

History Knowledge

How I have changed – through SEAL / SRE topics

To know about changes in living memory (my life).

To know about events beyond living memory that are significant nationally or globally (first aeroplane flight/George Stephenson and the Rocket Locomotive).

Significant British people

Winston Churchill/ Politician – Life and career in WW2

Scott of the Antarctic / Scientist and Explorer – Learning from mistakes

Skills

Chronological Understanding

To put 3 objects in chronological order (recent history).

To use vocabulary—old, new, modern, a long time ago.

Knowledge and Interpretation

To name and talk about famous people who have made our lives better today – Winston Churchill

To identify some differences between old/modern objects – also through materials in science (compare some objects from the recent past)

To identify some objects from the past – gas mask, Andersen Shelter, ration book

To give examples of things that are different in my life/WW2

Historical Enquiry

To ask and answer questions about a time in the past / different to my own

To compare and contrast photographs from past and present – Cross curricular through English

To answer questions using artefacts/photographs provided / old radio and recorded footage / virtual tours (YouTube) Scotts Hut in Antarctica

PSHE - Jigsaw

Theme: Being in My World

Theme: Celebrating Difference

Theme: Dreams and Goals

Theme: Healthy Me

Theme: Relationships

Theme: Changing Me

Year 1

Curriculum Intent



Science

Knowledge

Plants

To identify and name some common wild and garden plants, including deciduous and evergreen trees.

To identify and describe the structure of a variety of flowering plants, including trees.

Animals (including humans)

To identify and name some common animals including fish, amphibians, reptiles, birds and mammals.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

My body and senses

To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Materials

To distinguish between an object and the material from which it is made.

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

To describe the simple physical properties of a variety of everyday materials.

To compare and group together a variety of everyday materials on the basis of their simple physical properties.

Scientific Discovery – Invention of plastics **Leo Baekeland**

The seasons

To observe changes across the four seasons.

To observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

Asking simple questions and recognising they can be answered in different ways

Talk about what they can see and do. Does a tree always look the same? What material should we build a model house with? What is the weather like?

Observing closely and using simple equipment

Magnifying glasses, pipettes,

Performing simple tests Test ideas suggested to them.

Grow peas, tests related to the 5 senses, testing materials— for strength and absorbency, test the polar regions and the rising sea levels

Identifying and Classifying:

Plants Animals, Materials.

Make simple comparisons and groupings.

Using observations and ideas to suggest answers to questions

What is the weather like? Which animals make good pets? Why?

Cinderella needs a mop. Which material would be best? How could we find out?

How do plants drink? How much do they drink?

Gathering and recording data to help answer questions

Use simple charts / labelling diagrams / taking photos .

Weather chart.

Writing 'What I did...' Drawing ideas and simple pictures. Writing 'What happened?'

Geography

Knowledge:-

To name and locate the five Oceans of the world – through 3 different topics

To understand and begin to use basic geographical vocabulary—physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (city, town, village, factory, farm house, office, port, harbour and shop). To understand how humans can have a negative impact on the world's physical features

To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Hucknall) and of a small area in a contrasting non-European country (The Gambia, Africa) (landmarks, rivers, transport, currency).

To locate the hot (Africa) and cold areas of the world in relation to the Equator and the North and South Poles.

Skills :

Geographical Enquiry

To answer teacher led enquiry/simple questions: 'What is it like to live in this place?' How do people live in a place like this? (Inuits) How is it different to where we live? (The Gambia, rural Africa) To use NF books/pictures and sources of information. To investigate surroundings. To communicate in different ways e.g. pictures/pictograms simple maps/sketches/labelled diagrams

Fieldwork: Sherwood Pines

Map work: Sherwood Pines / School / Hucknall