

**Entry Point:** Dilemma/Question/Spark

Missing Knickers Poster.

**Impact** (Assessment Criteria/NC Objectives)

**Progression of Skills:**

- Use dates to talk about people or events from the past
- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)
- Remember most key events about the areas they have studied
- Use and are beginning to remember names and places that link to areas of study
- Begin to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago

**Wider curriculum Objectives**

- Geography - Begin to use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. Introduce the term human and physical by using hand gestures to represent them when shown a feature. (fist = physical, walking fingers = human). Draw around objects to make a plan.
- DT- Design and make a 3D structure, exploring how they can be made stronger, stiffer and more stable.
- Computing- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Music- To be able to listen with concentration and understanding to a range of high-quality live and recorded music. To be able to experiment with, create, select and combine sounds using the inter-related dimensions of music.
- PE- Participate in team games, developing simple tactics for attacking and defending.
- RE- Making sense of life experiences.
- Science- Materials
- PSHE- Relationships
- Art- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

**Raeburn Citizenship Links**

**Respect-** How did William the conqueror show respect? How do we respect the Queen? How does the Queen respect us? How do we respect the Queen's guards?  
**Curiosity-** Who is the Queen? Where does she live? Who invented castles?  
**Kindness-** How does the Queen treat the people who work for her? How did William the Conqueror treat the people living in his castle?  
**Responsibility-** How is the Queen responsible for the country?  
**Resilience-** How did William the Conqueror fight back after the war?  
**Positivity -** How does the Queen spread positivity in the world?

Tier 1	Tier 2	Tier 3
Castle, sword, shield, King, Queen, Prince, Princess, England, boat.	Tower, Turret, France Elizabeth, Victoria, reign, palace, throne.	Drawbridge, Motte, Bailey, moat, Normandy, William the Conqueror
<b>KS1 Year 1 - Autumn 1</b>		
<b>King of the castle (History)</b>		

**Texts across the curriculum**

Harrys Home, Queen's Knickers, The Little Knight

**Intent** (Knowledge/NC links) - Key Questions

**NC:** To name a significant person and their event from the past that had an impact life nationally.

Who is William the Conqueror?  
 Where was he from?  
 When did the Battle of Hastings take place?  
 What is a Motte and Bailey castle?

**NC:** To find out about significant historical events and people

Who is in the Royal family?  
 When was Queen Elizabeth's reign?  
 Who is the new king of the country?

**Implementation** (including cross-curricular links and enrichment activities)

**Potential local links and enrichment**

Visit local castles  
Build their own castle.

**History Golden Threads:**

Innovation- Development of castles.  
 Beliefs- The Queen and her links with the Church of England.  
 Social Structure- The Queen and the monarchy.

**Learning opportunities linked to our key questions**

Learn about William the Conqueror, find out who he is and what he did that made him famous.  
 Learn about the Battle of Hastings, what countries were involved and the date of the battle.  
 Learn about a Motte and Bailey Castle. Find out what is consisted of and who it was intended to keep safe. Label their own Motte and Bailey castle.  
 Learn about the Royal family and learn who is part of the royal family.  
 Learn about past kings and queens specifically Queen Elizabeth and Queen Victoria.  
 Compare Queen Elizabeth to Queen Victoria.

**Entry Point:** Dilemma/Question/Spark

Pirate map- how can we read it?

**Impact** (Assessment Criteria/NC Objectives)

**Progression of Skills:**

- Ask and answer simple teacher led geographical questions.
- Observe and describe daily weather patterns. Identify seasonal weather patterns and compare them.
- Draw, speak or write about simple geographical concepts.
- Follow direction (up, down, left/right etc)
- Introduce direction language N E S W
- Draw picture maps of imaginary or familiar real places and those from stories.
- Use own symbols on imaginary map.
- Use relative vocabulary with increasing accuracy.
- Draw around objects to make a plan.

**Wider curriculum Objectives**

Computing- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Music- To be able to use their voice expressively and creatively by singing songs. To be able to listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE- Participate in team games, developing simple tactics for attacking and defending.

RE- Words and Beyond and the Christmas Story.

Art- To learn about the work of a range of artists, craft makers and designers.

Science- Seasons and Materials.

PSHE- Relationships

Raeburn Citizenship Links		
<p><b>Kindness-</b> How could we use compass directions to help somebody? Can you draw a map to help someone? Can you draw a key for someone to follow?</p> <p><b>Respect-</b> Looking at each others maps.</p> <p><b>Curiosity-</b> Asking questions about maps and the key.</p> <p><b>Responsibility-</b> Following a map from the instructions</p> <p><b>Resilience-</b> If they get directions wrong try again.</p> <p><b>Positivity-</b> Completing a map with a key.</p>		
Tier 1	Tier 2	Tier 3
Pirates, ship, map, key, forwards, backwards.	North, South, East, West, symbol, treasure.	Compass, direction
<b>KS1 Year 1 - Autumn 2</b>		
<b>Once Upon a Time (Geography)</b>		

**Texts across the curriculum**

(Pirate Book ), Stickman, The Jolly Postman, Red Riding Hood, The Christmas Story.

**Intent** (Knowledge/NC links) - Key Questions

**NC:** To use simple compass directions and directional language.

What does a compass tell us?  
What directions can we go in?

**NC:** Devise a simple map, and use and construct basic symbols in a key.

What is a map?  
What is a map used for?  
What does a key show?

