**California Primary School Early Level Local Area Month – Bundle 1**

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| **Main Subject Focus Experiences & outcomes**  **Social Studies** | | **Curricular Areas & Subjects** | | **Life & Ethos of the School in the Community** | **Interdisciplinary Learning** | **Opportunities for wider/personal achievement** |
| Cross-cutting Themes Targeted by this bundle – | | Enterprise | | Creativity | Citizenship | Sustainability |
| People, Past events & societies –  I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. **SOC 0-02a**  **People, place & environment**  I explore and discover the interesting features of my local environment to develop an awareness of the world around me. **SOC 0-07a**  I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a**  I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. **SOC 0-09a** | | | | | | |
| Linked Experiences and outcomes from other areas | | | | | | |
| I explore ways to design and construct models. TCH 0-09a  Talking and Listening - Finding and using information –  I *listen or watch for useful or interesting information and I use this to make choices or learn new things.* LIT 0-04a  \*Talking and Listening & Reading - Understanding, analysing & evaluating - (take out for this bundle – is in history & evidence bundle?)  *To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* ***LIT 0-07a / LIT 0-16a /* ENG 0-17a**  Reading - Finding and using information –  I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things LIT 0-14a  In movement, games, and using technology I can use simple directions and describe positions. **MTH 0-17a**  *Through contributing my views, time and talents, I play a part in bringing about positive change in my school* ***and wider community****.* ***HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a***  *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.* ***HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a***  *I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.* ***HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a***  *I know and can demonstrate how to travel safely.* ***HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a*** | | | | | | |
| **The bundle above is combined below in different ways to enable pupils to experience a progression of learning in these experiences and outcomes. This should ensure opportunities for breadth, challenge & application** | | | | | | |
|  | **DRAFT PROGRESSION PATHWAY STATEMENTS (will be updated when available)– skills, knowledge & understanding, attitudes being developed** | |  | | | |
| * I can use photographs/items to talk about people and events in my life. * I can demonstrate my understanding of how people lived in the past and present through play. * I know that lives in the past were different from my own. * I can use a simple map in my play. * I can describe a journey I make regularly. | | | * I can use photographs/items to describe and record important individuals and events in my life. * I can show that these things have happened in the past through discussion. * I can present my understanding of the past and present through displays, role play, written and oral reports or models. * I can compare and contrast my life with the lives of others. * I can create and use a simple map to locate things in the classroom and playground. * I can record different journeys on a map. | | | |
| **Suggested contexts or key questions to select from: Identity, Heritage – Where do you live? Where is your village? What can you tell me about your village? How can we find out more about your village? Study of the buildings and land around the village – walks to notice things around the village which might have changed. What do you see? Simple ways to record/collect information about the natural and man-made landscape around the school. Research and follow children’s observations and interests.** | | | **Suggested contexts or key questions to select from: Identity and Heritage – (from 2018 onwards refer to previous practitioner’s evaluation) Establish level of prior knowledge by selecting/re-visiting key questions in box left. What is special about our village? What does it look like now? What was it like a long time ago? What special places are there in and around your village? How can we get to know our village better? Visits from parents, grandparents, people from the village talking to the children about the changes they have seen. Introduce early mapping skills and atlas work depending on children’s interests and needs. How can we look after our village?** | | | |

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| **Quality Learning Experiences – planned in collaboration with pupils and stage and level partners** |
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| **Benchmarks** **which could be assessed during this learning – please highlight skills, knowledge, understanding or attitudes which your pupils will be applying & might achieve** |
| Social Studies   * Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party. * Identifies simple features of the local environment, for example, hill, river, road, and railway. * Talks about something they have done to care for the environment. |
| **Assessment approaches & evidence** |
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| **Evaluation** |
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