



History

"Homes in the Past"

- 1 Exploring the different types of homes people live in today, learning key vocabulary and identifying features.
- 2 Identifying similarities and differences between different types of homes.
- 3 Finding out what homes were like in the medieval, Tudor, Georgian and Victorian periods.
- 4 Looking at Victorian living rooms and kitchens, and comparing these to modern living rooms and kitchens.
- 5 Exploring the objects found in Victorian living rooms and kitchens, considering what we can learn about the past from these and comparing to their modern counterparts.
- 6 Consolidating what they have learnt about Victorian homes.

Objectives:

- KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life



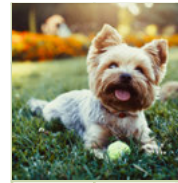
Geography

"Who Lives Here?"

- 1 Exploring and comparing the modern and traditional lifestyles of the Inuit in Greenland.
- 2 Finding out about the homes and lifestyle of the Yanomami people in South America.
- 3 Learning what a nomadic lifestyle is, focussing on the lives of the nomads of Mongolia.
- 4 Exploring the homes and lifestyles of the traditional Maasai people of Kenya.
- 5 Learning about the underground cave homes and lifestyles of the Berber people of Tunisia.
- 6 Comparing and contrasting all the types of homes studied in previous lessons.

Objectives:

- KS1 - name and locate the world's seven continents and five oceans.
- KS1 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- KS1 - 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



Science

"Pets and Gardens"

- 1 Identifying common pets and begin to describe them.
- 2 Comparing common pets and begin to categorise them.
- 3 Identifying and examining the needs of different animals found in the grass of our gardens.
- 4 Observing, identifying and classifying animals found in shaded areas of our gardens.
- 5 Observing, identifying and classifying animals found in garden ponds.
- 6 Consolidating what they have learnt about pets and gardens.

Objectives:

- Year 1 - asking simple questions and recognising that they can be answered in different ways
- Year 1 - observing closely, using simple equipment
- Year 1 - identifying and classifying
- Year 1 - using their observations and ideas to suggest answers to questions
- Year 1 - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Year 1 - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Year 1 - identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Year 1 - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)



DT

"Homes"

- 1 Identifying different types of houses around the world, and their shapes and features.
- 2 Joining and combining objects (e.g. boxes) to make the shape of a house.
- 3 Creatively using a variety of materials to make interior features of a house, such as furniture.
- 4 Designing a model house for a particular purpose.
- 5 Following their designs to make their model houses.
- 6 Evaluating their completed model houses.

Objectives:

- KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria
- KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- KS1 - explore and evaluate a range of existing products
- KS1 - evaluate their ideas and products against design criteria
- KS1 - build structures, exploring how they can be made stronger, stiffer and more stable

Houses and Homes

Teacher's Topic Planner

Maths

English

Science

"Pets and Gardens"

PlanBee 

History

"Homes in the Past"

PlanBee 

Geography

"Who Lives Here?"

PlanBee 

RE

Computing

Art

DT

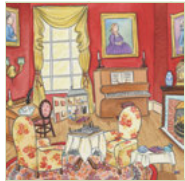
"Homes"

PlanBee 

Languages

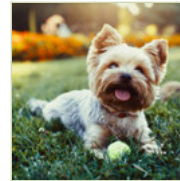
Music

Teacher's notes:



History

"Homes in the Past"



Science

"Pets and Gardens"



Geography

"Who Lives Here?"



DT

"Homes"

