

**Year Group:1 Term: Autumn**

**Challenge pack**

Far Far Away

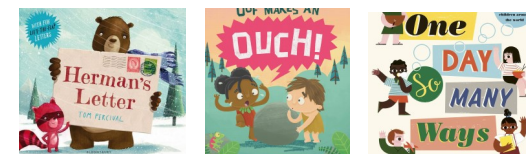
**Learning Challenge**

How can we connect with communities far far away?



**Class texts**—whole class reading, extracts, thematic books

**Main texts for planning:**



**Additional books from book web:**

When Oof Makes an Ouch!, Hermans's Letter, The Colour Monster Goes to School, One Day So Many Ways, Incredible Me, What I like about Me

**Cognitive skills / Meta-learning**— specific teaching examples to use in learning



CAF—What is it like where we live?  
What is it like where different people live?

OPV—What can we learn from people in different parts of the world and what they share with us?



**Hooks or memorable experiences**

Walk around the local area, investigating familiar and unfamiliar buildings and areas of their community.



**Challenge outcome**—what will the outcome look like to demonstrate learning?

Children will present their learning of their own community and how it is similar and different to others.

Children will use maps, photos & art as well as postcards and letters to share their knowledge of the communities.

**Killer Questions**—those asked to measure understanding of pupils

Where is our school? Where do we live?

What is our local area like? Was it different in the past?

What is a community?

What is it like in England and the United Kingdom?

| Year group   | 1 | Term   | Autumn | Challenge Pack  | Far Far Away—How can we connect with communities far far away? |   |  |
|--|---|--|--------|---|--|---|--|
| SUBJECT FOCUS (delete as required)                         |   | Children will learn about...WHAT?<br>(Declarative knowledge)   |        | Children will know HOW TO...?<br>(Procedural knowledge)   |  | Prior learning (Schemata)   | Vocabulary   |
| History  |   | <ul style="list-style-type: none"> <li>Local history – what is it like where we live now and in the past?</li> </ul>   |        | <ul style="list-style-type: none"> <li>H1.1b Sequence artefacts and photographs from different periods on a simple timeline.</li> <li>H1.2f Identify similarities and differences between life in the past and the present</li> <li>H1.3d Compare aspects of life in different periods</li> </ul>   |  | History = old<br>That things change over time   | Past<br>Artefact<br>History<br>Local area  |
| Geography  |   | <ul style="list-style-type: none"> <li>Name, locate the four countries and capital cities of the United Kingdom and surrounding seas</li> <li>Use world maps, atlases and globes to identify countries/oceans</li> <li>Local area of school and surroundings</li> <li>Contrast between area in UK and a non EU country.</li> </ul> |        | <ul style="list-style-type: none"> <li>G1.1 b Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>G1.2a Identify geographical similarities and differences between two regions (e.g. a small area of the UK and a small area in a contrasting non-European country.)</li> <li>G1.4a Use world maps, atlases and globes to identify and the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>G1.4d Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human / physical features of its surrounding environment.</li> </ul> |  | Where I live, where our school is—Smethwick<br>That different people come from different parts of the world                                 | United Kingdom<br>England, Ireland, Scotland<br>Wales<br>Country<br>City<br>London, Birmingham, Smethwick<br>Map, Atlas<br>Sea / Ocean<br>School, shops, buildings, factories, park<br>Similar<br>Difference |
| RE   |   | <ul style="list-style-type: none"> <li>Describe feelings / experiences of the world.</li> <li>Traditions, key figures and symbols in Christianity.</li> </ul>  |        |   |  | If my family belongs to a religion  | Christianity, Religion<br>Jesus, Mary, Joseph, God<br>Cross, Christmas   |
| Art  |   | <ul style="list-style-type: none"> <li>Printing and patterns created by this art form including cultural repeating patterns</li> </ul>   |        | <ul style="list-style-type: none"> <li>A2.1a Record and explore ideas from first hand observation or from experience and imagination</li> <li>A2.3d Know that images can be repeat printed to make patterns and pictures.</li> </ul>  |  | To draw and paint from imagination or copying objects   | Painting<br>Printing<br>Repeat<br>Pattern  |
| Design Technology  |   | <ul style="list-style-type: none"> <li>Costume, clothing, headdress – different countries designs</li> </ul>   |        | <ul style="list-style-type: none"> <li>D1.1b Generate ideas based on other’s ideas/experiences</li> <li>D1.1c Decide who the product is for and how it might work</li> <li>D1.4c Discuss what I like and dislike about how I made my product and what I could improve on</li> </ul>   |  |   | Ideas generation<br>Traditional<br>Costume, Clothing, Head-dress<br>Product  |
| ICT and Computing (including apps and digital pencil case) |   | <ul style="list-style-type: none"> <li>Take Photos – local area</li> <li>Instructions: offline and Bee-bots – following and making routes</li> </ul>   |        | <ul style="list-style-type: none"> <li>C1.1bTo take photos</li> <li>C1.3a Understand what algorithms are</li> </ul>   |  | Prior experience of looking at or taking a photograph   | Photograph, camera, iPad<br>Instructions, Algorithm<br>Route—left, right, forward, backwards   |
| PSHE   |   | <ul style="list-style-type: none"> <li>Citizenship</li> <li>Being the best we can be</li> <li>Rules and safety</li> <li>Families and people who care for me.</li> </ul>  |        | <ul style="list-style-type: none"> <li>PSHE C.1.11 I can describe what I am like as a person that is different from someone else</li> <li>PSHE C1.4 I can identify jobs in my community</li> <li>PSHE C1.5 .5b I can describe what a community is</li> <li>PSHE C1.7 I can describe how I have done something to help our community</li> <li>PSHE A1.1 : can describe a family as a safe place at home where people care for children and that some families are different.</li> <li>PSHE A1.2: I can describe happy relationships that I have with different family members,</li> <li>PSHE C1.3I know why we have rules and the importance of following these in class or in school.</li> </ul>                    |  | Recognise that some things about me are the same as others and some things are different e.g. gender, hair colour, eye colour, skin colour. | Differences<br>Similarities<br>Culture<br>Community<br>Jobs  |