

Overall outcome
Design their dream house with features of houses they have learnt about.

Literacy Hook: Story sack of objects from Hansel and Gretel.

Curriculum areas that will be covered in stand-alone units during this topic:

Maths

RE

PE

Phonics

Music – Charanga

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| Maths |
| RE |
| PE |
| Phonics |
| Music – Charanga |

Year 1: Medium Term Plan: Autumn 2

Texts: Hansel and Gretel alternative versions.



How have houses changed over time? (Part 2)

Global Goal 15 – Life on Land

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| <p>Key Vocabulary:</p> <p>DT: join, materials, structure, suitability (Y2 – fold and roll)</p> <p>History: past, present, memory, sequence, events, timeline, Thatched, wattle and daub, tiles, jetty, tar, timber, Edwardian, Tudor, architect, detached, semi-detached, bungalow, flat, apartment, caravan, cottage, bungalow, terrace, mangle, scullery, kitchen cottage and parlour cottage, dolly tub, a dolly, commode, gozunder, open fire, curved doors, artifacts</p> <p>Geography: a key, symbols, map, field work, observations, route</p> |
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Areas of learning (theme/subject)

Which subject areas will be included through this project? Literacy, History, DT, Art, Geography

Resources

Examples of materials, scissors, tape, pens, pencils, cardboard tubes and boxes sticks, straw, images of famous and historical landmarks, building and houses.

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| <p>Significant individuals</p> <p>Lord Leverhulme</p> |
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Curriculum

What will we learn?

Children will learn how to:

DT:

Thread material using a dolly peg

History:

Identify some similarities and differences between houses of the past and present

Identify significant individuals related to Port Sunlight Village.

Understand why houses changed after the Great Fire of London and use this knowledge to compare the houses of Port Sunlight village.

Guess what artefacts were used for giving evidence to support answers.

To ask further questions about what they have seen.

Geography

Field Study – children will explore the local area to find out what houses are like.

Draw a map with a key

Art

How to use observational skills to sketch.

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Creativity:

How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?

DT:
Create a square of rag rug with hessian and old socks

History:
Handle artefacts from 100 years ago, explain what they were used for and describe what the modern day equivalent is.

Geography:
Investigate different types of house and complete field sketches of houses we find in Port Sunlight
During field study in Heswall, identify where different types of houses are and observe other geographical features in the locality.
Draw a map of the route with a key.

Art
Based on their observations of Port Sunlight Village design their own house for the village.

Computing
Using other technology to record information.

History:
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Art

Based on their observations of Port Sunlight Village design their own house for the village.

Connections

What are the connections to our curriculum past and present?

History:

Children have all had a timeline in their classroom and have therefore knowledge of chronology. Children have all studied significant individuals in prior learning.

Art:

All children have had experience of drawing houses after during their Tudor house in Autumn 1.

Computing

All children have experience of taking photos on the I pads.

Art:
All children have had experience of during houses after during their Tudor house in Autumn 1.

The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance to a desired state or goal. Once a problem is identified, the next step is to define the problem more precisely. This involves identifying the specific aspects of the problem that are causing concern and determining the scope of the problem. The third step is to gather information about the problem. This can be done through a variety of methods, including interviews, surveys, and data analysis. The fourth step is to analyze the information that has been gathered. This involves identifying the causes of the problem and determining the relationships between different factors. The fifth step is to develop a plan to address the problem. This plan should outline the specific actions that will be taken to solve the problem and the resources that will be needed. The sixth step is to implement the plan. This involves putting the plan into action and monitoring progress. The seventh step is to evaluate the results of the intervention. This involves comparing current performance to the desired state and determining whether the problem has been solved. If the problem has not been solved, the process may need to be repeated.

The process of identifying a problem is a complex one that involves many steps. However, by following these steps, it is possible to identify a problem and develop a plan to address it. This process is essential for any organization that wants to improve its performance and achieve its goals.

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Compassion

What feelings do we wish to evoke?

Understanding of change and how lucky we are to have some of the things we have in house now

Understanding of different house and some people choose to live in different places.

Recognise how lucky the people were in Port Sunlight village were, renting the best workers cottages in the country.

Spark an interest in History and Geography.

Recognise how lucky the people were in Port Sunlight village were, renting the best workers cottages in the country.

[illegible]

Community

What links can we develop 'Near and Far'?

Link to another local village and Heswall.

Looking for things that they have not seen before within their locality.

How houses in other countries in a similar time period have different features.

The children will go on a field study around Heswall and investigate different types of houses in Heswall today

The children will investigate Port Sunlight and investigate the houses built there

Looking for things that they have not seen before within their locality.

The children will go on a field study around Heswall and investigate different types of houses in Heswall today

Figure 1 consists of four scatter plots arranged in a 2x2 grid. The top row shows the relationship between the number of children (x-axis, 0 to 10) and the number of adults (y-axis, 0 to 10). The bottom row shows the relationship between the number of adults (x-axis, 0 to 10) and the number of children (y-axis, 0 to 10). Each plot contains a grid of points representing different combinations of children and adults.

The top-left plot shows the relationship between the number of children (x-axis) and the number of adults (y-axis). The x-axis is labeled 'Number of children' and ranges from 0 to 10. The y-axis is labeled 'Number of adults' and ranges from 0 to 10. The plot shows a grid of points representing different combinations of children and adults.

The top-right plot shows the relationship between the number of children (x-axis) and the number of adults (y-axis). The x-axis is labeled 'Number of children' and ranges from 0 to 10. The y-axis is labeled 'Number of adults' and ranges from 0 to 10. The plot shows a grid of points representing different combinations of children and adults.

The bottom-left plot shows the relationship between the number of adults (x-axis) and the number of children (y-axis). The x-axis is labeled 'Number of adults' and ranges from 0 to 10. The y-axis is labeled 'Number of children' and ranges from 0 to 10. The plot shows a grid of points representing different combinations of children and adults.

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