

We are the United Kingdom – Year One



Rationale

In geography, the national curriculum requires children to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and to use maps, atlases and globes for this purpose. To this end, Year One will be using themselves as a starting point to find out about where we live, where our families come from and facts about the countries of the United Kingdom.

Creativity	Independence	Aspiration
Children directed the foci of this topic through their expression of interest in famous landmarks, castles of the UK and London as a capital city.	Children have had free use of the class digital camera as a means of recording their learning experiences and sharing their learning outcomes.	Children will gain an appreciation of the world beyond their immediate surroundings.
<p>Spark</p> <p>When we met in the summer the children shared their ideas about what they would like to learn through hobbies, interests and questions they had about life in general. Many wanted to know about London and castles.</p>		<p>Learning Celebration</p> <p>Open day: families helped the children to produce a display for the KS1 corridor showing the floral emblems of the UK.</p> <p>The children recorded their own learning journey through the use of the class digital camera and their images were shared with parents through our weekly class blog.</p>
<p>Role Playing/Life Skills/Real Learning</p> <p>At the request of the children: Castle role play: George and the Dragon; castles of the UK.</p>		<p>Community Cohesion</p> <p>The children spoke to our regular class volunteers about their origins and Mrs Redfern gave a presentation about her own family tree, taking questions from the children afterwards.</p>
<p>Out of Classroom Opportunities</p> <p>We visited Rockingham Castle http://www.rockinghamcastle.com/ as a real-life example of a castle to explore the history and features.</p>		<p>Home Learning Activity</p> <p>Family tree; castles; London landmarks.</p>
<p>Computing and E-safety</p> <p>The children learned to log on to the laptops independently and their personal responsibility to keep their information safe and secure through class use and a discrete E-Safety lesson.</p> <p>Google Earth was used to explore the world and more specifically The United Kingdom.</p> <p>Children learned how to use the class digital camera and created their own images to record completed work and activities taking place. We considered the safe and appropriate use of the digital camera, respecting others.</p>		

Links to discrete subjects:

Geography/Science

We began our topic by constructing a family tree of ourselves and our parents to which we added our place of birth. We thought about where in the world our lives began and what changes had already happened in our lives. We linked the changes in our development to changes in location both home and education and we used this information as a starting point for our map work.

We used a combination of Google Earth, globes and atlases to locate and identify our places of birth before moving our focus to the United Kingdom as a whole. Each of the four countries were considered individually, considering such information as the capital city, flag, national flower and traditional dishes.

PSHE

As part of our work on changes, we linked into our English work with the book "We are Britain" by Benjamin Zephaniah which contains poems about twelve children from different cultural backgrounds that all live in the United Kingdom, to celebrate the diversity of our countries.

Art

As our topic began with ourselves, we used art to create portraits of ourselves. We then looked at the portraits of Picasso and used oil pastels to replicate his style to make links with our own self-portraits.

Design and Technology

We looked at the well-known dishes associated with each of the countries of the United Kingdom, making Welsh cakes, tasting haggis, neeps and tatties and having afternoon tea.

Literacy

We added labels and captions to an information page about ourselves and a friend as well as our topic work to provide information about the characteristics of the four countries and capitals of the United Kingdom. We used this to begin to understand about the features of a non-fiction text. We then developed our oral and visual presentations skills by being tourist information guides for London!

Steps to success

We looked at the make-up of the United Kingdom, locating major cities, places of interest and Stamford; add family histories. We used Google Earth, globes and atlases.

For each country, we identified the capital city, flag, famous landmarks and national food, flower and traditions.

Children followed the Scottish referendum, a key event during our topic and considered the implications of the vote.

We looked at where there were castles in the United Kingdom and thought about the reason why they were built, how they were built and their key features. We then saw a real-life example through our visit to Rockingham Castle.

How will the project be evaluated?

Children's ability to identify the different countries of the United Kingdom and talk about key facts about those countries. The ability to apply the knowledge gained during the topic to other topic areas, such as Whatever the Weather, when children will be presenting their own weather forecasts for the United Kingdom.