Homes in the Past : History : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and identify a variety of homes today.	Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.	<ul style="list-style-type: none"> • Can children recognise and name different kinds of homes? • Can children describe features common to all modern homes? • Can children talk about their homes using appropriate vocabulary? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Picture Cards • Word Cards
Lesson 2	To investigate similarities and differences between homes.	Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions.	<ul style="list-style-type: none"> • Can children identify key external features of homes? • Can children describe and draw details of different features of a home? • Can children record their observations appropriately? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Picture Cards • Clipboards (FSD? activity only)
Lesson 3	To explore homes built a long time ago and identify their features.	Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time.	<ul style="list-style-type: none"> • Can children describe the features of homes built a long time ago? • Can children use terms relating to the passing of time accurately (e.g. modern, old, a long time ago, etc.)? • Can children identify similarities and differences between modern houses and houses built a long time ago? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Picture Cards • Art materials (FSD? activity only)
Lesson 4	To find out what Victorian homes were like inside.	Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian homes.	<ul style="list-style-type: none"> • Do children understand what is meant by 'Victorian' and that it was a long time ago? • Can children describe some of the features of Victorian houses? • Can children identify differences between modern homes and Victorian homes? 	<ul style="list-style-type: none"> • Slides • Picture Cards A to H • Worksheet 4A/4B • Question Sheet • Help Sheet (FSD? activity only) • Plain paper (FSD? activity only)
Lesson 5	To identify and explore objects in a Victorian home and their uses.	Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes.	<ul style="list-style-type: none"> • Do children know that most homes in Victorian times did not have electricity? • Can children recognise some objects found in Victorian homes? • Can children identify some differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past? 	<ul style="list-style-type: none"> • Slides • Victorian Living Room and Modern Living Room sheets • Victorian Kitchen and Modern Kitchen sheets • Worksheet 5A/5B/5C/5D/5E/5F • Objects Cards (FSD? activity only)
Lesson 6	To summarise and consolidate what we have found out about Victorian homes.	Children will identify some objects found in a typical Victorian home before consolidating what they have learnt about Victorian homes. They will communicate their knowledge in a variety of ways.	<ul style="list-style-type: none"> • Can children recall what they have learnt about homes in the past? • Can children use appropriate vocabulary when talking about Victorian homes? • Can children communicate their knowledge and understanding in a variety of ways? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Question Cards (FSD? activity only) • True or False sheet

Pets and Gardens : Science : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify and name animals found around the home.	Children will think about animals they might find in and around their home, before looking in more detail at the animals that are commonly found in living rooms. They will be introduced to the terms mammals, reptiles, fish and begin to explore what these terms mean.	<ul style="list-style-type: none"> • Can children name common pets? • Can children name common minibeasts? • Can children identify their key features? 	<ul style="list-style-type: none"> • Slides • Picture Cards • Label Cards A/B • Worksheet 1A/1B/1C • Common Animal Fact Cards (FSD? activity only)
Lesson 2	To find out about animals that are found in our homes.	Children will identify, describe and compare different animals found in the home. They will think about what those animals need and they will begin to sort them based on what they eat.	<ul style="list-style-type: none"> • Can children identify common animals found in the home? • Can children identify what animals need to live? • Can children think about how to solve a problem? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Animal Cards (FSD? activity only) • Home Cards (FSD? activity only) • Label Cards (FSD? activity only) • Fact Sheet (FSD? activity only)
Lesson 3	To observe and identify animals that are found in grass.	Children will think about animals they might find in grassy areas of gardens. They will think about why the animals might be there, for example if they are hiding from predators, looking for food or both. They will be introduced to the terms predator and shelter as they start to explore simple food chains.	<ul style="list-style-type: none"> • Can children use their senses to describe grass? • Can children suggest where they might find minibeasts? • Can children record what they find? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Fact Cards • Animal Checklist (FSD? activity only) • Plant Checklist (FSD? activity only) • Trap Sheet A/B (FSD? activity only)
Lesson 4	To observe and identify animals that are found in shaded areas.	Children will explore animals that can be found in shaded areas of gardens, including hedges, trees and under plant pots. They will think about how animals use plants and other garden features for shelter and spend time identifying a range of minibeasts.	<ul style="list-style-type: none"> • Can children identify common animals and plants? • Can children say why animals like shaded and sheltered areas? • Can children accurately record wildlife and vegetation found? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B • Fact Sheet A/B • Instruction Sheet
Lesson 5	To observe and identify animals that are found in and around ponds.	Children will find out about ponds and the animals and plants that can be found in and around them. They will also be encouraged to think about a pond as a source of food and water for lots of animals including mammals, reptiles and birds.	<ul style="list-style-type: none"> • Can children identify and name common pond plants and animals? • Do children understand different animals require different habitats? • Do children understand ponds are used by lots of animals? 	<ul style="list-style-type: none"> • Slides • Pond Picture A/B • Animal Cards A/B • Plant Cards
Lesson 6	To share what we have learnt about common animals and plants.	Children will be challenged to place a variety of animals in the location they are most likely to be found. Alternatively, after predicting where the animal might be found, they will go hunting for it. They will be encouraged to think about and use scientific terms, including mammal and carnivore, to describe a range of animals.	<ul style="list-style-type: none"> • Can children say the likely location of common animals? • Can children say the likely location of common plants? • Can children share and record their ideas? 	<ul style="list-style-type: none"> • Slides • Plant Cards A/B/C • Animal Cards A/B/C • Location Cards A/B • Hunt Sheet (FSD? activity only)

