



2018-19 Year 1	Our Yorkshire		Chocolate		Ancient Civilizations	
	KS1	KS2	KS1	KS2	KS1	KS2
Literacy	ARE Reading ARE Writing					
Maths	Schools to follow own schemes					
Science Working Scientifically Types of enquiry	<p>The national curriculum for science aims to ensure that all pupils: 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.</p> <p>Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include:</p> <ul style="list-style-type: none"> • Observing over time • Pattern seeking • Identifying, classifying and grouping • Comparative and fair testing • Research using secondary sources 					
Science (Year 1 of 2 year cycle)	Seasonal Changes Materials	Light Sound	Seasonal Changes Animals	Materials States of Matter	Seasonal Changes Living things and their habitats	Living things and their habitats Evolution and inheritance
History	<p>Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past.</p>	<p>The Roman Empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Events beyond living memory that are significant nationally and globally.</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Significant historical events, people and places in their own locality.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>
Geography	<p>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</p> <p>Human and physical</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Local)</p> <p>Describe and understand key aspects of: physical geography,</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Use basic geographical vocabulary to refer to: Vegetation, season and weather, key human features, including: city, town, village, factory,</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>Describe and understand key aspects of: physical geography,</p>	<p>Name and locate the four countries and capital cities of the United Kingdom using atlases and globes.</p> <p>Use basic geographical vocabulary to refer to: Key physical features - Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>	



	<p>geography</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>farm, house, office, port, harbour and shop</p> <p>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</p>	<p>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>vegetation, season and weather.</p> <p>Key human features – city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>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</p>	
<p>Geographical skills and fieldwork</p> <p>Skills to be taught over course of key stage</p>	<p>KS1</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p>			<p>KS2</p> <p>Use fieldwork to observe, measure and record</p> <p>Use fieldwork to record and explain areas</p> <p>Use 8 points of compass, symbols and keys</p> <p>Used 4 and 6 figure grid references on OS maps</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		
<p>Art</p> <p>Skills to be taught over course of key stage</p>	<p>KS1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 			<p>KS2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 		
<p>DT</p> <p>Skills to be taught over course of key stage</p>	<p>KS1</p> <p>Design purposeful, functional and appealing products</p> <p>Generate, model and communicate ideas</p> <p>Use a range of tools and materials to complete practical tasks</p> <p>Evaluate existing products and own ideas</p>			<p>KS2</p> <p>Use research and criteria to develop products which are fit for purpose</p> <p>Use annotated sketches and prototypes to explain ideas</p> <p>Evaluate existing products and improve own work</p>		
<p>DT</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Use mechanical and electrical systems in own products, including programming.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Build and improve structures and mechanisms</p>	<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>



<p>Computing Skills to be taught over course of key stage</p>	<p>KS1 Understand use of algorithms Write and test simple programs Use logical reasoning to make predictions# Organize, store, retrieve and manipulate data Communicate online safety and respect Recognize use of IT outside of school</p>	<p>LKS2 Design and write programs to achieve specific goals, including solving problems Use logical reasoning Understand computer networks Use internet and search technologies safely and appropriately Collect and present data appropriately</p>	<p>UKS2 Design and write programs to solve problems by decomposing them into smaller parts Use sequences, repetition, inputs, variables and output in programs Detect and correct errors in programs Understand uses of networks for collaboration and communication Be discerning in evaluating digital content</p>
<p>MFL</p>	<p>Schools to follow own schemes</p>		
<p>Music Skills to be taught over course of key stage</p>	<p>Sing songs Play tuned and untuned instruments musically Listen to and understand live and recorded music Make and combine sounds musically</p>	<p>Use voice and instruments with increasing accuracy, control and expression Improvise and compose music Improvise and compose using dimensions of music Listen with attention and detail Listen to detail and recall aurally Appreciate a wide range of live and recorded music Begin to develop an understanding of history Develop an understanding of the history of music, including great musicians and composers Perform with control and expression solo and in ensembles Use and understand basic staff notation</p>	
<p>PE</p>	<p>Schools to follow own schemes</p>		
<p>PSHE (Taken from NYCC PSHE and Citizenship guidance for schools – Sep 17)</p>	<p>Me and my relationships Keeping myself safe</p>	<p>My healthy lifestyle Becoming an active citizen</p>	<p>Me and my future Moving On School's own scheme for SRE/RSE</p>
<p>RE</p>	<p>Schools to either follow the Diocese of York or the North Yorkshire Syllabus</p>		



<p>Enterprise Ideas to develop enterprise throughout the year groups over the academic year</p>	<p>Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief Aim: To be ready to start a business. Links that could be made as appropriate: What are the local economies of the area studied? Why are they here? Why do economies differ by area? What impact will change have on the local economies? What new business enterprise would survive here? Career opportunities for the future. Curriculum possibilities: Rotary club Looking at economies through geography Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. Raise funds for a school project or local charity.</p>	
<p>Outdoor Learning</p>	<p>Ongoing throughout the year.</p>	
<p>British Values Ongoing throughout the year for all year groups</p>	<p>Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.</p>	<p>Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries</p>
	<p>Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures</p>	<p>Cultural Development Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect</p>