





GTS Learning Focus: The Earth Our Home

Our focus of 'The Earth Our Home' brings together Geography, Art & Design, Design & Technology, History, Computing, Religious Education and PSHE. By ensuring effective progression of components within subjects and effective links across the curriculum, the children at Glastonbury Thorn School gain a better understanding of the world in which we live, including valuing themselves and others people and communities.

 Focusing on human geography, the children begin their learning journey by knowing that they live in a community and they gain an understanding of the importance of people around them. This develops further by using basic geographical vocabulary to describe human features in the children's locality. Progressing further, the children look beyond Shenley Church End and look at hot and cold localities and how people adapt in these countries, including a more in-depth study of a contrasting locality in India and its human features compared to our own locality. To build locational knowledge, the children identify that their school is located in Shenley Church End. When learning about famous landmarks, the children gain a better understanding of London, our capital city. By using simple maps, the children identify where London is and that it is part of England. The children also understand that England is part of the United Kingdom and can identify the four countries of the UK. Progressing further, the children at Glastonbury Thorn School locate the continents and oceans of the world, also identifying hot and cold localities including the significance of the Equator. The children's understanding of locational knowledge is improved further through simple map skills and fieldwork, using both maps and aerial photographs. This develops further by locating places with an atlas and using OS maps (including compass points and symbols) to improve the children's understanding of their own locality and beyond.

 By developing the use of materials and techniques in Art, the children at GTS begin their learning journey by looking at themselves by painting a self-portrait and paintings of their family members. Throughout the children's learning journey in art, self-portraits are developed further by introducing perspective and more detail. To develop early modelling and sculpture skills, the children make London landmarks and through RE, make Diva lamps and Christmas decorations. Further links to RE see the children

gaining a better understanding of patterns in art by designing their own Rangoli pattern, with a pre-teach of symmetry in maths aiding the children. Developing techniques further, the children make a castle through junk modelling. Moving forward, the children at GTS begin to make sculptures in the style of artists. Through the media of textiles, the children continue to develop their understanding of creating finer detail and produce a bag incorporating a style inspired by Indian culture.



Through the focus of 'The Earth Our Home,' the children develop their technical knowledge by learning to construct levers and sliders when making a pop-up puppet. When gaining a better understanding of floating and sinking and material suitability, the children at Glastonbury Thorn School gain an improved understanding of how to make a vessel float in order to transport cargo. Linking strongly to Art, the children develop their design, making and evaluating knowledge by constructing a bag that can carry a produce.



The learning journey through history begins with the children at GTS studying human changes based solely on their own family. This progressing onto understanding a basic life cycle and how changes occur in recent history. Developing their understanding of research and enquiry, the children study a Victorian seaside and the similarities and difference of human change and activity to a seaside today. Through the study of significant places, the children learn about historical landmarks in London. This is developed further by the children gaining a better understanding of how London has changed over time and as a result of the Great Fire of London. When comparing old and new, the children learn about how we live in our homes and how this has changed over time, specifically when looking at life in a castle. The children also gain an understanding of how our past-times have also changed by studying the history of toys.



Through RE, the children gain a better understanding of tolerance and acceptance in 'The Earth Our Home.' The children understand that everyone is different, have different beliefs, different traditions and this should be celebrated. The children are asked 'Is everyone special?' This leads to children understanding more about themselves and others, including the celebration of different religions and events around the world. The children are exposed to different religious stories, highlighting special religious places and beliefs, including creation. Returning to ourselves, the children are encouraged to think about role-models in moving forward in a world that is aspirational for them and others. The British Values link strongly to the 'The Earth Our Home' focus.



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Autumn Term

Spring Term

Summer Term

YEARS

YEAR 1

YEAR 2

Human Geography
Living in a community

Locational Knowledge
Locate London and Identify landmarks

Comparing old and new
Life in a castle

Human Changes
Basic life cycle – baby to an adult

Human Changes
Our life story and family history

Significant Places
Historical landmarks in London

Materials and techniques
Modelling – castles (including joining)

Materials and techniques
Self-portrait and drawing of family members

Materials and techniques
Modelling – London landmarks

Everyday materials
Floating and sinking

Differences between people

Materials and techniques
Diva Lamps & Xmas decorations

Different beliefs and traditions

Locational Knowledge
Locality of school and the surrounding locality

Celebration of religion & events

Human Geography
Use basic geographical vocabulary to describe human features (re-cap Traction Man)

Everyday materials
Materials & their suitability

Make
A boat that floats (pre-teach floating and sinking)

Locational Knowledge
Four countries of the UK, linking to weather and map work

Human Changes
A Victorian Seaside – similarities and differences

Is everyone special?

Technical Knowledge
Pop-up Xmas card

Comparing old and new
The history of toys within living memory

Following religions

Religious stories

Special places

Creation

Materials and techniques
Self-portrait focusing on perspective, leading to clay sculpture

Everyday materials
Suitability & identification

Technical Knowledge
Pop-up Puppet

Skills & Fieldwork
Use an atlas to locate countries and capital cities
Use an atlas, understanding symbols and direction

Being a safe user
Internet safety – going online

Skills & Fieldwork
Aerial map of London (introduce atlas)

Locational Knowledge
Locate the continents and oceans

Locational Knowledge
Describe location of Shenley, using compass points (introduce OS maps)

Human Geography/Place Knowledge
Identify human features, including in a contrasting locality

Significant Places
How London changed – Great Fire

Human Geography
Hot and Cold localities – Human adaptation

Cooking & Nutrition
Soup for the elderly

Materials and techniques
Textiles – bag design

Make / Design / Evaluate
Construct a bag to carry a produce

Being a safe user
Internet safety

Symmetry

Materials and techniques
Rangoli Patterns

Celebration including New Year

Skills and digital literacy
Sending emails

Who should we follow? (role models)

Special times with family

Religious symbols

History

Geography

Art & Design

DT

RE

Computing

Science

Maths

