

# Stockbridge Village Primary School – Expedition Project Plan



Project title – Where does my Home End?  
 My Map Book  
 Year group - I Autumn Term

**Essential Question:** Where does my home end?  
 What matters to children - Belonging, Home, Being in different places  
 Moving about in the world, Making a mark on the world

**Fieldwork and Experts**  
 Locality  
 Liverpool  
 Local walk  
 Cartographer  
 Landscape designer  
 Architect  
 Archeological site  
 Community activists

**Big Ideas (Concepts)**  
 Mapping  
 Place  
 Scale  
 Representation  
 Change - Seasons

Questions worth asking -  
 What makes a home a home?  
 if the world is a sphere, why are maps flat?  
 Why is North at the top and South at the bottom?  
 Can you get to places by only turning left / right?

Use -  
 Maps  
 Globes  
 Photographs (aerial)  
 Metal detectors  
 Cameras  
 Compass

**Books -**  
 My Map Book - Sara Fanelli - Key Text  
 Where the Wild Things Are - Morris  
 Sendak - Key Text  
 Home - Jeannie Baker  
 Window - Jeannie Baker  
 At the crossroads - Rachel Isadora  
 The Lost Treasure of Cape Blood - Jonathan Stroud  
 Small in the city - Sydney Smith  
 Tidy - Emily Gravett  
 Treasure Hunt - Alan Ahlberg  
 The Journey - Francesca Wanna

**Key Vocabulary -**  
 Map  
 Scale  
 Liverpool  
 Represent  
 Compass  
 Shop etc  
 Town  
 City  
 Farm  
 Beach  
 Capital city  
 England  
 United Kingdom

**Guided Inquiry Questions -** (see Loops for learning plans)

**Investigate -**  
 My local community - physical and human landmarks  
 Liverpool and the Mersey  
 How maps work  
 Who uses maps  
 How birds find their way to Africa  
 How sailors find their way across the oceans  
 Pirate maps?

**Significant people /places /events -**  
 Stockbridge Village; people in the community; capital cities in the UK  
 Landmarks  
 Johannesburg comparison to Liverpool (Introduce Sedibeng primary - contrast geography)

**Collect -** architects plans of buildings; old maps; new maps; maps of the stars; map of oceans

**Find (out about) -**  
 Four seasons and changes  
 Habitats - in school and locality  
 Names of animals incl herbivores and carnivores  
 Liverpool skyline  
 The Mersey  
 Human and physical landmarks  
 Changes to the locality (Cantril Fram to Stockbridge village)

**Make -**  
 D&T:  
 Create a product using textiles (join fabrics with adhesive)  
 Make: Textile map of Stockbridge village  
 Build a 3D structure e.g. house  
 Other:  
 Map of a pet  
 Make an island  
 Maps of....everything  
 Map of routes  
 Plan of a bug home  
 Birds eye views  
 Map of Father Christmas' journey

## Main subject POS -

### Science

Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.

They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).

Pupils should be taught to:

- ♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- ♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores
- ♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should be taught to:

- ♣ observe changes across the four seasons

observe and describe weather associated with the seasons and how day length varies.

### Geographical skills and fieldwork

- ♣ 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
- ♣ 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
- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

### Human and physical geography

- ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ♣ 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
  - ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Place knowledge

- ♣ 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

For next time -

## Linked subjects POS -

### History

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and places in their own locality.
- events beyond living memory that are significant nationally or globally

### Computing -Pupils should be taught to:

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

create and debug simple programs

use logical reasoning to predict the behaviour of simple programs

use technology purposefully to create, organise, store, manipulate and retrieve digital content

recognise common uses of information technology beyond school

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## Immersion Experience -

## Assessment checks - e.g. rubrics, criteria lists, learning checkpoints, retrieval tasks, knowledge organiser

## Performance of Learning / Legacy Product -