Autumn 1: Who Are We?	
Driver: Geography	
Outcome: Why is it important to explore our local community?	
Core Text: Katie in London My heart is a compass	**Writing Genres:** Setting description Character description
Key Vocabulary	Community, landmarks, navigate, compass, OS symbols magnetic force, north pole, south pole, cross-stitching, connections

Subjects:	Learning Objectives:	Activities
Science: Forces & Magnets 	I can compare how things move on different surfaces. I can notice that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	A magnet makes a compass work- we will be using compasses in geography to follow maps. Which magnet is the strongest?- Would this magnet be more effective in a compass? Which surface is best to stop you slipping? How does the mass of an object affect how much force is needed to make it move? Would a larger compass need a larger magnet to help make it move? Which materials are magnetic? Does the size and shape of a magnet affect how strong it is? If we magnetise a pin, how long does it stay magnetised for? How have our ideas about forces changed over time? How does a compass work?
Art: Textiles 	Explain what he/she likes or dislikes about their own work Add detail to work using different types of stitch, including cross-stitch	Use cross-stitching to show a route on maps chn have made (just a running stitch with a cross on the target)
Geography: Mapping 	Use the 8 points of a compass. Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features - UK focus. Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. Make plans and maps using symbols and keys.	Focus on maps of our local area using atlases and digital mapping [digimaps]- week 1 Use a compass to navigate around our local area; e.g. around Southwark park. –week 2 Then the children will need to choose a trail that ends at a location in the park (playground) Draw a map onto muslin material/felt Use and interpret maps the children have created in week 6
Computing 	Computing systems and networks – connecting computers	[Link computer networks to maps] 1) How does a digital device work and what parts make up a digital device? 2) How do digital devices help us? 3) How am I connected?- geography links 4) How are computers connected? – geography links 5) What does our school network look like? – geography links
PSHE: My Community & Me Where Do Things Come From Our Ideal Community 	Accidents and prevention- Outdoor places and how to behave responsibly. Sense of community- produce a map of community-	Discussions on this before first school trip to ensure all chn are keeping safe- design a poster during week 1 on this. cross-curricular link (geography task) which will then incorporate art and design (cross-stitching)

Action/Exhibition:	
Exhibition: Guide other children around Southwark park with their cross-stitch maps using compass directions	
Trip ideas	Walks around Southwark park for spotting key features and planning their maps and then again for the children to follow their trails
To be taught in a block and evidenced through floor books	 RE **Introduction to Judaism:** Judaism Beliefs