Who Lives Here? : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know where and how the Inuit people live	In this first lesson, children will find out who lives on the largest island in the world, Greenland. They will explore both the traditional and modern way of life for Inuits. In their independent activities they will match answers to questions, sort fact cards, or identify true and false statements. In the FSD? activity, children will compare and contrast the traditional Inuit way of life to their own lifestyle using given headings.	<ul style="list-style-type: none"> Do children know what the climate is like in Greenland? Can children talk about some of the differences between the traditional and modern Inuit way of life? Can children express their own thoughts and opinions about the Inuit way of life? 	<ul style="list-style-type: none"> Slides Question Cards Answer Cards Fact Cards Worksheet 1A True or False Cards Comparison Sheet (FSD? activity only)
Lesson 2	To find out about the Yanomami people of the Amazon	Children will find out about the way of life of the Yanomami people in South America. They will explore their homes, the differing roles of men and women, the food they eat, and how they celebrate. In their independent activities, children will use what they have learnt to identify true and false statements, complete sentences and answer questions. In the alternative activity, children will pretend to be members of a Yanomami village and make decisions together.	<ul style="list-style-type: none"> Can children talk about the way of life of the Yanomami people? Can children identify differences between the way of life of the Yanomami people and their own? Can children ask and answer questions? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Word Bank Question Cards Scenario Cards (FSD? activity only)
Lesson 3	To understand and explore a nomadic way of life	In this lesson, children will learn about a nomadic way of life by exploring the lifestyle of those who live on the Mongolian grasslands. They will find out why they need to keep moving from place to place, and what their portable homes are like. In their independent activities, children will use a map and key to answer questions involving simple compass directions. In the alternative activity, children will discuss the advantages and disadvantages of the nomadic way of life.	<ul style="list-style-type: none"> Do children understand what 'nomadic' means? Can children describe how to get from one place to another using compass points? Can children think of some advantages and disadvantages of living a nomadic life? 	<ul style="list-style-type: none"> Slides Grasslands Map Map Key Cards Worksheet 3A/3B/3C The Barga Family Sheet (FSD? activity only) Worksheet 3D (FSD? activity only)
Lesson 4	To learn about the Maasai people	Children will learn about the traditional way of life of the Maasai people in Kenya. They will explore what their villages are like, why their animals are so important to them, and other aspects of the Maasai culture. In their independent activities, children will use what they have learnt to explain what life is like in a Maasai village. In the FSD? activity, children will match and sequence pictures and descriptions of how to build a Maasai house.	<ul style="list-style-type: none"> Do children know where the Maasai live? Can children talk about the daily life of the Maasai people? Can children talk about the similarities and differences between the Maasai way of life and theirs? 	<ul style="list-style-type: none"> Slides Photo Cards & Question Mat Worksheet 4A/4B Letter to the Maasai Sheet Word Bank Inkajjik Building Picture Cards (FSD? activity only) Inkajjik Building Description Cards (FSD? activity only)
Lesson 5	To learn about homes that are underground	In this lesson, children will explore the underground cave homes created by the Berber people in Tunisia. They will learn how they were built, and why people choose to live there. In their independent activities, they will explore the culture of the Berber people, by either creating their own paper weaving of a kilim, or following some simple recipes for making flavoured couscous.	<ul style="list-style-type: none"> Do children know why underground homes are suited to the Tunisian climate? Can children describe how the Berber people make their homes? Can children take part in activities in which they experience an aspect of the Berber way of life? 	<ul style="list-style-type: none"> Slides Kilim Picture Cards Teacher Preparation Instruction Sheet Kilim Weaving Instruction Sheet Challenge Sheet Selection of coloured A4 paper, scissors, glue 3cm wide strips of coloured paper (A4 cut lengthways) Teacher Information Sheet (FSD? activity only) Recipe Cards (FSD? activity only) Worksheet 5A (FSD? activity only)
Lesson 6	To compare different homes around the world	This final lesson will begin with children showing what they have learnt by using clues to identify different homes. In their independent activities, they will compare and contrast homes through discussion using given questions. In the alternative activity, children will complete a map key matching the location of the different homes to information about them.	<ul style="list-style-type: none"> Can children talk about different homes around the world? Can they compare and contrast different homes? Can children express and explain their own opinions of these homes? 	<ul style="list-style-type: none"> Slides Picture Cards (Teaching Input and Main Activity) Question Cards Compare and Contrast Sheet Information Cards World Map (FSD? activity only) Key Sheet (FSD? activity only) Key Cards (FSD? activity only)

