Children to use old and current maps and focus on the roads/railways (transport) ● How did the roads look and how have they changed overtime? How has transport changed to accommodate this? ● Discuss any future changes to the local area e.g. tram lines within SOT. How will this impact on life in the future?