



**USWORTH COLLIERY
PRIMARY SCHOOL**

YEAR 1

**KEY SKILLS, KNOWLEDGE
& UNDERSTANDING**

**CURRICULUM
COVERAGE 2020-2021**

SCIENCE

<p>Year 1 & 2</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> • Explore the world around them and raise their own simple questions Experience different types of science enquiries, including practical activities Begin to recognise and make suggestions of different ways in which they might answer scientific questions • Use their senses and simple equipment to make observations, observing changes over time. • Carry out simple tests • Use simple features to compare objects, materials and living things and decide how to sort and group them • Ask people questions and use simple secondary sources to find answers • With guidance, they should begin to notice patterns and relationships and use their observations and ideas to suggest answers to further questions • Use simple measurements and simple equipment (e.g. hand lenses, egg timers) to gather data • Record simple data (using charts, tables, pictures, labels and captions). • To explain and talk about what they have found out and how they found it out. • Beginning to answer some scientific questions with a simple reason. • Begin to say whether things happened as they expected and if not why not. • With help, they should record and communicate their findings in a range of ways and begin to use simple scientific vocabulary (written, diagrams, charts, pictures, tables, ICT and verbally)
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<p>Year 1</p>	<p>Plants</p> <ul style="list-style-type: none"> • Identifies and describes the basic structure of a variety of common flowering plants (roots, stem, leaves, flower, petal, bulb, seed) • Identifies and describes the basic structure of trees (trunk, branches, roots) • Identifies and names a variety of common wild and garden plants, including deciduous and evergreen trees. • Could work scientifically by: using magnify glasses to observe plants and trees describing how they would group them and drawing diagrams of the different parts • Could work scientifically by: Observe plants across the seasons describing and comparing what differences and similarities they have seen. <p>Animals and Humans</p> <ul style="list-style-type: none"> • Identifies a range of domestic and wild animals. • Identifies and names a variety of common animals including fish, amphibians, reptiles, birds, invertebrates and mammals, beginning to classify them by how they are different. • Identifies and compares the bodies of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identifies and names a variety of animals by what they eat (carnivores, herbivores and omnivores). • Identifies, names, draws and labels the basic parts of the human body and says which part of the body is associated with each sense. • Could work scientifically by: using observations, videos, photographs to group animals based on their bodies and what they eat • Could work scientifically by: using their senses to compare different textures, sounds, smells, noises and tastes linking to which body part they used. <p>Materials</p> <ul style="list-style-type: none"> • Distinguishes between an object and the material from which it is made. • Describes a variety of everyday materials using senses and some scientific vocabulary. • Identifies and names a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
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- Compares and groups together a variety of everyday materials based on given criteria, explaining how the 2 materials are similar or different
- Could work scientifically by: Performing simple tests to explore questions about What material is best for... eg. umbrella, bookshelf etc

Seasonal Change

- Names the four seasons in order
- Observes changes across the four seasons and begins to describe the differences and why there are related to a specific season
- Observes and describes weather associated with the seasons
- Observes and describes how day length varies.
- Could work scientifically by: making tables and charts about changes and differences in weather and day length as the seasons change

WHOLE SCHOOL GEOGRAPHY OVERVIEW

Each topic will cover these 4 elements of geographical knowledge

- **Locational knowledge**
Continent, hemisphere, position in relation to Equator, ocean, sea, major cities topographical features, land use (and change of land use) time zone
- **Human geography**
Types of settlement and land use economic acuity including trade links distribution of natural resources including energy food minerals and water
- **Physical geography**
Climate zones, biomes and vegetation belts, rivers mountains, volcano earthquakes and the water cycle
- **Environmental Impact/Effect**
The effect of human behaviour on this location. Considering how and why it is changing, how the place compares with other places, what it could be like in the future and what can we could do to influence change?

The teaching of Fieldwork skills will be embedded within each topic.

- **Fieldwork Skills KS1**
Use maps, atlases and globes, use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks, devise a map and use and construct basic symbols in a key.

Year 1

Where I live

- **Locational knowledge** – My house, my street, Sulgrave, School, Concord, Washington
- **Human geography** Village, town house, shop, types of transport (other amenities)
Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Can you identify human features on your walk around school and concord?
- **Physical geography** – What is the weather like in Washington. What physical features do you notice on your walk around school and Concord?
- **Environmental Impact/Effect** - What impact are humans having on local area – rubbish. Can you spot any issues in your local area – graffiti?

