

Year 1 Spring Term Expedition Narrative

Bright Lights, Big City

In January 2022, the Year 1 children began their Spring Term Expedition, focusing on the guided question:

“What puts London on the map?”

Our Learning:

In geography (Case Study 1), we used a map to locate the four countries that make up the UK and their capital cities. We focused on the capital city of England, which is London. We looked at aerial photographs of London to identify human features. We then compared London to Norfolk and studied the different physical features of these two areas of the UK. We looked at the major landmarks in London and where they are located on a map. We discussed these maps using directional, locational and positional language and had a go at directing each other. We then used our knowledge of London landmarks to draw our own maps. As part of our computing lessons, we directed Beebots around our maps, and created and debugged simple algorithms.

In history (Case Study 2), we studied the life of Queen Elizabeth II. We considered the term ‘monarchy’ and looked at the royal family tree. We researched the Queen’s coronation and considered how young the Queen was when she was anointed. We considered the significance and impact of the Queen’s reign and her wider influence around the world, especially in the Commonwealth countries.

In design & technology (Case Study 3), we learned about the purpose of wheels and how they work placed on an axle to help vehicles move. We explored what makes the best wheel and then applied this learning to create our own model of a London bus or taxi.

Engage

The children went on their own guided tour of London by searching for different pictures around the school grounds. Each picture had a different landmark or symbol on it. The children collected the pictures to guess what our next topic would be about.

Our Learning Targets

Case study 1 - Geography

- Name and locate the four countries of the UK and their capital cities on a map, atlas or globe
- Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation
- Identify the similarities and differences between two places
- Name and describe the purpose of human features and landmarks
- Draw or read a simple picture map
- Identify features and landmarks on an aerial photograph or plan perspective
- Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other

Computing

- Break down a process into simple clear steps (algorithm)
- Understand that a toy can be programmed to follow a set of instructions
- Children understand that an algorithm is a set of instructions used to solve a problem
- Debug their programs - introduce the term '*bugs and debugging*'
- Children can work out what is wrong with an algorithm when the steps are out of order or missing
- Children know that unexpected outcomes are due to the code they have created and can begin to make logical attempts to fix it
- Children can read pictorial code, e.g. arrows
- Children can predict and interpret where the machine will end up at the end of the program

Case study 2 - History

- Identifying that events have happened in the past and significant people from the past have helped shape the present, locally
- Identify that events and people from the past may have occurred across a greater period of time than just themselves
- Identify different ways in which the past is represented
- Begin to understand what makes someone or something significant
- Recall some facts about people/events before living memory
- Say why people may have acted the way they did
- Identifying that certain events and individuals have had major consequences in history
- Tell stories about the past

Case Study 3 - Design & Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- 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 a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Assessment

We used formative assessments throughout our expedition in order to assess each learning target and give children timely feedback on their work. Children received this feedback in a variety of ways such as oral feedback during lessons, written comments on their work as well as plenty of opportunity for discussion as a class, in groups and on a one-to-one basis. Pupils had many opportunities to evaluate their own and each other's work and give kind, specific feedback. Children's acquisition of knowledge was regularly assessed through their oral explanations, including regular check-ins for prior learning. For example, when completing their research on London, children were required to summarise their findings and feedback to the rest of the class. Throughout the expedition, children explored the wider world through maps, aerial photographs, video clips, and discussion. They were able to identify similarities and differences between London and Norfolk before then narrowing their focus to an in-depth study of London. Children gained an understanding of London, its landmarks, and the history of the Queen. Through exploratory experiences, children were able to articulate comparisons they noticed and answer mini questions within each lesson. The children created their own wheel on an axle as part of a London bus or taxi, which they carefully planned and evaluated the

effectiveness of their design specification by applying their design and technology skills. Their knowledge was then accumulated into their final piece where they confidently created an advert for tourists visiting London; answering the question: *What puts London on the map?*

Final Product

To answer our expedition question (*What puts London on the map?*), the children worked in groups to create a video advertisement with information about the attractions of London and what makes it such a significant capital city when visiting as a tourist. They shared their advert with their peers, and it was also published on the school website to enable pupils' families, and the wider community, to access and view it. Year 1 then sent the link to Buckingham Palace and Downing Street.

Staff Product

Click on the link to view our staff product: [London.ppt](#)

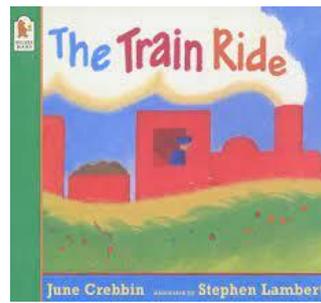
Key Texts



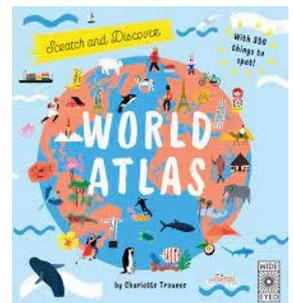
Katie in London by James Mayhew



The Queen's Hat by Steve Antony



Train Ride by June Crebbin



A world atlas

Family Learning

Parents were encouraged to take their children on walks around the local area to observe physical and human features, as well as seasonal and weather changes. Children quizzed their parents on their prior knowledge of the monarchy and shared their findings in class. Children asked their parents to share their experiences of visiting London, including any key landmarks and tourist attractions that they enjoyed.

Other subjects taught this term

Writing

In writing lessons this term, we have explored the use of adjectives in a greater depth so that our written work is more detailed and adventurous. We have also looked at how we can effectively use the conjunction 'and' to extend our sentences by joining two clauses together. Our writing has been based around the fictitious stories of 'The Queen's Hat' and 'Katie goes to London'. We have also created a fact file using our learning from our geography and history case studies.



Reading

In our reading lessons, we delved deeper into the skills previously taught. We focused particularly on prediction and inference skills, as well as being able to retrieve key facts from a text. We continued to develop our love of reading through a selection of class books which we selected based on our interests. We spent time discussing the events, our favourite parts, what we predict might happen next and different character feelings as we read each book.

Phonics

In phonics, we finished learning the set 3 and additional sounds within Read Write Inc. We focused a lot on applying our knowledge of sounds to nonsense words so that we are ready for our Phonics Screening in the summer term. We also looked at ways to support us choosing the correct grapheme when there is more than one option for a sound.



Maths

During this term, we spent some time identifying and describing 2D and 3D shapes. We also increased our knowledge of place value and addition using numbers within 20. We made sure we could show this using concrete objects, before moving onto pictorial representations and written questions.



Science

As standalone lessons in science, we tested different materials to find out which would be the most suitable material for an umbrella for a rainy day in London.



RE

During Easter celebrations, we also continued to learn about the importance of Jesus to Christians within our standalone religious education lessons.