

**Pilgrim Federation EYFS & Key Stage 1 Curriculum Coverage Ideas & Resources for the Learning Theme:**

**Local Studies**

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EYFS	Science	Art & Design	Computing	D&T	Geography	History	Music	PE	Other links/ideas
Continuous provision will be in place throughout the learning theme based on PLODS (possible Lines of development)	<p><b><u>The Natural World ELG</u></b> Explore the natural world around them, making observations and drawing pictures of animals Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Animals and plants – habitats local</p>	<p><b><u>Creating with Materials ELG</u></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Use a range of materials.</p>	Use technology to support learning understanding how to program to make technological equipment work.	<p>Design – consider ascetics and functionality.</p> <p>Make – use a range of tools safely and effectively.</p> <p>Evaluate – test against criteria for purpose of design and judge.</p> <p>Adapt as necessary.</p>	<p><b><u>People Culture and Communities ELG</u></b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Name and locate landscape features.</p> <p>Find other places named the same as</p>	<p><b><u>Past and Present ELG</u></b> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p><b><u>See also Charanga Schemes of work</u></b></p> <p><b><u>Being Imaginative and Expressive ELG</u></b> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> <p>Use voice creatively</p>	<p><b><u>See also RealPE Schemes of work.</u></b></p> <p><b><u>Gross Motor Skills ELG</u></b> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Links to:</p> <p>Norfolk Rivers Trust National Trust Norfolk Wildlife Trust</p> <p>Bayfield Hall Holkham Hall Houghton Hall Felbrigg Hall Blickling Hall</p> <p>Morston Cley Marshes Muckleburgh Holt Weybourne Letheringsett Mill &amp; Ford River Glaven Sheringham Cromer Fakenham Sculthorpe</p>

	flora and fauna.				your school's place –		Play tuned and untuned instruments.	Master basic movement	
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EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>Life cycles of plants and animals that are found within the locality.</p> <p>Food chains.</p> <p>Naming plants.</p> <p>Seasonal changes.</p>	<p>Use drawing, painting and sculpture to express ideas and imagination.</p> <p>To study the work of a range of artists and develop techniques associated with line, form, shape, colour etc.</p> <p>Focuses could include local artists and art related to the history and features of the landscape.</p>			<p>Compare and contrast locality and landscape features (try to locate other places with the same name beyond Europe).</p> <p>Let's Expolore Scotland <a href="https://www.bbc.co.uk/bitesize/topics/zp8r4xs/articles/z2h98hv">https://www.bbc.co.uk/bitesize/topics/zp8r4xs/articles/z2h98hv</a></p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>Significant local events, including myths that have a basis in truth.</p> <p>Local heroes past and present – local people who have achieved higher success e.g. past students from Federation schools that have made good.</p>	<p>Experiment with and combine interrelated dimensions of music. Listen to a range of music recorded and live.</p> <p>Focuses could include traditional local songs (folk).</p> <p>Composing of music that reflects local life.</p>	<p>Participate in team games.</p> <p>Perform dances and sequences using patterns of movement.</p>	<p>Walsingham Abbey &amp; Shrine</p> <p>Wells-Next-The-Sea Gressenhall</p> <p>Seal trip</p> <p>Train – Walsingham to Wells or Holt to Sheringham</p> <p>Farm visits</p> <p>Holt Country park</p>

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		<p>Introduce children to the works of the artist and designer Clarice Cliff and discuss images of her work.</p> <p>Children recreate their own design of Clarice Cliff's 'Circle Tree' plate using painted circles and trees blown with a straw on a paper plate.</p>		<p>Links can be made to local buildings and occupations e.g. Kelling had a windmill – making a model with rotational parts.</p> <p>Investigate and explore the different types of windmill. (including paper plate, plastic cup, pinwheel, fan style and traditional windmill construction).</p> <p>Design and make a fairground ride (toy car)</p>	<p>Local maps past and present – N, S, E, W etc.</p> <p>Significant local geography such as types of rock specific to the area.</p> <p>Create own maps and keys based on the imaginary 'Isle of Stray' in the Katie Morag books.</p> <p>Locate seaside features using grid referencing.</p>	<p>Significant events in the past nationally and internationally including festivals where appropriate.</p> <p>Examples could include local role in the 2 world wars.</p> <p>The history of the seaside: Identify similarities and differences between Edwardian/ Victorian and present day seaside holidays using photographs.</p>	<p>Listen to songs performed by The Wild Rovers (Local Band)</p> <p>Habitats – Oak Academy  <a href="https://teachers.thenational.academy/unit/s/habitats-b374">https://teachers.thenational.academy/unit/s/habitats-b374</a></p>		



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		<p>Children create secondary colours to use in their work by mixing primary colours.</p> <p>Evaluate my painting, identifying things I would change or improve.</p>			<p>Use Google Earth to locate our nearest Seaside resort and other UK seaside resorts.</p> <p>What features can we observe? What are the similarities and differences?</p> <p>Visit Sheringham or Cromer and explore land use (beach, entertainment areas, housing etc.).</p>	<p>Research popular Edwardian/ Victorian seaside towns and identify why their popularity grew in the Edwardian/ Victorian era.</p> <p>Compare seaside piers today and in the past.</p> <p>Sort Edwardian/ Victorian and modern seaside holiday souvenirs/ pictures of souvenirs.</p>			

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					<p>Describe the human and physical features of typical UK seaside resorts.</p> <p>Locate seaside resorts in relation to each other using the points of the compass.</p> <p>Identify similarities and differences between non-coastal and coastal areas.</p>	<p>Identify similarities and differences and develop word banks to describe the souvenirs.</p> <p>Research facts about the life and achievements of Dr Thomas Barnardo and order the main events of his life on a timeline.</p>			

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						<p>Study postcard pictures and written postcard accounts to find out about ways in which people enjoyed the seaside in the Victorian/Edwardian era first-hand.</p> <p>Research popular Victorian seaside food treats and compare to seaside food today.</p>			



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Possible links to English:	Possible Links to Maths:
Fiction: Non-Fiction: Song: Drama:	Measure and scale (when using maps)