Seasonal change & Weather - how the seasons and weather affect people.

- **Locational knowledge** – equator, location of hot and cold countries. Use locational language to describe countries location.
- **Human geography** Village, town house, shop (other amenities)
- **Physical geography** – What is the weather like in Washington? Answer questions about the seasons
- **Environmental Impact/Effect** – is the weather changing? Colder winters?

Features of hot and cold places, People who live in hot and cold countries- Antarctica & Spain

- **Locational knowledge** – continent, equator, north pole, south pole, oceans
- **Human geography** what amenities are in the areas, transport, landmarks
- **Physical geography** – What is the land like, what does the area look like?
- **Environmental Impact/Effect** – The melting ice caps.

GEOGRAPHY

Key Skills, Knowledge and Understanding

Year 1	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Say what they like about my locality. • Sort things they like and don't like. • Answer some questions using different resources, such as books, the internet and atlases. • Think of a few relevant questions to ask about a locality. • Answer questions about the weather. • Keep a weather chart and know and recognise main weather symbols. <p>Physical</p> <ul style="list-style-type: none"> • Know their address. • Explain the main features of a hot and cold place. • Describe a locality using words and pictures. • Explain how the weather changes with each season and which is the hottest and coldest in the UK. • Name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house' and know the main differences between city, town and village. <p>Human</p> <ul style="list-style-type: none"> • Explain why they would wear different clothes at different times of the year. • Talk about the people who live in hot and cold places. • Explain what they might wear if they lived in a very hot or a very cold place <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Identify the four countries making up the United Kingdom and the three main seas that surround it. • Name some of the main towns and cities in the United Kingdom. • Know where the equator, north pole and south pole are on a globe or atlas.
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WHOLE SCHOOL HISTORY OVERVIEW

When teaching each historical era, the 7 key history skills must be taught for each one.

- Constructing the Past
- Sequencing the Past/Chronology
- Continuity and Change
- Cause and Effect
- Significance and Interpretation
- Historical Enquiry
- Using Sources as Evidence

In each era children will learn about and compare some or all of the following historical themes

- Achievements (scientific and cultural)
- Housing and architecture
- Society (politics and class)
- Food Farming and Trade
- Entertainment
- Beliefs
- Weapons and warfare

Key Skills, Knowledge and Understanding

HISTORY

<p>Year 1 Autumn</p>	<p>Are Playstations more fun than my grandparent's toys? Changes within living memory: When my great grandparents were young – toys</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Changes in technology in last 50 years • Entertainment Toys and technology, recreational activities <p>Constructing the Past</p> <ul style="list-style-type: none"> • Identify that events have happened in the past – I was born, I started school, Last Christmas etc. • Identify that things from the past might be different to those today – e.g. houses, cars, games etc. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Identify that events from the past may have occurred over a greater period than their lifetime. How long were grandparents at school for? How long have parents/teachers been married (not to each other) etc. • Sequence artefacts in chronological order – toys, technology, fashion etc. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify that changes have happened in history that have had an impact on our lives – How was life different now to when your grandparents were 6? • Identify that some things have stayed the same – grandparents all went to school in the past; they all had similar lessons. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Ask simple questions about the past on events within or beyond living memory. Guided enquiries using knowledge from topic. • Begin to identify some ways that we can find out about the past – stories, pictures, objects <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Understand that items can tell us about someone or something. – Family photographs, heirlooms etc. • Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. (sorting artefacts/toys into 'what did my teacher play with? what did her parents play with and what their grandparents play with?')
<p>Year 1 Spring</p>	<p>Why do we remember the 5th November? Significant event: Significant historical event – Gunpowder Plot 1605</p> <ul style="list-style-type: none"> • Housing and architecture Houses of Parliament cellars basements etc. • Society (politics and class) Parliament: Catholic attempt to remove Protestant monarchy • Beliefs Catholic Protestant • Weapons and warfare Gunpowder fireworks and firework safety <p>Constructing the Past</p> <ul style="list-style-type: none"> • Identify that events have happened in the past – attempt to blow up parliament • Identify that things from the past might be different to those today – e.g. weapons, houses, fashion, cities etc. Absolute power of monarch. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Identify that events from the past may have occurred over a greater period than their lifetime. – length of monarchs rule etc. • Identify that events and changes have happened in order and sequence events in chronological order – order of the gunpowder plot timeline • Identify that there have been different periods of time – Tudors, Victorians, 20th C etc. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify that changes have happened in history that have had an impact on our lives What was different when Guy Fawkes was around? What would happen if someone tried it now? Would they be burned? Could you get under parliament that easily now? • Identify that some things have stayed the same - There was a monarch in Guy Fawkes time and we have one now, there was a parliament and there is now etc. <p>Cause and Effect</p>

