



# St Chad's Connected Curriculum – KS1

## Rolling Programme B

Unit	1	2	3	4	5	6	7	8
<b>Big Picture Question</b>	<b>Where is Bristol and how has it changed over time?</b>	<b>Who is my family? Year 1</b> <b>Who are the Royal family? Year 2</b>	<b>What is remembrance?</b>	<b>What is Britain and who has contributed to the Britain we have today?</b>	<b>What did people do to protect their settlements in Britain?</b>	<b>Who has explored places that have never been visited before?</b>	<b>What are some of the deadliest animals in the world and where are they from?</b>	<b>How did pirate's lives differ from everyday people and where did they travel?</b>
<b>Rationale</b>	Links to significant historical events, people and places in their own locality NC Local study NC  Study physical geography of a small area of the UK - NC  Opportunity to develop fieldwork skills in the city and compare it to Patchway  Links to LKS2 topic comparing Clifton and Sicily	Changes within living memory NC  Chance to develop understanding of recent history.  Develop concepts of past, present and future.  Learn about weather symbols and patterns.	Link to remembrance day.  Events from beyond their living memory NC	Understanding of key events in our national history  Studying the lives of significant individuals NC  Know the four countries and capital cities of the United Kingdom and its surrounding seas- ready to progress to LKS2	Links with Invaders topic LKS2  Study history into Caldicot and Chepstow Castle	Links to exceptional individuals in rolling programme 1  Studying the lives of significant individuals NC  Raising aspirations	Explore hot and cold areas of the world NC  Links to rolling programme one topic extreme locations	Study English pirate John Nutt Recount events from significant individual NC
<b>Key concepts</b>	<b>Chronology</b> <b>Community</b> <b>Our Physical World</b> <b>Our Global community</b> <b>Thinking Geographically</b>	<b>Chronology</b> <b>Community</b>	<b>Chronology</b>	<b>Chronology</b> <b>Invading and Settling</b> <b>Our Physical World</b> <b>Our Global Community</b>	<b>Chronology</b> <b>Invading and Settling</b>	<b>Exploration and Industry</b> <b>Our Physical World</b>	<b>Our Physical World</b>	<b>Exploration and Industry</b> <b>Our Physical World</b> <b>Our Global Community</b> <b>Thinking Geographically</b>
<b>Objectives</b>  <b>Knowledge</b>  <b>Skills</b>	To place events on a simple timeline compared to previous ones studied  To explain how Bristol has changed  To identify famous people from the local area from history.  To organise and compare artefacts and items from 100 years ago and the present day.  To explain how children's lives have changed.	To place events on a simple timeline compared to previous ones studied  To describe the differences between their school days and those of their grandparents.  <u>Recount changes in own life over time.</u>  <u>Sequence artefacts closer together in time</u>	To place events on a simple timeline compared to previous ones studied  Ask and answer appropriate historical questions, using their growing historical knowledge.  <u>Put 5 people, events or objects in order using a given scale.</u>  <u>Sequence three events in chronological order (recent history).</u>	To place events on a simple timeline compared to previous ones studied  Know what a number of older objects were used for.  Know about an event or events that happened long ago, even before their grandparents were born  Name a famous person from the past and explain why they are famous  Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)	To place events on a simple timeline compared to previous ones studied  Know what a number of older objects were used for.  Know about an event or events that happened long ago, even before their grandparents were born  Differentiate between things that were here 100 years	Know about a famous person from outside the UK and explain why they are famous.  Name a famous person from the past and explain why they are famous.  <u>To understand some ways we can find out about the past and consider the reliability.</u>  <u>Give a plausible explanation about what an object was used for in the past</u>	Know the names of and locate the seven continents of the world  Know the names of and locate the five oceans of the world  Know features of hot and cold places in the world  Know where the equator, North Pole and South Pole are on a globe  <u>Identify seasonal/daily</u>	Know about an event or events that happened long ago, even before their grandparents were born.  <u>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? 'How long ago did .... happen?'</u>  Know the names of and locate the seven continents of the world



