

KS1 Curriculum for September 2020

History **Geography** **Art** (separate planning when it does not link to a learning project) **DT** (separate planning when it does not link to a learning project) **Music** (separate planning)

Science RE PE SMSC Computing (separate planning)

10 week learning projects

Art in KS1 should focus on experience and development of different media and techniques. Where possible it should link to learning projects but the key focus should be on acquiring and practising skills and techniques. These are: Painting, Drawing; Collage; Printing; Sculpture and 3D work including clay; Textiles

Year 1 Summary

Year 1	Autumn - social	Spring	Summer – scientific, technological
Learning project	<p>Toys in the past – changes in living memory. What did my parents, grandparents, teachers play with?</p> <p>Common words and phrases to do with passing of time.</p> <p>Compare and contrast</p> <p>My school environment</p> <p>My local environment</p> <p>Maps and fieldwork</p> <p>Materials</p>	<p>Robin Hood – significant people in their own locality</p> <p>Good and bad</p> <p>Habitats</p> <p>Physical features</p> <p>Animals</p> <p>Plants</p> <p>The human body</p>	<p>Explorers of the Antarctic Scott and Amundsen – events beyond living memory that are significant nationally or globally. Reason/justification.</p> <p>Hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Maps, atlases and globes</p>
All year round learning	<p>Weather – observe and describe weather associated with the seasons and how day length varies</p> <p>Seasonal change – observe changes across the four seasons</p>		

Year 2	Autumn	Spring	Summer
Learning project	Victorian Childhood – social	Global Village – Nottinghamshire and Kumasi, Ghana	Famous Inventors – scientific / technological
Character strengths	Courage, Perseverance	Curiosity, Kindness	Perseverance, Resilience, Self-esteem
History	<p>Life for Victorian children - events beyond living memory that are significant nationally e.g. Victorian schools (how things were taught, payment, punishment) and homes (lack of electricity, cleaning, washing, cooking), children working in mines (jobs - trapper, hurrier and thruster, hours, wages, food etc.) and as chimney sweeps etc. AND The lives of significant individuals in the past who have contributed to national achievements – Lord Shaftesbury, campaigner for children</p> <p>Justification:</p> <ul style="list-style-type: none"> • Focus on local history of mining • Focus on importance of education • Link to other local schools e.g. Kingsway and Orchard Victorian buildings • Building on Y1 learning 		<p>Famous Victorian Inventors - events beyond living memory that are significant nationally or globally AND The lives of significant individuals in the past who have contributed to national and international achievements e.g. Mary Anning, palaeontologist, Marie Curie, scientist, Mary Kingsley, explorer, Beatrix Potter, writer, Emmeline Pankhurst, suffragette, Isambard Kingdom Brunel, engineer, Charles Darwin, scientist, Alexander Graham Bell and George Stephenson, inventors AND Significant people in their own locality e.g. Ada Lovelace, inventor of the first computer, Jesse Boot, founder of Boots Chemist, William Booth, founder of the Salvation Army</p> <p>Justification:</p> <ul style="list-style-type: none"> • Focus on STEM • Focus on achievements of women • Link to English requirement to study classic stories (BP)
Geography	<p>Locational knowledge of the UK and the world Devise a simple map work and use and construct basic symbols in a key Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country. Use geographical vocabulary to refer to key human and physical features.</p>	<p>Locational knowledge of the UK and the world Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features e.g. railways, bridges, cliffs, hills linking to learning projects.</p>

		<p>Use aerial photographs to recognise landmarks</p> <p>Use world maps atlases and globes to identify the UK and the countries, continents and oceans studied at this key stage</p> <p>Compare the Ashanti region of Ghana with a village or town in Notts</p> <p>Link to:</p> <p>Animals and plants in the two regions</p> <p>Physical and human differences and similarities</p> <p>Climates</p> <p>Jobs people do including children at work in Ghana's gold mines</p> <p>Justification:</p> <ul style="list-style-type: none"> • Links to the number of children in school with African heritage • Links to high quality literature – Anansi and the sky god stories, Greedy Zebra etc. • Addressing stereotypes • Links to previous term's learning – children working in gold mines in Ghana now 	
Art – see above	Observational drawing – miner's lamp, carpet beaters, irons etc.	<p>Weaving Kente cloth designs (with paper)</p> <p>Collage of animal patterns (link to Greedy Zebra)</p> <p>Gold Ashanti jewellery</p>	Victorian portraits (paint or other media)
DT			Making bridges, telephones, something that moves
All year round learning	<p>Weather – observe and describe weather associated with the seasons and how day length varies</p> <p>Seasonal change – observe changes across the four seasons</p>		