	<ul style="list-style-type: none"> Identifying that certain events and individuals have had major consequences in history. Guy Fawkes was burned. Effect on religion – Catholics? Dangers of gunpowder realised – firework safety. <p>Significance and Interpretation</p> <ul style="list-style-type: none"> Identify why certain people/events are significant in history. Recognise that we celebrate significant events that happened a long time ago – Bonfire night <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask simple questions about the past on events within or beyond living memory. Guided enquiries using knowledge from topic. Begin to identify some ways that we can find out about the past – stories, pictures, objects <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> Understand that items can tell us about someone or something. – Guy Fawkes barrels, clothes etc. Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.
<p>Year 1 Summer</p>	<p>Who was the 'father' of our railways? Significant people from history- George Stephenson</p> <ul style="list-style-type: none"> Achievements (scientific and cultural) Invention of his Steam Engine (Rocket) Housing and architecture – Railway stations Food Farming and Trade – people were now able to travel <p>Constructing the Past</p> <ul style="list-style-type: none"> Identify that events have happened in the past Identify that things from the past might be different to those today – e.g. transport <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> Identify that events and changes have happened in order and sequence events in chronological order – different modes of transport Identify that there have been different periods of time – Tudors, Victorians, 20th C etc. Sequence 3 or 4 artefacts or events from distinctly different periods of time. (modes of transport) <p>Continuity and Change</p> <ul style="list-style-type: none"> Identify that changes have happened in history that have had an impact on our lives – How was life different before trains were invented? How did it change life for the average person? Identify that some things have stayed the same – People wanted to move around. People needed to sell their goods etc. <p>Cause and Effect</p> <ul style="list-style-type: none"> Identifying that certain events and individuals have had major consequences in history – George Stephenson's developments led to national railways etc. Whole country became more accessible. <p>Significance and Interpretation</p> <ul style="list-style-type: none"> Identify why certain people/events are significant in history – achievements, impact etc. Identify why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask simple questions about the past on events within or beyond living memory. Guided enquiries using knowledge from topic. Begin to identify some ways that we can find out about the past – stories, pictures, objects <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> Understand that items can tell us about someone or something. – George Stephenson's suitcase.

ICT

Year 1	<p>Programming</p> <ul style="list-style-type: none"> • Give simple instructions one at a time using left, right, forwards and backwards. • Put two instructions together to control a toy. • As part of a group, plan, predict and test an algorithm by giving a sequence of instruction. • Use a simple on-screen simulations of real life activities. <p>Handling Data</p> <ul style="list-style-type: none"> • Enter information into a template to make a graph/ pictogram. • Talk about the results shown on a graph to answer simple questions. • Create a pictogram by entering data in a graphing package. • Use my pictogram to answer simple questions. • Sort and classify information on screen by two criteria. <p>E-communication</p> <ul style="list-style-type: none"> • Recognise what an email address looks like and can use the @ key to type an email address. • Join in sending a class email. • Send my own simple message using the internet. <p>Key Skills</p> <ul style="list-style-type: none"> • Record my ideas using a keyboard. • Make simple sentences on screen, using a word bank • Change the colour, size and/or font. • Use peripherals to move around my work. • Copy and paste a picture from the internet using right click. • Save and load content by using single and double click. <p>Multimedia Production</p> <ul style="list-style-type: none"> • Combine text & images in simple program. • Record a sound and play it back. • Use simple paint tools, brushes, colour-fill and palette. • Add stamps or clipart to create a scene. <p>Using the internet</p> <ul style="list-style-type: none"> • Use pre-chosen sites to find information and answer simple questions. • Use activities on the internet to learn something new. • Aware that the Internet holds information on web pages. <p>E-safety</p> <ul style="list-style-type: none"> • Recognise advertising on websites and learn to ignore it. • Follow the school rules when being online and using technology. • Know that personal information should not be shared online. • Know how to report something bad that I find online. • Understand what cyber bullying is and what to do if it happens.
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Year 1	<p>Performing</p> <ul style="list-style-type: none">• Use my voice to speak/sing/chant.• Join in with singing.• Use instruments to perform.• Look at my audience when they are performing.• Clap short rhythmic patterns.• Copy sounds.• Follow instructions about when to play and sing. <p>Composing</p> <ul style="list-style-type: none">• Make different sounds with my voice.• Make different sounds with instruments.• Identify changes in sounds.• Repeat (short rhythmic and melodic) patterns.• Make a sequence of sounds. <p>Appraising</p> <ul style="list-style-type: none">• Say how a piece of music makes me feel.• Say whether they like or dislike a piece of music.• Recognise repeated patterns.• Follow instructions about when to play or sing• Recognise long and short sounds.
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ART

