

Our Learning Journey through the Topic

What is a shelter?

Building a shelter: 1.

What worked well?
What didn't work well?
How could you improve it?

How is a piece of rope made stronger?

How can we make rope in the forest?

Shelter Evaluation
What worked well?
What didn't work well?
How could you improve it?

Building a shelter: 2

What should your shelter look like and why?

What is an 'A frame'?

How do we tie materials together?

Where is Aughton?

What is a human feature?
What is a physical feature?
Describe the features of Aughton.

What route can we take so we visit the key locations?
Is your route efficient?
What does efficient mean?

Aughton Field trip.

What do you see on a map?
What key places do you think should be on a map of Aughton?

Survival in Aughton

What impact might this have on how we live?

Identify and describe how Aughton has changed?

Describe what Aughton was like in the 1911 using human and physical features?

What was Aughton like in the 1950's?

Survival in Aughton



Term taught in:

Autumn 1

Number of Weeks:

7

Objectives

Outcomes

Geography

- Name and locate Ormskirk and other local towns/villages that link to the class
- Describe places and features using simple geographical vocabulary
- Ask and answer simple geographical questions when investigating different places and environments.
- Develop simple fieldwork and observational skills.
- Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.
- Use simple compass directions as well as locational and directional language when describing features and routes.
- Create simple maps and symbols

Your child will:

- Complete a study of our local and surrounding area and consider where we live, play and have fun and what these places are like.
- Locate Aughton on a map of the UK, using different scaled maps.
- Create a map of Aughton.
- Use Digi maps to compare how Aughton has changed, considering why things may change over time.

Design Technology

- Use drawings to record ideas as they are developed.
- Add notes to drawings to help explanations.
- Discuss their work as it progresses.
- Discuss how closely their finished product meets their own design criteria.
- To build a shelter with A frames.
- Start to use technical vocabulary.

Your child will:

- Learn different knots
- Learn how to make an A-frame and what it can be used for.
- Plan, design and make a shelter using the skills they have learnt during forest school lessons.
- Design and create their own shelter.

History

- Recognise that their own lives are similar and / or different from the lives of people in the past
- Consider why things may change over time

Your child will:

- Use census information from 1911 to investigate how lifestyles have changed overtime in Ormskirk.

Art and Design

- Develop and record their ideas through painting, drawing, sculpture in response to first-hand observations, e.g. real objects, photographs, artefacts, and experiences.

Your child will:

- Sketch their local area during a walk around Aughton.

Key Vocabulary		End Products
Physical feature	Forwards	<ul style="list-style-type: none"> • Design and create their own shelter. • Create a map of Aughton. • A comparison from Aughton in 1911 to now.
Human feature	Backwards	
Knots	Diagonal	
Rope	Clockwise	
North	Anticlockwise.	
East	Symbols	
South	Shelter	
West	A frame	
Continent	Map	
Country	Sketch map	
Directional language	Change	
Evaluate	Impact	
Links to our School Values		
Resilience- Shelter building and making A frames.		Being Part of Britain - how we contribute positively in our locality
Communication - how to be clear and precise when writing instructions and working with teammates to create a shelter.		The rule of law - thinking about why we need rules and what would happen if we abolished them. Look at our school's code of conduct.
Cross Curricular Opportunities	Enhancements	Misconceptions
Maths: measurement using a range of items as units of measure PE: OAA	Fieldwork to be carried out in our local area.	<i>Any misconception that would need noting.</i>