



Believe Succeed & Grow

Respect Hope Trust Friendship Compassion Thankfulness

St Osyth Church of England Primary School



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KS 1	Year A	Term Autumn	Key Question What did these famous people do for us?	Overview heading Famous People
Trip/Visitor Expedition to the Gruffalo Trail		Hook/Theme Day Come dressed as someone famous		Link to other topic/s Our country based topics Science aspects of topics
Subject		Objectives/Content		
Hook Day/History		<p>Are all the famous people real? Are they all alive now? Can we make a physical timeline of some/all these famous people? What makes someone famous? How do we know someone is famous? Why were people in the past famous? Why are people famous now? Note links to similarities and differences.</p>		
History		To learn about and understand the lives of significant individuals in the past who have contributed to national and international achievements.		
		<p>Political pioneers: Emily Davison Rosa Parks</p> <p>Concepts of: now and then history, including a timeline of their life/family reasons for why certain things have happened in their timeline. E.g. why they live in this locality.</p> <p>Vocabulary: Words and phrases relating to the passing of time – high utility words must be linked to this.</p> <p>Skills and Explorations Ask and answer questions using/choosing parts of stories and other sources to show that they know and understand key features and events.</p>		
Geography/History		<p>Explorers Christopher Columbus Captain Scott (Robert Falcon)</p>		



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	<p>Concepts of: Maps What things look like from about - Birds-eye-view Globe</p> <p>Skills and Explorations Use of atlases, maps and globes Fascination of different places Explorers wanted to find out about places – what places do the children want to find out about? How might they do this?</p>
Science/History	<p>Scientists Marie Curie Mary Secole Isaac Newton</p> <p>Concepts of: Investigation – to find out about, to explore. Experiment – to test an idea. Fair testing Predicting Methods Results Conclusions Forces</p> <p>Skills and Explorations To be able to undertake, and record, investigations and experiments. Use the KS 1 proforma for this.</p>
Art/DT	<p>Look at posters for the suffragette movement. Design own suffragette poster</p> <p>Basic skills for different mediums Colour mixing Colour wheels for primary and secondary colours.</p>



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History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

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

- ☐ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ☐ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ☐ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ☐ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ☐ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ☐ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- ▣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ▣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ▣ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ▣ significant historical events, people and places in their own locality.



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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.

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

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



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☒ 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 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:



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- ☐ 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

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



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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.