



Ivy, Holly, Oak  
Our World

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Chn to go on a scavenger hunt around the school in groups – what animals can you see? What birds can you see? What plants can you see?</p> <p>Chn to have access to iPads for them to take pictures of their local environment.</p> <p>Chn to have access to paper for them to do sketching or trees, plants or animals and also tree bark rubbings.</p> <p>Chn to have access to microscope tubs where they can collect soil samples or leaves and look through them in more detail using the microscope.</p> <p>Watch the following clip of 'Our Planet'  <a href="https://www.youtube.com/watch?v=aETNYyrgNYE">https://www.youtube.com/watch?v=aETNYyrgNYE</a></p> <p>recap on the different continents of the world and the oceans  <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a>  <a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a></p> <p>Pose the question – why is it important to look after our planet?</p>	<p><b>Microscopes</b></p> <p><b>iPads</b></p> <p><b>Plain paper</b></p> <p><b>Pencils</b></p> <p><b>Clip boards</b></p> <p><b>IWB</b></p> <p><b>YouTube</b></p>
Knowledge Harvest			<p>Chn to have an image of the world stuck in the middle of their books. Around the image of the world, chn to write down all the things they know about the world that they live on. This mind map will then be used later for the reflection of the unit.</p>	<p><b>Image of the world</b></p>
Big Picture		<p>Our world is where we live – our home, our family, our school. It is the places that we go, the people that we meet, the things that we can see, smell, hear, taste and touch. Our world is important, because we share it with lots of other living things. We need to treat our world with respect – to ensure that it is well looked after – so that every person, animal and plant can live healthily and enjoy it.</p>		
GT1	1.01 know about the main physical and human features of particular localities.	Use geographical vocabulary when exploring the human	<p>Trip to Mote Park –</p> <p>For the afternoon, children to walk down to Mote Park and explore the different physical and human features</p>	<p><b>iPads – teachers</b></p> <p><b>Clipboards</b></p> <p><b>High vis jackets</b></p>

		and physical features of the local environment.	<p>of their locality. Chn to look at the physical features including trees, hills, streams, lakes, under vegetation and then human features shops, houses, roads and trains.</p> <p>Chn to take a scavenger hunt sheet and in small groups, explore the different habitats that are in their locality and what animals, birds or insects they find there.</p> <p>Pictures as evidence in the scrap book.</p>	<p><b>Wrist bands</b></p> <p><b>Fire aid kit</b></p> <p><b>Scavenger hunt sheets</b></p> <p><b>Pencils</b></p>		
GT2	1.02 know about similarities and differences between different localities.	Compare similarities and differences in the climate within the UK and other localities around the world.	<p>Start off by looking at google Earth <a href="https://www.google.co.uk/intl/en_uk/earth/">https://www.google.co.uk/intl/en_uk/earth/</a></p> <p>Start in England and then show different localities around the world including Antarctica, Africa, Amazon, Peru, China and Australia etc.</p> <p>What geographical features can you spot? E.g. mountains, flat plains, temperature etc.</p> <p>Have a map of the world up on the board – what birds do we know of that live in the UK?</p> <p>Explain that many birds are migratory. Do the children know what this means? Do they think that any local birds are migratory? Where might they go in winter/summer?</p> <p>Using the world map, CT to model charting out the journey a bird will take when it migrates from the UK to another country during the winter.</p> <p>Children to then have a map of the world and complete their own tracking of the journey the bird would take.</p> <p>Afterwards as the following questions –</p> <p>Where does it rear its young?</p> <p>Where does it live in summer and winter?</p> <p>Are these hot or cold places?</p> <p>What continents, oceans and countries will it pass over as it flies between locations?</p> <p>Ext activity</p> <table border="1" data-bbox="1032 1430 1702 1465"> <tr> <td><b>Year 1 children</b></td> <td><b>Year 2 children</b></td> </tr> </table>	<b>Year 1 children</b>	<b>Year 2 children</b>	<p><b>IWB</b></p> <p><b>Google Earth</b></p> <p><b>World map</b></p> <p><b>Pencils</b></p> <p><b>Questions</b></p> <p><b>Atlas images</b></p>
<b>Year 1 children</b>	<b>Year 2 children</b>					



