

### KS1 Long Term Planning/Curriculum Map

The table below shows the above areas of subject-specific skills, knowledge & understanding mapped across a two-year cycle

		The Drivers		Enhancers		Core		
		Geography Seasonal Change 1 or 2 lessons every half term	History	Design and Technology	Art & Design	English	Science Seasonal change 1or 2 lesson s every half term	
Cycle1	A1	How did London catch fire?  EYFS - All About Fire		Significant events beyond living Memory - Great Fire of London (1666)	Structures - 1 Create a Tudor home for a peg doll family		Story mapping and narrative. Stories from the same author	Materials everyday - naming and identifying
	A2	Where are the capital cities in the UK? EYFS - All about me	The United Kingdom & its countries Name, locate and identify the four countries and capital cities of the UK			How can we create a collage using natural materials in the style of Andy Goldsworthy? Suffolk Art Year 1	Adverts and leaflets about the UK  Poetry about or countryside/wildlife	Animals including Humans
	Sp1	What can you see out of the window? EYFS- Our local area and wildlife		Compare Significant Historical Events/People through History Thomas Gainsborough (1727-1788) and LS Lowry (1887-1976)		Drawing skills and process - Suffolk Art	Recounts of fictional or personal experiences Postcards Letters and e-mail	Materials and their properties
	Sp2	How can we find our way around our local area? EYFS - We are going on a Bear Hunt, Transport	Geography of the school, its grounds & surrounding environment - Aerial photos, maps and mapping - fieldwork		Structure - 2 Build a piece of playground equipment that you would like us to have in the school grounds (Build on previous knowledge from Autumn 1)		Factfiles Non chronological reports Recounts of local area visits	Identifying and naming plants
	S1	Who made Britain great? EYFS - People Who Help Us		Significant individuals who have contributed to national achievements. - Mary Seacole (1805-1881)		Discreet Textiles - Year 1 Suffolk Art	Diary Writing	Living things and their habitats
	S2	Can you change continent without crossing an ocean? EYFS - Our World	Oceans and Continents Name and locate the world's seven continents and five oceans		Textiles 1 - creating a bag for a journey to one of the continents		Traditional tales from around the world	Plants Bulbs and growth



### **History Topics and Coverage:**

**Toys** - Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

**The Great Fire of London/The First Aeroplane** - Events beyond living memory that are significant nationally or globally

**Mary Seole/Neil Armstrong and Thomas Gainsborough/LS Lowry** - the lives of significant individuals in the past who have contributed to national and international achievements.

Some should be used to compare aspects of life in different periods

**Thomas Gainsborough** - significant historical events, people and places in their own locality

### **Geography Topics and Coverage:**

**Can you change continents without crossing an ocean?**- *Locational knowledge*: name and locate the world's seven continents and five oceans

**Where are our capital cities in the UK?**- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **African Adventures** - *Place knowledge* - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography

**Why don't Meerkat's live in the North Pole?** - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

**Why do we love to be beside the seaside?** - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

**Delivered through all Geography units above:** *Geographical skills and fieldwork* - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

**How can we find our way around our local area?** - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Science Topics and Coverage:**

#### **Throughout all science units of study**

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

#### **Autumn 2 Cycle 1/ Autumn 1 Cycle 2**

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Autumn 1 Cycle 1** - distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

**Spring 2 Cycle 1** - describe the simple physical properties of a variety of everyday materials

**Spring 1 Cycle 2** - compare and group together a variety of everyday materials on the basis of their simple physical properties.

**Summer 2 Cycle 2** - observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.

**Summer 1 Cycle 1/Summer 2 Cycle 2** - explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.

**Autumn 2 Cycle 2** - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Spring 1 Cycle 2** - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **Design and Technology Skills and Coverage:**

#### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

**Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Art and Design Skills and Coverage:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.