Year 1

Drawing

- Communicate something about themselves in my drawing.
- Create moods in my drawings.
- Draw using pencil and crayons.
- Draw lines of different shapes and thickness, using 2 different grades of pencil.

Painting

- Communicate something about themselves in my painting.
- Create moods in my paintings.
- Choose to use thick and thin brushes as appropriate.
- Paint a picture of something I can see.
- Name the primary and secondary colours.

Printing

- Print with sponges, vegetables and fruit.
- Print onto paper and textile.
- Create a repeating pattern

Textiles/ 3D

- Sort threads and fabrics.
- Group fabrics and threads by colour and texture.
- Weave with fabric and thread.
- Add texture by using tools.
- Make different kinds of shapes.
- Cut, roll and coil materials such as clay, dough or plasticine.

Collage

- Cut and tear paper and card for my collages.
- Gather and sort the materials I will need.

Use of it

- Use a simple painting program to create a picture.
- Use tools like fill and brushes in a painting package.
- Go back and change my picture.

Knowledge

- Describe what I can see and like in the work of another artist/craft maker/designer.
- Ask sensible questions about a piece of art.

DT

Year 1	<ul style="list-style-type: none">• Developing, planning & communicating ideas• Think of some ideas of my own.• Explain what they want to do and how it works.• Use pictures and words to plan.• Design a product which moves. <p>Evaluating processes & products</p> <ul style="list-style-type: none">• Describe how something works.• Talk about my own work and things that other people have done <p>Working with tools, equipment, materials & components</p> <ul style="list-style-type: none">• Explain what I am making.• Choose and explain which tools are being used.• Make their model stronger. <p>Textiles</p> <ul style="list-style-type: none">• Describe how different textiles feel.• Make a product from textiles by gluing. <p>Electrical & mechanical components</p> <ul style="list-style-type: none">• I can make a product which moves.• Cut materials using scissors.• Describe the materials using different words.• Say why I have chosen moving parts.• Join materials together as part of a moving product.• Add some kind of design to my product. <p>Use of materials</p> <ul style="list-style-type: none">• Make a structure/model using different materials.• Work is tidy.• Make my model stronger if it needs to be. <p>Construction</p> <ul style="list-style-type: none">• Talk with others about how I want to construct my product.• Select appropriate resources and tools for my building projects.• Make simple plans before making objects, e.g. drawings, arranging pieces of construction before building.
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RE

Year 1	<p>Knowledge & Understanding of Religion</p> <ul style="list-style-type: none">• Recognise and name features of religious life.• Recall religious stories.• Recognise religious symbols.• Recognise other verbal and visual forms of religious expression. <p>Critical Thinking</p> <ul style="list-style-type: none">• Talk about what they find interesting or puzzling.• Talk about what is of value and concern to themselves.• Talk about what is of value and concern to others. <p>Personal Reflection</p> <ul style="list-style-type: none">• Reflect on their own feelings, ideas and values.
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Year 1

Me and My Relationships

- Name a variety of different feelings and explain how these might make me behave.
- Think of some different ways of dealing with 'not so good' feelings
- Give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.
- Know when I need help and who to go to for help.
- Know a range of classroom rules and explain why we have them.

Valuing Difference

- Describe ways in which people are similar as well as different.
- Explain why things sometimes seem unfair, even if they are not.

Keeping Myself Safe

- Describe different feelings that I have and how my body behaves when I have them.
- Understand what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).
- Give examples of how I keep myself healthy.
- Explain when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)

Rights and Responsibilities

- Give examples of how I look after myself and my environment - at school or at home.
- Describe some ways that we look after money.

Being my Best

- Recognise what I can do if I find something difficult
- Know why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.

Growing and Changing

- identify an adult I can talk to at both home and school if I need help.
- Describe things I can do now that I couldn't do when I was a baby and a toddler
- Describe things that I can do now that I couldn't do last year and some things that I am still learning to do.
- Name some body parts which are inside my body and some which are outside.
- Know what some of my body parts do.