			<p>LA Chn to have one of the above questions stuck in their books for them to answer writing a full sentence.</p> <p>MA and HA Chn to answer 3 of the above questions in their books by copying them out and then answering underneath.</p>	<p>LA Chn to have one of the above questions stuck in their books for them to answer writing a full sentence.</p> <p>MA Chn to have the question: <i>Why do birds migrate to different localities?</i> Chn to then go into detail mentioning temperature, physical features to rear their young etc.</p> <p>HA Chn to have access to atlases and using the images from the atlas of the journey the bird takes, chn to comment on similarities and differences of where the bird started to where the bird immigrates to for winter.</p>	
GT3	1.06 know that people can harm or improve the environment	Understand how humans can harm or improve their local environment.	<p>Parental link – invite the parents in to make their own ‘machine’ that could turn all of the world’s waste e.g. plastic into something that could fix the pollution problem.</p> <p>Think about what we have been learning about in our geography lessons so far – the different human and</p>	<p><b>Lots of recycling</b> <b>IWB</b> <b>You Tube</b> <b>Scissors</b> <b>Celotape</b> <b>Masking tape</b></p>	

			<p>physical differences around the world and how this affects wildlife.          How many animals can you think of? Allow time for discussion and to share their different answers. Make a list of all the different animals. What do these animals in the wild need to survive?          Food, water and their habitats.          Watch the below link about plastic pollution  <a href="https://www.youtube.com/watch?v=IW3jEIYBFzg">https://www.youtube.com/watch?v=IW3jEIYBFzg</a></p> <p>Watch the below link of deforestation  <a href="https://www.youtube.com/watch?v=ctlUvcKhsSg">https://www.youtube.com/watch?v=ctlUvcKhsSg</a></p> <p>Discuss the importance of recycling. What is recycling?          How can we do it at home? How can we promote it?</p> <p>Chn to have access to lots of recycling from school and from their homes. Chn to have time to junk model using the recycling and in groups, or pairs, create their own 'machine' that could fix the pollution problem.</p>					
GT4	1.06 know that people can harm or improve the environment	Understand how humans can harm or improve their local environment.	<p>Think back to our previous lesson on pollution. Have images up of animals in the ocean surrounded by plastic – discuss how this affects the animals and the environment.          Have images of animals habitats being destroyed – how does this affect the environment and the animals that live there?          Allow time for discuss and to share their thoughts and emotions about this.          Pose the question – <b>what can we do to help protect our planet and improve it rather than harm it?</b>          Allow time for talk partners and sharing their ideas as a group with the CT writing down their suggestions.</p> <table border="1" data-bbox="1032 1321 1704 1471"> <thead> <tr> <th data-bbox="1032 1321 1368 1361"><u>Year 1 children</u></th> <th data-bbox="1368 1321 1704 1361"><u>Year 2 children</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="1032 1361 1368 1471">Children to have the image of plastic in the</td> <td data-bbox="1368 1361 1704 1471">LA Children to have the image of plastic in the</td> </tr> </tbody> </table>	<u>Year 1 children</u>	<u>Year 2 children</u>	Children to have the image of plastic in the	LA Children to have the image of plastic in the	<p><b>IWB</b>  <b>Images of pollution in the ocean</b>  <b>Images of deforestation</b>  <b>David Attenborough address</b></p>
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			<p>ocean and deforestation in their books. Around each image, children to write down ways this is harming our environment in one coloured bubble and ways we could stop this in another coloured bubble.</p>	<p>ocean and deforestation in their books. Around each image, children to write down ways this is harming our environment in one coloured bubble and ways we could stop this in another coloured bubble.</p> <p>MA and HA Chn to write a letter to David Attenborough telling them about what they have been learning about and their ideas for how we could stop harming our planet and how we solve save it.</p>	
SC1	1.06 know about the basic conditions needed for living things need to survive.	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants	<p>What animals do you think visit our school field? Discuss their answers Cats, foxes, birds, insects etc. <b>What do these animals and insects need to survive?</b> <b>Which of these animals are wild? What habitat do the wild animals live in?</b></p> <p>Have an image of the school field up on the board. What habitats can you spot? Label the habitats they can see and the different animals, birds and insects they would find there.</p> <p>What other living things are out on the field? Discuss that trees and plants are living things because they eat, drink and grow.</p>	<p><b>IWB</b> <b>Pencils</b> <b>Scaffolded sentences</b> <b>Berries</b> <b>Bread</b> <b>Peanut butter</b> <b>Seeds</b> <b>IPad – teacher</b></p>	

Pose the question, how do the animals habitats provide them with their basic needs?

