



St Chad's Connected Curriculum – KS1

Rolling Programme A

Unit	1	2	3	4	5	6	7	8
Big Picture Question	Where is Patchway and how has it changed over time?	Why do we remember WW1 and WW2?	Who is my family? Year 1 Who are the Royal family? Year 2	What was the impact of The Great Fire of London?	Who has contributed to the world that we live in today?	How has flight developed and what does the world look like from above?	How do the plants in our school environment grow?	Who has explored extreme locations?
Rationale	Local study – NC Study physical geography of a small area of the UK - NC Link to LKS2 topic comparing Patchway with Uganda. Opportunity to understand how the local area has developed and changed, Opportunity to develop fieldwork skills in the local area.	Link to remembrance day.	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.	Events beyond living memory NC National study Understanding of key events in our national history.	Studying the lives of significant individuals NC Learning about exceptional individuals from society. Raising aspirations. Link to topics on flight and extreme locations.	Events beyond living memory NC Looking at how transport has developed. Link to UKS2 unit on Earth and Space.	Opportunity to explore the local world around us. A focus on the science unit of plants. Link to what type of plants/trees grow in different parts of the world.	Studying the lives of significant individuals NC Raising aspirations. Studying the achievements on individuals.
Key concepts	Chronology Community Our Physical World Our Global Community Thinking Geographically	Chronology Community	Chronology Community	Chronology Community	Chronology Exploration and Industry Our Global Community	Chronology Exploration and Industry	Biology	Chronology Exploration and Industry Our Physical world
Objectives Knowledge Skills	To place events on a simple timeline compared to previous ones studied. To explain how Patchway 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. <u>Order 5 people, events or objects using a given scale.</u> <u>Ask and answer simple questions about the past.</u>	To describe key events from the past. To organise artefacts by age and explain what they were used for.	To place events on a simple timeline compared to previous ones studied. To organise artefacts by age and explain what they were used for. To describe the differences between their school days and those of their grandparents. <u>Order 5 people, events or objects using a given scale.</u> Know the name of and locate the four capital cities of England, Wales,	To place events on a simple timeline compared to previous ones studied. To describe the Great Fire of London. To organise artefacts by age and explain what they were used for To explain how children's lives have changed. <u>To recognise why people did things, why events happened and what happened as a result.</u> <u>Ask and answer simple questions about the past.</u>	To place events on a simple timeline compared to previous ones studied. To describe key events in people's lives. To name famous people from the past and explain why they are famous – including those who are not from Britain. <u>To recognise why people did things, why events happened and what happened as a result.</u> Know the names of the four countries that make up the UK and name the	To place events on a simple timeline compared to previous ones studied. To describe key events in the development of flight. To name famous people from the past and explain why they are famous – including those who are not from Britain. <u>Order 5 people, events or objects using a given scale.</u> <u>Ask and answer simple questions about the past.</u>	I can identify a range of common wild and garden plants, including deciduous and evergreen trees. I can identify the basic structure of a variety of common flowering plants, including trees. I can observe and describe how seeds and bulbs grow into mature plants. I can describe how plants need water, light and a suitable temperature to grow and stay healthy.	To place events on a simple timeline compared to previous ones studied. To describe peoples' journeys to extreme locations and the challenges they faced. To name famous people from the past and explain why they are famous – including those who are not from Britain. <u>To understand some ways we can find out about the past.</u>



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	<p><u>To understand some ways we can find out about the past and consider the reliability.</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>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>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</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>Use fieldwork and observational skills to study the key human and physical features of the school's surrounding areas.</u></p>		<p>Scotland and Northern Ireland</p> <p>Know their address, including postcode</p> <p>Know which is the hottest and coldest season in the UK.</p> <p>Know and recognise main weather symbols.</p> <p><u>Use world maps, atlases and globes to identify the United Kingdom and its countries.</u></p> <p><u>Identify seasonal/daily weather patterns in the UK.</u></p>	<p><u>To understand some ways we can find out about the past and consider the reliability.</u></p> <p><u>To compare two versions of a past event.</u></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>To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</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>three main seas that surround the UK</p> <p><u>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</u></p>	<p>Know the names of and locate the seven continents of the world</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><u>Name and locate the world's seven continents and five oceans.</u></p> <p><u>Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</u></p>	<p>I can describe how plants have grown from seeds and bulbs have developed over time.</p>	<p>Know the names of and locate the seven continents of the world</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 the main differences between a place in England and that of a small place in a non-European country</p> <p><u>Identify the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</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>	
Science	Plants (4 weeks)	Animals, including humans (4 weeks)	Everyday Materials (4 weeks)	Plants (4 weeks)	Animals, including humans (4 weeks)	Everyday Materials (4 weeks)	Plants (4 weeks)	Animals, including humans (4 weeks)	Everyday Materials (4 weeks)
D & T	DT Opportunity Make, Do, and Mend Sowing		Structure Analyse, Practice, Design , Make , Evaluate Project: Make a Tudor house			DT Opportunity Make and fly a kite		DT Opportunity Make a flower pot/planter from recycled materials	Textiles Analyse, Practice, Design , Make , Evaluate Project: sowing a polar bear



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Art	Art Opportunity Drawing/sketching of local area Drawing maps/ birds eye views	Drawing/ painting Analyse, Practice, Design , Make , Evaluate Poppies Artist: Georgia O'Keeffe (Tate website)	Painting Analyse, Practice, Design , Make , Evaluate Focus: colour mixing (tones and tints). Brush strokes Artist: Antony Frost (link to IT)	Art Opportunity Drawing Tudor Houses	Art Opportunity Group collage of significant people Investigating the work of famous artists	Printing Analyse, Practice, Design , Make , Evaluate Focus: collograph printing (could print onto kite) Artist: Maurits Cornelis Escher	Sculpture Analyse, Practice, Design , Make , Evaluate Focus: Natural structures Clay plants Artist: Andy Goldsworthy	Art Opportunity Painting cold/hot climates (link back to colour and mood)
R.E	Who made the world?	How and why do we celebrate special and sacred times?		Who is Jewish and what do they believe?	Why does Easter matter to Christians?	What do Christians believe God is like?		
PSHE	JIGSAW			JIGSAW		JIGSAW		
PE	Gym, Dance Throwing and Catching			Gym, Dance Striking and Fielding		Gym, Dance Athletics		
Computing	Computer Networks			Computer Programming Unit 1		Computer Programming Unit 2		
Music	Myths and Legends (Year 2)	All About Me (Year 1)		On This Island (Year 2)	Pitch and Tempo (Year 1 – Superheroes)	Dynamics, Timbre, Tempo and Motifs (Year 2 – Space)	Classical Music, Dynamics and Tempo (Year 1 – Animals)	