

Geography (major focus)

Pupils should develop knowledge about their locality. They should understand basic subject-specific vocabulary relating to human and physical geography of their locality and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge:

Name and locate the four countries and capital cities of the United Kingdom

Place knowledge

Study the human and physical geography of Clitheroe

Human and physical geography

Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, river, soil, valley, vegetation, weather; key human features, including: city, town, village, factory, farm, house, office, park and shop

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map based on the Clitheroe area/area around school

Use aerial photographs of Clitheroe and the local area and plan perspectives to recognise landmarks and basic human and physical features of Clitheroe; devise a simple map; and use and construct basic symbols in a key based on Clitheroe/the area around school

Use simple fieldwork and observational skills to study the geography of Brookside School and its grounds and the key human and physical features of its surrounding environment

DT (major focus): Make a seesaw (lever)

When designing and making, pupils should be taught to:

Design

Design a purposeful, functional, appealing seesaw based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use construction materials and components, according to their characteristics

Evaluate

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

Technical knowledge

Explore and use levers in their product

**Autumn Term 1  
Robin Class  
Clitheroe – local study**

Art (minor focus)

Drawing/sketching skills

Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk.

Control the types of marks made with the range of media

Name, match and draw lines/marks from observations

Science (taught as a discrete subject)

Specifically based around animals found in our local (Clitheroe) habitats e.g. woodland, moorland, riverbank.

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets)

**Notes and Guidance (non-statutory):**

*Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.*

**Pupils might work scientifically by:**

- using their observations to compare and contrast animals at first hand or through videos and photographs,
- describing how they identify and group them;
- grouping animals according to what they eat,
- using their senses