<b>Year 1 children</b>	<b>Year 2 children</b>
<p>LA and MA Children to draw a picture of a birds habitat (tree and nest) Label the different parts including tree trunk, branches, nest make of twigs and sticks. Chn to then write underneath how their habitat helps them to get what they need to survive with scaffolded sentences e.g. <i>birds can see worms below them.</i> <i>They are safe high up from predators.</i></p>	<p>LA Children to draw a picture of a birds habitat (tree and nest) Label the different parts including tree trunk, branches, nest make of twigs and sticks. Chn to then write underneath how their habitat helps them to get what they need to survive with scaffolded sentences e.g. <i>birds can see worms below them.</i> <i>They are safe high up from predators.</i></p>
<p>HA To complete the same activity but write their own sentences of how the habitat supports the rest of their needs.</p>	<p>HA and MA Draw an image of a tree with a birds nest. Label the different parts of the habitat.  Chn to discuss what foods from the selection would attract a bird to come and eat it Berries, bread, peanuts in strong mesh Chn to vote on which food would attract the most birds and then</p>

			<p>convert this into a tally chart to show their data.</p> <p>Chn to then put these outside the classroom and have an 'I Spy' sheet for the birds that they spot.</p> <p>Images of them completing this to be stuck under their tally chart as evidence.</p>	
AT1	1.02 be able to use a variety of materials and processes.	to use a range of materials creatively to design and make products	<p>Go for a learning walk around the school grounds and look at the different trees that they can spot – <b>can you name them?</b> Discuss the different shapes, size and colour of the trees.</p> <p>Back in the classroom, have the wooden shapes of the different leaves out for the children to touch and feel. <b>How are the leaves different?</b></p> <p>Show images of Andy Goldsworthy artwork – discuss what he uses to make his artwork and why that is important. Discuss the different shapes and patterns that he uses when making his artwork and how he uses natural materials.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Chn to go back outside and collect natural materials e.g. leaves, twigs, sticks, stones etc.</p>	<p><b>Wooden leaves</b>  <b>IPad – teacher</b>  <b>Leaves</b>  <b>Twigs</b>  <b>Stones</b>  <b>Glue guns</b>  <b>Glue</b>  <b>Coloured tissue paper</b>  <b>Coloured crepe paper</b>  <b>Sticks</b>  <b>Template of trees</b></p>

			<u>Year 1 children</u>	<u>Year 2 children</u>	
			<p>Chn to use the natural materials that they have to create their own piece of artwork of one of the trees around school. LA – to have tree templates to support them.</p> <p>HA – to have access to coloured tissue paper to use other skills like twisting and layering to create petals or leaves.</p>	<p>Chn to use the natural materials that they have to create their own piece of artwork of one of the trees around school. LA – to have tree templates to support them.</p> <p>HA – to have access to coloured tissue paper to use other skills like twisting and layering to create petals or leaves.</p>	
AT2	1.01 know about some of the forms used by artists in their work.	Use drawing and painting to mimic the styles and techniques used by different artists	<p>Show some images of Augustin Edouart silhouette artwork <i>teacher notes of artist:</i></p> <p><i>(One of the most famous silhouette artists of the nineteenth century. Born in Dunkerque, he left France in 1814, and established himself in London, where he began his career making portraits from hair. In 1825, he began work as a silhouette portraitist, taking full-length likenesses in profile by cutting out black paper with scissors. Edouart spent fifteen years touring England and in 1829 arrived in Edinburgh. He remained there for three years, during which time he produced some five thousand likenesses.)</i></p>		<p><b>IWB</b>  <b>Black card</b>  <b>Red, yellow, orange, purple and blue paint</b>  <b>Paint brushes</b>  <b>Aprons</b>  <b>Paint pallets</b>  <b>Scissors</b>  <b>Glue</b>  <b>Pencils</b></p>



Discuss how this artwork has changed over the years and now there are beautiful pieces of artwork of skylines



Discuss how the background to these pieces of artwork are traditionally white or very colourful to really give the desired impact for the silhouette.



Discuss that they are going to create their own sunset image of a skyline using the same techniques used by different artists.

**Activity**

Chn to have an A4 piece of paper and using water paints to create the image of a sunset or sunrise.

Whilst letting that dry, children to have access to black card for them to cut out their silhouette of the skyline. When dry, stick their silhouette over the top of their sun rise or sunset.

Reflection

Chn to go back to their original mind map at the beginning of the unit. Chn, using a different colour, will add the things they have learnt to their mind map. Afterwards, working in pairs, chn can create either a poster (year 1) or a leaflet (year 2) all about Our World

**Books**  
**Pencils**  
**A4 paper**  
**Coloured pens**  
**Rulers**  
**Colouring pencils**

			with subtitles and information to display their learning in a scrap book for the whole class to have access to.	
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