

## Passport to the world Spring term Year

### Geography

#### **Locational knowledge**

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

#### **Human and Physical Geography**

- Use basic geographical vocabulary to refer to:
  - key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation.
  - key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### **Mapping**

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise landmarks and basic human features on aerial photos.
- Know that symbols mean something on maps.

#### **Fieldwork**

- Use simple compass directions (NSEW).

#### **Enquiry and Investigation**

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'

#### **Communication**

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.

	<ul style="list-style-type: none"> <li>▪ Use basic geographical vocabulary from the Programme of Study as well as to describe specific local geographical features (tube station, canal etc).</li> <li>▪ Use maps and other images to talk about everyday life e.g. where we live etc.</li> </ul> <p><b>Use of ICT / technology</b></p> <ul style="list-style-type: none"> <li>▪ Use simple electronic globes/maps.</li> <li>▪ Do simple searches within specific geographic software.</li> <li>▪ Add simple labels to a digital map.</li> <li>▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> </ul> <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions</p>
History	<p><b>Chronology</b></p> <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present (<i>e.g. London's 1666 houses and people and their modern equivalent</i>).</li> <li>▪ Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> </ul> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Identifying some similarities and differences between ways of life in different periods.</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> </ul> <p><b>Events, People and Changes</b></p> <ul style="list-style-type: none"> <li>▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</li> <li>▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (<i>e.g. comparing modern fire engines to fire marks and leather buckets</i>).</li> <li>▪ Use simple stories and other sources to show that they know and understand key features of events.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</li> <li>▪ Understand historical concepts and use them to make simple connections and draw contrasts.</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>▪ Use sources to answer simple questions about the past.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.</li> </ul> <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films</i>).</p>
<b>Art</b>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>▪ Record and explore ideas from first hand observations.</li> <li>▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>▪ Control the types of marks made with the range of media.</li> <li>▪ Name, match and draw lines/marks from observations.</li> <li>▪ Invent new lines.</li> <li>▪ Draw on different surfaces with a range of media.</li> <li>▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>▪ Use a variety of tools and techniques including different brush sizes and types.</li> <li>▪ Mix and match colours to artefacts and objects.</li> <li>▪ Work on different scales.</li> <li>▪ Name different types of paint and their properties e.g. watercolour.</li> <li>▪ Identify primary and secondary colours by name.</li> <li>▪ Mix primary shades and tones.</li> <li>▪ Mix secondary colours.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>▪ Create simple printing blocks with press print.</li> <li>▪ Design more repetitive patterns.</li> <li>▪ Experiment with overprinting motifs and colour.</li> </ul> <p><b>Evaluating</b></p>

	<ul style="list-style-type: none"> <li>▪ Review what they and others have done and say what they think and feel about it.</li> <li>▪ Identify what they might change in their current work or develop in future work.</li> </ul>
DT	<p><b>Evaluation of Existing Products</b></p> <ul style="list-style-type: none"> <li>▪ Explore existing products and investigate how they have been made.</li> <li>▪ Talk about their design as they develop and identify good and bad points.</li> <li>▪ Decide how existing products do/do not achieve their purpose.</li> </ul> <p><b>Focused Tasks: Structures</b></p> <ul style="list-style-type: none"> <li>▪ Explore how to make structures stronger.</li> <li>▪ Investigate different techniques for stiffening a variety of materials.</li> <li>▪ Test different methods of enabling structures to remain stable.</li> <li>▪ Join appropriately for different materials and situations e.g. glue, tape.</li> <li>▪ Mark out materials to be cut using a template.</li> <li>▪ Use a glue gun with close supervision.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ Use pictures and words to convey what they want to design/make.</li> <li>▪ Model ideas with kits, reclaimed materials.</li> <li>▪ Select appropriate technique explaining First... Next... Last...</li> <li>▪ Explore ideas by rearranging materials.</li> <li>▪ Select pictures to help develop ideas.</li> <li>▪ Describe their models of ideas and intentions.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ Discuss their work as it progresses.</li> <li>▪ Select materials from a limited range that will meet the design criteria.</li> <li>▪ Select and name the tools needed to work the materials.</li> <li>▪ Explain what they are making.</li> <li>▪ Explain which materials they are using and why.</li> <li>▪ Name the tools they are using.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe what they need to do next.</li> </ul> <p><b>Evaluation (of their Finished Product)</b></p> <ul style="list-style-type: none"> <li>Say what they like and do not like about items they have made and attempt to say why.</li> <li>Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</li> </ul>
<p><b>Music</b></p>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments.</li> <li>Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.</li> <li>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).</li> <li>Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.</li> <li>Know how music is used for particular purposes (for example, for dance, as a lullaby).</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Experiment with and create musical patterns.</li> <li>Explore, choose and organise sounds and musical ideas.</li> <li>Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.</li> <li>Make improvements to their own work.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>Identify high and low sounds.</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>Respond to sounds of different duration.</li> <li>Recognise the difference between long and short sounds.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Copy simple patterns of sound of long and short duration.</li> <li>▪ Recognise the difference between steady beat and no beat.</li> <li>▪ Identify similar rhythmic patterns.</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>▪ Differentiate between loud sounds, quiet sounds and silence.</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>▪ Identify the differences between fast and slow tempos.</li> <li>▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>▪ Recognise the difference between singing and speaking.</li> <li>▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</li> <li>▪ Match selected sounds with their pictured source.</li> <li>▪ Explore the different kinds of sound that my singing and speaking voice can make.</li> <li>▪ Identify different voices by their vocal qualities.</li> <li>▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>▪ Recognise a song with an accompaniment and one without accompaniment.</li> <li>▪ Determine one strand of music or more than one strand.</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>▪ Recognise that the sections of a piece of music sound the same or different.</li> </ul>
<p><b>Global Links</b></p>	<p>GL 11 Sustainable development. Make human cities and settlements safe, resilient and sustainable. Look at garden cities. Soakaway roof.</p>