



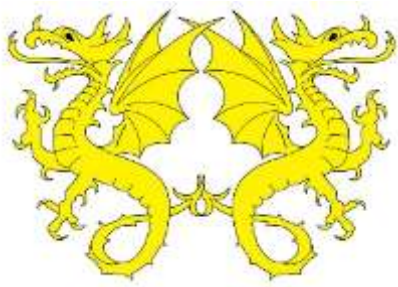
Dore Primary School

Y1 Learning Journey 4

How Far I'll Go



<div>Purpose of Learning Journey (ENDPOINTS):</div> <div>Substantive knowledge children will know:</div> <div>Disciplinary knowledge children will know how to/ will be able to:</div>		<div>End points:</div> <div><div>GEOGRAPHY (key subject driver)</div><div>Locational knowledge<ul style="list-style-type: none">Children will know the name, location and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</div><div>Geographical skills and field work<ul style="list-style-type: none">Children will be able to use compass directions (<i>north, south, east and west</i>) and locational language (<i>near, far, next to</i>) to describe the location of features and routes on a map.Children will be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries.</div><div>Human and physical geography<ul style="list-style-type: none">Children will identify seasonal (<i>spring</i>) patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</div><div>SCIENCE<ul style="list-style-type: none">Children will be able to distinguish between an object and the material from which it is made (<i>items of clothing and footwear</i>)Children will be able to describe the simple physical properties of a variety of everyday materials (<i>clothing materials e.g. cotton, Velcro, Lycra etc</i>)Children will compare and group together a variety of everyday materials on the basis of their simple physical properties (<i>e.g. soft/hard, stretchy/stiff etc</i>)Children will work scientifically through performing simple tests to explore questions (<i>Which material would work best for...?</i>)</div><div>ART<ul style="list-style-type: none">Children will use a range of materials creatively to design and make products (<i>card, bubble wrap, paper</i>)Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (<i>using templates, layering materials, printing</i>)Children will recognise the work of a range of artists (<i>Roy Lichtenstein</i>), describing the differences and similarities between different practices and disciplines, and making links to their own work.</div></div>							
Links to Prior Knowledge:		Y1 geography – the local area, aerial photos, exploration of class countries, Space (view of Earth); FS1/2 – local area walks, local landmarks							
Links for Relevance and Currency:		Paris 2024 Olympics							
Immersion Event / Activity:		Listen to familiar song ‘How Far I’ll Go’ to interest children in travel and exploration of far-off places; exploration of school grounds using compasses, Spring walk around local area							
Celebration of Learning:		Maps; Pop art flags							
English Links:		Superheroes – aerial views							
Maths Links:		Positional language							
Lesson	Subject	Key Knowledge or Skill (Taken from Chris Quigley Milestone or scheme of work)	Substantive and Disciplinary knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
1		<div>LO: To communicate geographically</div> <ul style="list-style-type: none">Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	<div>Learning song “Never Eat Soggy Waffles” as mnemonic for north, east, south and west.</div> <div>Using NESW language to direct car on a map.</div> <div>Working with a partner to give N,E,S,W instructions and direct characters around a map.</div>	<div>Children will know the compass directions (North, east, south and west)</div> <div>Children will know how to direct around a map using compass directions.</div>	✓	✓		✓	



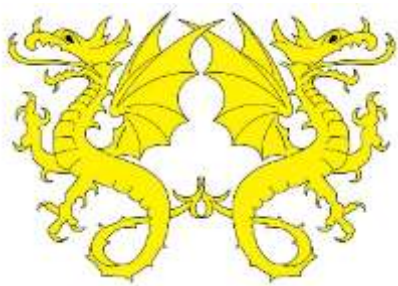
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			Using a compass to explore around the classroom and outdoor area.						
2	Geography	LO: To communicate geographically <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. <p>Devise a simple map; and use and construct basic symbols in a key.</p>	Using compass directions to direct a partner around the playground. Guessing different map symbols and playing games to learn the symbols. Designing own map of their dream town and labelling with a key. Answering questions about their map using locational language.	Chn will be able to design and label their own map. Children will be able to use compass directions and locational language to describe features and routes on their map.	✓	✓			
3		LO: To investigate places. <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	Learning song about the different countries in the United Kingdom. Finding objects/pictures (e.g. country flags and landmarks) around the classroom linked to the UK and discussing children's prior knowledge and experiences. Labelling a map of the UK and colouring the different countries.	Children will be able to name the countries and surrounding seas in the United Kingdom and identify them on a map.	✓			✓	
4		LO: To investigate places. <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	Singing songs about the countries and seas in the UK. Sorting facts about the countries in the UK, including introducing the four capital cities. Creating and presenting posters about a country in the UK.	Children will know the four capital cities in the United Kingdom . Children will know facts about a country in the United Kingdom.	✓	✓		✓	
5		To investigate patterns <ul style="list-style-type: none"> - Identify hot and cold areas of the world in relation to the equator and the North and South Poles 	Playing dressing up games to represent the different climates around the world. Learning key vocabulary "climate" "North and South pole" "equator"	Chn will be able to identify hot and cold places of the world due to their location.	✓			✓	



