

HISTORY

TO INVESTIGATE AND INTERPRET THE PAST

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.

TO BUILD AN OVERVIEW OF WORLD HISTORY

Recognise that there are reasons why people in the past acted as they did.

TO UNDERSTAND CHRONOLOGY

Place events and artefacts in order on a time line

Use dates where appropriate.

TO COMMUNICATE HISTORICALLY

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Show an understanding of the concept of nation and a nation's history.

Show an understanding of concepts such as civilisation, monarchy, parliament,

GEOGRAPHY

TO COMMUNICATE GEOGRAPHICALLY

Use basic geographical vocabulary to refer to: **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

TO INVESTIGATE PLACES

Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

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

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

TOPIC STATEMENT

As historians we will use evidence to find out about the past. Evidence we can see, castles, tapestries and the Domesday Book. They will give us clues as to why people acted the way they did. We will use our growing knowledge about our school council to help us understand democracy and monarchy.

POSSIBILITIES

What can we learn about a fair process?

ENQUIRY

(THAT LEADS US TO OUR 'GOLDEN THREADS' POWER, EXPLORATION AND DISCOVERY)

EXPLORE where castles were built and what they were used for?

POWER Why did William The Conqueror want the Domesday Book?

DISCOVER How do you make your voice heard?

HOOK

WOW

Heraldry Display

SIGNIFICANT PERSON/EVENT/PLACE

William The Conqueror, Battle Of Hastings

SUGGESTED VOCABULARY

- Conqueror
- Turret
- Armour
- Dungeon
- Shield
- Jester
- Tapestry
- Defence
- Democracy
- Monarchy

LANGUAGES

**WRITE
IMAGINATIVELY**

Understand a range of spoken phrases.

Answer simple questions and give basic information.

Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns

Read out loud everyday words and phrases

Use phonic (or logographic in Mandarin) knowledge to read words

Read and understand short written phrases
Read out loud everyday words and phrases

Use books or glossaries to find out the meanings of new words

Label items and choose appropriate words to complete short sentences

P.E

GAMES

Year 1:
Use the terms opponent and team-mate.
Lead others where appropriate

Year 2:
Master running, jumping, throwing and catching in combination, as well as developing balance, agility and co-ordination.
Begin to apply these in a range of activities.
Participate in team games developing simple tactics for attacking and defending.
Lead others where appropriate

ATHLETICS

Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination.
Begin to apply these in a range of activities

COMPUTING

TO CODE

Sound- Select sounds and control when they are heard, their duration and volume.

Draw-Control when drawings appear and set the pen colour, size and shape.

Events- Specify user inputs (such as clicks) to control events.
Control- Specify the nature of events (such as a single event or a loop).

Sensing- Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)

D.T

**TO TAKE INSPIRATION
FROM DESIGN
THROUGHOUT
HISTORY**

Explore how products have been created.

**TO DESIGN, MAKE,
EVALUATE AND
IMPROVE**

Make products, refining the design as work progresses.

**TO MASTER
PRACTICAL SKILLS
TEXTILES**

Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Shape textiles using templates.
Join textiles using running stitch.

MECHANICS
Create products using levers, wheels and winding mechanisms.

ART

**INSPIRATION FROM
THE GREATS**

Describe the work of notable artists, artisans and designers.

DEVELOP IDEAS

Explore different methods and materials as ideas develop.

**MASTER
TECHNIQUES****DRAWING**

Colour (own work) neatly following the lines.

Draw lines of different sizes and thicknesses.

PAINTING

Use thick and thin brushes.
Add white to colours to make tints and black to colours to make tones
.TEXTILES
Use dip dye techniques.

Use weaving to create a pattern
Join materials using glue and/or a stitch.
Use plaiting.

MUSIC

TO PERFORM

Take part in singing, accurately following the melody.

Imitate changes in pitch.

TO COMPOSE.

Create a mixture of different sounds (long and short, loud and quiet, high and low).
Choose sounds to create an effect.
Sequence sounds to create an overall effect.
Create short, musical patterns.

TO TRANSCRIBE

Use symbols to represent a composition and use them to help with a performance.

**TO DESCRIBE
MUSIC**

Identify the beat of a tune.
Recognise changes in timbre, dynamics and pitch.

R.E

**GLOUCESTERSHIRE
AGREED SYLLABUS
SEE SUB.LEADER
DIRECTION**

Identify the core beliefs and concepts studied and give a simple description of what they mean. Give examples of how people use stories, texts and teachings to guide their beliefs and actions.

Give examples of ways in which believers put their beliefs into action. Give a good reason for the views they have and the connections they make.
Give clear, simple accounts of what stories and other texts mean to believers.

Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give examples of how stories show what people believe.

Sacred Places

P.S.C.H.E

**CAMBRIDGESHIRE
SCHEME SEE
SUB.LEADER
DIRECTION****YEAR 1**

Citizenship: Citizenship 1
Rules and rights,
Understanding and practising democracy

Citizenship: Citizenship 2
Me in my community,
Similarities and differences

YEAR 2

Healthy and safer
lifestyles: World of drugs
1: Drugs and their uses

Healthy and safer
lifestyles: World of drugs
2: Keeping healthy,
Identifying and reducing risk