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	<p><u>Put 5 people, events or objects in order using a given scale.</u></p> <p><u>Sequence three events in chronological order (recent history).</u></p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p>Know their address, including postcode</p> <p>To use simple compass directions (North, South, East and West) and directional language to describe the location of features and routes on a map.</p> <p><u>Use world maps, atlases and globes to identify the United Kingdom and its countries.</u></p> <p><u>Use fieldwork and observational skills to study the key human and physical features of the school's surrounding areas.</u></p> <p><u>Observe and describe the human and physical geography of a small area of the United Kingdom.</u></p>	<p><u>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</u></p> <p><u>Sequence photographs from different periods of their life</u></p>		<p><u>Ask and answer simple questions about the past</u></p> <p><u>Sequence three events in chronological order (recent history).</u></p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p>Know which is the hottest and coldest season in the UK.</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>Know the main differences between city, town and village</p> <p><u>Use world maps, atlases and globes to identify the United Kingdom and its countries and surrounding seas</u></p> <p><u>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</u></p>	<p>ago and things that were not (including buildings, tools, toys, etc.</p> <p><u>Identify differences between ways of life in different periods</u></p> <p><u>Compare 2 versions of a past event.</u></p> <p><u>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</u></p>	<p>Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world</p> <p>Know features of hot and cold places in the world</p> <p>Know where the equator, North Pole and South Pole are on a globe</p> <p><u>Use world atlases, maps and globes to locate the world's seven continents and five oceans.</u></p> <p><u>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.</u></p>	<p><u>weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator</u></p> <p><u>Use maps, atlases and globes to identify the continents and oceans of the World</u></p>	<p>Know the names of and locate the five oceans of the world</p> <p>Know features of hot and cold places in the world</p> <p>Know where the equator, North Pole and South Pole are on a globe</p> <p>Know the main differences between a place in England and that of a small place in a non-European country</p> <p>To use simple compass directions (North, South, East and West) and directional language to describe the location of features and routes on a map.</p> <p>Know and recognise main weather symbols.</p> <p><u>Use maps, atlases and globes to identify the continents and oceans of the World</u></p>
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<b>Science</b>	Plants (Yr 1 and 2)	Animals, including humans (Yr 1 and 2)		Plants (Yr 1 and 2)	Everyday Materials (Yr 1 and 2)	Exceptional Scientists	Animals, including humans (Yr 1 and 2)	Everyday Materials (Yr 1 and 2)
<b>D &amp; T</b>		<b>Cookery</b> Analyse, Practice, Design, Make, Evaluate		<b>Textiles</b> Analyse, Practice, Design, Make, Evaluate	<b>Structures</b> Analyse, Practice, Design, Make, Evaluate			<b>Mechanisms</b> Analyse, Practice, Design, Make, Evaluate
<b>Art</b>	<b>Drawing and Painting</b> Analyse, Practice, Design, Make, Evaluate		<b>Printing</b> Analyse, Practice, Design, Make, Evaluate			<b>Drawing and Painting</b> Analyse, Practice, Design, Make, Evaluate	<b>Sculpture</b> Analyse, Practice, Design, Make, Evaluate	
<b>RE</b>	What makes some places sacred?	Why does Christmas matter to Christians?		Who is a Muslim and what do they believe?	What is the good news that Jesus brings?	What does it mean to be in a faith community?		
<b>PSHE</b>	<b>JIGSAW</b>			<b>JIGSAW</b>			<b>JIGSAW</b>	
<b>Music</b>		Bristol Plays Music Year 1 – Air Year 2 - Water			Bristol Plays Music Year 1 – Animal Rhythms Year 2 – Chronology			Bristol Plays Music
<b>P.E</b>	Gym, Dance Throwing and Catching			Gym, Dance Striking and Fielding			Gym, Dance Athletics	
<b>Computing</b>	Computer Networks			Computer Programming Unit 1			Computer Programming Unit 2	