Homes : DT : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore different types of houses and identify shapes and features.	Children to explore and investigate the various types of houses people live in around the world, as well as the shapes you find in houses. They will be challenged to match riddle cards to the correct picture card.	<ul style="list-style-type: none"> Can children recognise some different types of homes and their features? Can children identify and name shapes within houses? Can children draw a house using a variety of shapes? 	<ul style="list-style-type: none"> Slides Picture Cards Question Cards Riddle Cards Digital cameras (FSD? activity only) Mini whiteboards
Lesson 2	To investigate how to join and combine shapes to make a house.	Children to explore how to join and combine shapes to make a house. They will be challenged to follow a particular card to create a similar house. The children need to think about what materials and tools to use as well as how to join them.	<ul style="list-style-type: none"> Can children make decisions about which materials to use for a particular purpose? Can children select and use a variety of techniques for joining materials together successfully? Can children suggest ways of improving their structures or making them stronger? 	<ul style="list-style-type: none"> Slides Challenge Cards A/B/C Picture Cards (FSD? activity only) Materials e.g. boxes, card, cardboard, tubes, etc. Tools, e.g. scissors, glue, masking tape, blu-tack, etc.
Lesson 3	To investigate ways of creating the interior features of a house.	Children will investigate how they can create the interior features of a house. They will learn skills and be challenged to think of possible materials to use to create furniture for the interior of their homes.	<ul style="list-style-type: none"> Can children make effective hinges? Can children choose materials and joining methods for creating items of furniture? Can children gather and develop ideas for how to decorate the interior of a house? 	<ul style="list-style-type: none"> Slides Challenge Cards Challenge Sheets (FSD? activity only) Variety of materials, e.g. paper, card, cardboard, cardboard tubes, matchsticks, lolly sticks, cupcake cases, fabric, ribbon etc. Variety of tools, e.g. glue, blu-tack, plasticine, scissors, masking tape, sticky tape, etc.
Lesson 4	To be able to design a house.	Children will use their previously learnt skills to design a house. They will discuss and consider who the house is for, how many rooms it will have, how it will be decorated and what materials the house will be made from.	<ul style="list-style-type: none"> Can children design a house for a particular person or purpose? Can children apply what they have learnt through their recent learning when designing a house? Can children select the materials and tools they will need to make their houses? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Design Sheet Character Cards (FSD? activity only) House Cards (FSD? activity only)
Lesson 5	To be able to follow a design a create a house.	Children to follow their designs to create their houses, using the skills they have previously learnt. They will need to also consider building safely and problems that may occur.	<ul style="list-style-type: none"> Can children follow a design to create a house? Can children choose appropriate materials, tools and techniques to create a model house? Can children use finishing techniques to improve the overall quality of their product? 	<ul style="list-style-type: none"> Slides Designs from lesson 4 Variety of materials (depending on designs) Variety of tools (depending on designs)
Lesson 6	To be able to evaluate a finished product.	Children to learn how to evaluate their work and follow steps to do this.	<ul style="list-style-type: none"> Can children say what they think and feel about their finished houses? Can children evaluate the work of others and give their opinions in a constructive way? Can children suggest ways in which they could improve their product if they were to make it again? 	<ul style="list-style-type: none"> Slides Finished houses Worksheet 6A/6B/6C Interview Sheet (FSD? activity only)