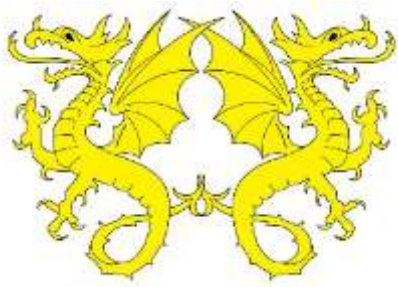
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6	Science	LO: To investigate materials -Distinguish between an object and the material from which it is made. -Identify and name a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Designing an outfit for a poorly penguin in the South Pole. TASC Gather/organise – Naming different materials that clothing is made from, grouping shoes/clothing materials according to their properties.	Children can name and identify at least four different materials. Children can recognise the properties of different materials and group materials that are similar.	✓			✓	✓
7		LO: To work scientifically -Ask simple questions. -Observe closely, using simple equipment. -Perform simple tests.	Designing an outfit for a poorly penguin in the South Pole. TASC Generate – Working scientifically to investigate the insulating properties of different materials	Children will be able to work scientifically to investigate a question such as which material will keep the penguin the most warm?	✓			✓	✓
8		LO: To investigate materials -Identify and name a variety of everyday materials.	Designing an outfit for a poorly penguin in the South Pole. TASC implement – Drawing and labelling poorly penguin's outfit.	Children will apply their knowledge of the properties of materials and design an outfit to keep a penguin warm	✓			✓	✓
9		LO: To investigate materials -Describe the simple physical properties of a variety of everyday materials.	Designing an outfit for a poorly penguin in the South Pole. TASC – Evaluation/Communicate Sharing ideas with peers and assessing designs	Children will reflect on the properties of materials to evaluate the effectiveness of their designs.	✓			✓	✓
10	Art	LO: To take inspiration from the greats -Describe the work of notable artists, artisans and designers -Use some of the ideas of artists studied to create pieces	Learning about the artist Roy Lichtenstein and his work through looking at pictures of some of his artwork. Using a range of printing techniques to create a sea effect. Evaluating how effective different printing techniques are.	Children will know key elements of Roy Lichtenstein's art work. Children will be able to use printing techniques to create a background.	✓			✓	✓
11		To master techniques Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.	Looking at different pop art pieces of artwork and discussing techniques used to create patterns, textures, colours and layers. Using printing techniques to create a background for a pop art flag for a UK country.	Children will use printing techniques to create a background for their UK flag pop art picture. Children will be more confident in sorting, arranging, cutting and gluing a combination of materials. Children will have a greater awareness of creating texture by mixing materials.	✓			✓	✓
12		To master techniques Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.	Looking at example of deconstructed "explosion" pop artwork. Identifying the different layers and techniques used to create the artwork. Using templates to cut out the layers of the "explosions" for their flag.	Children will be able to use templates to cut out shapes. Children will know different techniques such as layering that are used in pop art.					✓



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13		<p>To master techniques</p> <p>Draw lines of different sizes and thickness.</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p>	<p>Evaluating different examples of bubble writing to see which are the most effective.</p> <p>Learning bubble writing techniques.</p> <p>Discussing strategies to make writing stand out such as outlining in black.</p> <p>Drawing and cutting out their bubble writing country names.</p> <p>Constructing their pop art flag.</p>	<p>Chn will be able to arrange, cut and glue a combination of materials.</p> <p>Chn will be able to draw words and letters of different size and thickness.</p>	✓				✓
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