



Bravery Vs Fear

Synopsis:

When have you been brave?

Who are inspirational people to you?

History

Learning Sequence:

Starter: Introduction to what is History – recap some topics learned last year – dinosaurs, castles and pirates. These are all events that are looked at within History because they happened in the past. Sometimes things happened a long time again, but History can be more recent too.

Think about what has happened within their lifetime and prior to their lifetime. Have some form of sorting activity for this.

Main Teaching – Recap main points from our Florence Nightingale Workshop – what can the pupils' remember about her life?

Share Florence Nightingale video with pupils

Explain the format of our History

Historical Concepts

Describe and understand the significance of historical events beyond living memory (nationally or globally)

Describe key people from the past who have contributed to national and international achievements and understand their significance

Stories & Sources

Use range of artefacts, pictures, stories and online sources to answer historical questions

Historical Questions

Ask wide range of questions about the past using parts of stories and sources

Historical Vocabulary

Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer

Geography

Learning Sequence:

Lesson 1:

Starter:

Discuss the compass directions (north, south, east, west, SE, SW, NE, NW) using a large compass rose display.

- Use visuals and simple exercises to reinforce understanding.

Main

Provide small compasses to each pupil

Conduct hands-on activities where students use their compasses to identify directions in the classroom or on a simple map.

Guide students to create a basic map of the classroom, marking key features with compass directions.

- Encourage them to share and compare their maps.

Directional Games

- Engage students in games that involve following compass directions within the classroom.
- Reinforce directional vocabulary during the games.

Extension: Can pupils write directions and a sequence using locational language to get from one area in the room to another?

Plenary:

Pupils to demonstrate their understanding by giving simple directions to the class to follow.

Lesson 2:

Starter:

Recap the Compass points.

Give pupils some directions to follow in the classroom.

Challenge:

Can pupils create their own sequence to get a pupil to move to a particular part of the room.

Discuss different ways people give and follow directions, including using audio/visual cues.

- Introduce the concept of following directions in a video or audio clip.

Main: Now Press Play Maps activity.

Plenary: Complete the task summary questions.

Starter:

Introduction to Antarctica and Shackleton

Show images and share information about Antarctica and Ernest Shackleton's exploration.

Discuss key locations and challenges faced by Shackleton.

Main: Map Creation

Provide materials for pupils to create a map highlighting important locations in Shackleton's expedition.

Encourage creativity and accuracy.

This could be done in pairs.

Pupils to use a key.

Challenge: Add labels and facts about the route.

Support: Provide maps to chart the route Shackleton took. Provide a wordbank and a Key template.

Plenary: Presentation and Discussion

Allow pupils to share their maps with the class.

Facilitate a discussion about the challenges explorers face in extreme environments.

Starter:

Explain the concept of orienteering and its connection to compass directions.

Show examples of orienteering maps and discuss the symbols used.

<https://betterorienteering.org/beginner/>

Main: Outdoor Orienteering

Have set up a simple orienteering course outdoors using markers/ stampers or paper cutters.

Provide aerial photos and compasses for navigation.

Team Challenge.

Divide students into small teams and challenge them to navigate the course together. Emphasize teamwork, problem-solving, and effective communication.

Pupils have to identify each marker in the correct order by following the compass directions and map- Pupils to record this on their tracking sheet with the stampers/ paper cutters.

Identify human and physical features around the school grounds.

Plenary:

Gather pupils to discuss their experiences and challenges during the orienteering activity. Highlight the importance of using compass directions for navigation.

Starter: Show UK map and discuss our location. Find our location using ordnance survey maps. <https://explore.osmaps.com/>

Look at google earth and digital mapping of Southsea exploring local amenities. Discuss Human and Physical features.

Perhaps sort these using a Ven diagram. Discuss drawing a smaller local map- highlighting the main human and physical features.

Main: Take the pupils on a walk of the High street and explore amenities.

Pupils to draw their own simple maps of the High street.

These can be drawn roughly out on the walk and then redrawn more neatly back in class.

Pupils to create a key for their map of the High street.

Challenge: Explore digital mapping of Portsmouth- try to spot human and physical features. Can landmarks be spotted?

Support: Templates for keys to be given

Key words in the form of a word bank to be given.

Plenary: What human and physical features were seen in our local area?

Can pupils use locational language to describe the location of features on their maps?

Skills & Fieldwork

Use simple compass directions and locational language to describe the location of features and routes on a map

Use aerial photos and plans to identify features, human and physical

Devise simple maps and create a key using symbols

Use world maps, atlases and globes