



Believe Succeed & Grow

*Respect Hope Trust Friendship Compassion Thankfulness*

St Osyth Church of England Primary School



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<b>KS 1</b>	<b>Year B</b>	<b>Term</b> Summer	<b>Key Question</b> What would it be like to live in another country?	<b>Overview heading</b> Our Area and Areas of Others.
<b>Trip/Visitor</b>		<b>Hook/Theme Day</b>		<b>Link to other topic/s</b> Key Stage 1, Year A - What makes our country our country and what makes our area our area?  Lower Key Stage 2, Year A - What makes the United Kingdom Unique?  Lower Key Stage 2, Year B - Time for Climate Change?  Upper Key Stage 2, Year B – Would I like to live in India?
<b>Subject</b>		<b>Objectives/Content</b>		
Geography		<p>Explore what they like about the country in which they live. Find out about some other countries and what people like about them. This could be through their own first-hand experiences or through interviews and other sources of information. Focus on India:</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Size</li> <li>• Weather</li> <li>• Food</li> <li>• Clothes</li> </ul> <p>Compare and contrast aspects of the physical and human geography of India and the UK.</p> <ul style="list-style-type: none"> <li>• Capital cities including: <ul style="list-style-type: none"> <li>○ Taj Mahal, Mysore Palace and the Golden Temple (Harmandir Sahib)</li> <li>○ Buckingham Palace, Windsor Castle, St Paul's Cathedral, Westminster Abbey, The Tower of London and Tower Bridge</li> <li>○ Schools</li> </ul> </li> </ul>		



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	<ul style="list-style-type: none"> <li>○ Food</li> <li>○ Weather</li> <li>○ How we use our rivers (Thames and Ganges) – trade, leisure, religion etc</li> </ul> <p>Pupils to find out about the physical and human geography of India using a range of sources, including interviewing pupils in Upper key Stage 2, see link to their unit ‘Would I like to live in India?’ This study will avoid using, and actively discourage, stereotypes.</p>
Science	<p>Animals including humans: Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• Name some common fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</li> <li>• Name the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</li> <li>• Work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</li> </ul>
Art/DT	<p>Mendhi designs Shadow elephants – water colour using the sun.</p>
Books that may be used	<p>Good Night India (Good Night Our World) Board book Finders Keepers?: A Bus Trip in India: Volume 1</p>



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## Geography

### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims

The national curriculum for geography aims to ensure that all pupils:

- ☐ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☐ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ☐ are competent in the geographical skills needed to:
  - ☐ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - ☐ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - ☐ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



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## **Subject content**

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### **Locational knowledge**

- ▣ name and locate the world's seven continents and five oceans
- ▣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### **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**

- ▣ 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
- ▣ 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



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## 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
- ☒ 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
- ☒ 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

### Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### Aims

The national curriculum for science aims to ensure that all pupils:

- ☒ develop scientific **knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- ☒ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- ☒ are equipped with the scientific knowledge required to understand the **uses and implications of science**, today and for the future.



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## **Subject content**

### **Key stage 1**

#### **Pupils should be taught to:**

- ☒ 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.

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

## **Art**

### **Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Aims**



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The national curriculum for art and design aims to ensure that all pupils:

- ☒ produce creative work, exploring their ideas and recording their experiences
- ☒ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ☒ evaluate and analyse creative works using the language of art, craft and design
- ☒ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **Subject content**

### **Key stage 1**

Pupils should be taught:

- ☒ 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
- ☒ 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.

## **Design and Technology**

### **Purpose of study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising



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and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## **Aims**

The national curriculum for design and technology aims to ensure that all pupils:

- ☒ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ☒ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ☒ critique, evaluate and test their ideas and products and the work of others
- ☒ understand and apply the principles of nutrition and learn how to cook.

## **Key stage 1**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

### **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



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## **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.

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