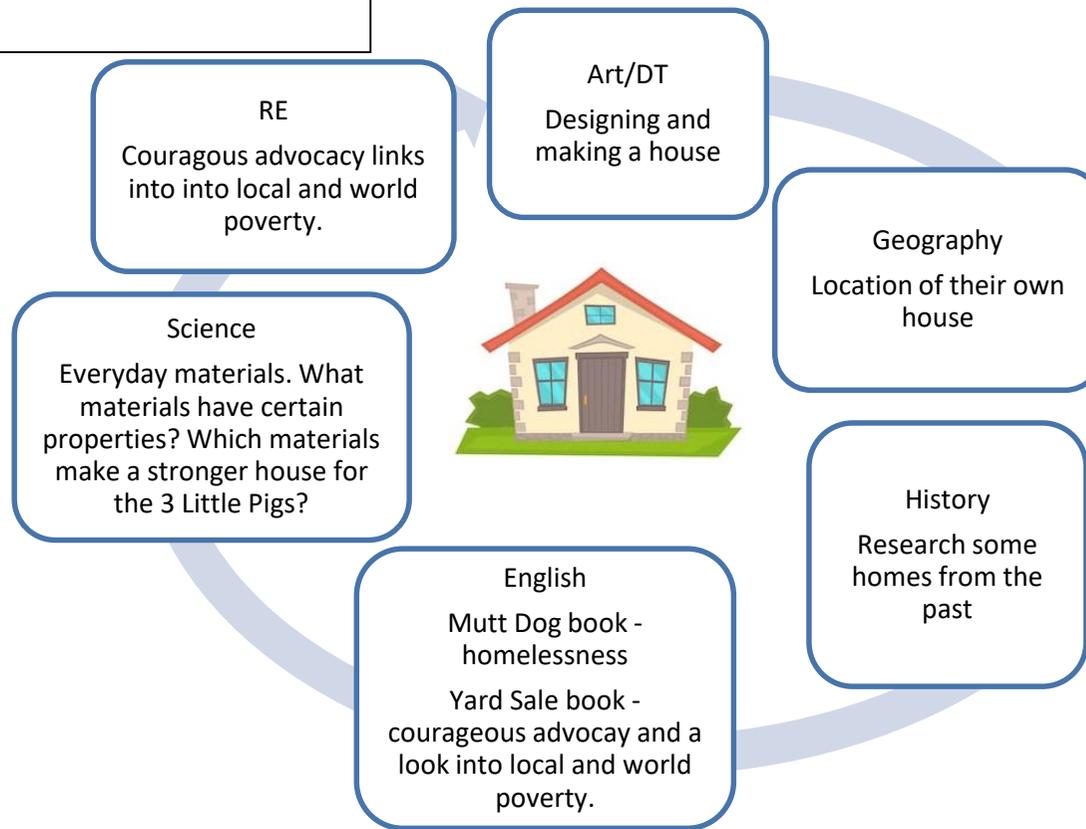


Autumn 1 Curriculum Unit –Year 1

At the end of this unit children will have an understanding of how houses and homes have changed over time.



Key Learning:-

To describe how houses and homes have changed over time.

To compare our homes with other people’s homes.

To compare homes in our village to houses in a small village in Africa

As scientists, we will compare the properties of different materials e.g. wood, plastic and metal.

As writers, we will gain a deeper understanding of homelessness and poverty and write wanted posters and stories.

We will develop our skills in **using design technology** by designing, making and evaluating a house structure.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality: soar in faith	Nurture: soar in talents	Wisdom	Serve others courageously
<ul style="list-style-type: none"> Working as a team to solve problems in science. Creating a design for a house and gathering the correct materials. Solving design problems when 	<ul style="list-style-type: none"> Verbally describing findings Explaining how things are similar and different. 	<ul style="list-style-type: none"> How is my house different or similar to where someone else lives? How can I make a house using the tools and materials that I 	<ul style="list-style-type: none"> Learn what it is to be a courageous advocate for change. What if someone doesn’t have a home? Is a house the same as a home? What makes something a home? Is 	Flourish and excel in imagination and creativity. Use God-given talents and understanding to benefit others (see the subject policies for	<ul style="list-style-type: none"> How have houses and homes changed over time? How are houses and homes different in different countries? 	<ul style="list-style-type: none"> Learn about homelessness . Learn about local and world poverty. Learn what it is to be a

things are not working as you wanted them to.		<p>have?</p> <ul style="list-style-type: none"> • What materials are good for building a real house? • Who designs buildings? 	<p>'home where the heart is'?</p> <ul style="list-style-type: none"> • To start to think about social change: what can we (as young children) do about homelessness? • To write compassionate letters to people in residential care homes. 	further detail).	<ul style="list-style-type: none"> • What is the role of an architect? 	courageous advocate for change.
---	--	---	--	------------------	---	---------------------------------

1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
<p>Children will be made aware of the new focus for learning in previous term.</p> <p>Letters to parents previous term and via homework.</p>	<p>How have houses and homes changed over time?</p> <p>Children bring in to school a picture of their home.</p>	<p>Teacher to provide necessary knowledge to develop skills and understanding.</p>	<p>Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, science, English geography and history.</p>	<p>Children will present their learning in different ways Including: making a junk model house, creating and using simple maps, reading, posters</p>	<p>Design, make and evaluate a junk model house.</p>

Links to British Values

A celebration of British architecture.

Sir Norman Robert Foster, Baron Foster of Thames Bank – English architect responsible for designing some of London's most famous buildings.



Other Resources

Materials to make a junk model house in DT
Local maps

Parental involvement

Support children with the looking into different homes covering different periods of time and locations e.g. historic and new homes and homes from the UK compared to other parts of the world.

Support the children with collecting materials to build a home.

Links with Experts /visitors/visits

Potential for trips to local museums looking at houses and home from the past.

Local field trip to the local area. Identifying local architecture.