Implementation (including cross-curricular links and enrichment activities)	
Potential local links and enrichment	Learning opportunities linked to our key questions
<p>Dress up as a pirate.</p> <p>Build a pirate ship.</p>	<p>Look at a variety of maps and talk about their features. Talk about what a map needs to be a map.</p> <p>Learn how to read a map and what helps us read maps.</p> <p>Look at the symbols on a map and what they mean and where we can find out what they mean.</p> <p>Draw their own map using symbols and including a key.</p> <p>Learn about a compass and the directions it shows us.</p> <p>Use directional language to make a journey on the map and write instructions.</p> <p>Pretend to be pirates and move in North, South, East and West.</p>

**Entry Point:** Dilemma/Question/Spark

Exploring a teddy– Looking at the front cover of Dogger

**Impact** (Assessment Criteria/NC Objectives)

All children will be able to identify who is most likely to have played with different toys when they were young.  
 All children will be able to match toys to the age of people who would have played with them and put them in order.  
 All children will be able to talk about TR and what he did to save the bear.  
 They will understand how his beliefs led to the creation of the teddy bear.  
 All children will be able to order 4 teddy bears to create their own timeline.  
 All children will be able to: identify the difference between toys played with by the rich and poor.

**Wider curriculum Objectives**

Art- To experiment with different marks, shapes and patterns that can be made with paint.

Music- To create a sequence of long and short sounds

Computing- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet.

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

RE-To learn about Chinese New Year.

Science- Seasons, Body parts and Senses.

PSHE-Living in the wider world

Raeburn Citizenship Links		
Curiosity- Asking questions about how bears were invented. Asking questions about new and old toys and how they have changed over time.		
Respect- How to handle old toys.		
Kindness- How to be kind about other people's toys.		
Responsibility-How we handle new and old toys.		
Resilience- How poorer children used natural resources to make toys.		
Positivity-How toys have improved over the years.		
Tier 1	Tier 2	Tier 3
toy, teddy, doll, superhero.	old, new, teddy, yesterday, timeline, rich, poor, similar, different, compare	past, present, decade, century, chronology, resilience, courage

**KS1 Year 1 - Spring 1**

**Toys and Superheroes History**

**Implementation** (including cross-curricular links and enrichment activities)

**Potential local links and enrichment**

Teddy Bear Picnic  
 Bring a toy to school  
 Look at grandparents and parents toys.

**History Golden Threads:**

Innovation- Comparisons between toys from the past and now.  
Beliefs- Theodore Roosevelt's beliefs for not killing the bear.  
Social Structure- Comparisons between the toys rich people and poor people had.

**Learning opportunities linked to our key questions**

Look at a range of toys and decide who would have played with them. (grandparent, parent, baby, you)

Create a timeline of toys.

Recreate the picture of Theodore Roosevelt and the bear. Write about the moment.

Create a timeline of teddy bears.

Sort pictures of toys into those played with by rich and poor children.

**Texts across the curriculum**

Dogger, Ambrose goes for gold, Traction Man series

**Intent** (Knowledge/NC links) - Key Questions

*NC: To recall events from beyond living memory that are significant globally.*  
 How have toys changed over time?  
 Did all people play with the same kind of toys when they were little?

*NC: To name a significant person who had an impact on a global scale and be able to talk about his achievements.*  
 Who was Theodore Roosevelt and what did he believe? How can we use sources of evidence to find out about people in the past?

*NC: To begin to create a historical timeline.*  
 How have toys changed over time?  
 Which teddy bears/toys are older and newer and how do we know?

**Entry Point:** Dilemma/Question/Spark

Looking at maps of the local area.

**Impact** (Assessment Criteria/NC Objectives)

**Progression of Skills:**

- Ask and answer simple teacher led geographical questions
- Name and locate some places in their locality, the UK and wider world
- Ask and answer simple teacher led geographical questions.
- Make observations about where things are e.g within school/class.
- Investigate their surroundings
- Observe and describe daily weather patterns.
- Identify seasonal weather patterns and compare them.
- Use maps and other images to talk about everyday life e.g where live.
- Draw, speak or write about simple geographical concepts.
- Use a simple picture map to move around a familiar area.
- Recognise that it is about a place.
- Use relative vocabulary with increasing accuracy.
- Digimaps
- Picture maps and globes
- Maps of the school and local area.
- Recognise features of our school grounds from a satellite image e.g Google Earth.
- Zoom in and out of Google Earth.
- Find places on digimaps using a postcode or simple name search. E.g their house.
- Try to draw a route from their house to school on digimaps.
- Zoom in and out.
- Programme a B Bot in one go for it to get to a given end point.
- Use simple fieldwork and observational skills when studying the Geography of their school and grounds.

**Wider curriculum Objectives**

PE- perform dances using simple movement patterns.

Computing- Understand what algorithms are. Create and debug simple programs.

Art- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

RE- Creation Stories

Science- Plants and Seasons

PSHE- Health and Wellbeing

**Raeburn Citizenship Links**

**Resilience-** Talking about what the different saints went through. How people have fought for their different countries.

**Respect-** Respect for all countries.

**Kindness-** Kind to everyone in the different countries.

**Curiosity-**Where we come from and what country we are in..

**Responsibility-** How to look after our home/area we live in.

**Positivity-** Talking about how the daylight hours are getting longer.

Tier 1	Tier 2	Tier 3
Sunny, Cloudy, Rainy, Warm, Cold, Wirral, England, map.	Wales, Scotland, Northern Ireland, temperature, degrees United Kingdom. Birds eye view, symbol.	Tower bridge, Tower of London, Trafalgar square. London, Belfast, Edinburgh, Cardiff.

**KS1 Year 1 - Summer 1**

**Wild Things  
(Geography)**

**Texts across the curriculum**

Katie in London, Jack and the Beanstalk, Beegu

**Intent** (Knowledge/NC links) - Key Questions

NC: To be able to name, locate and identify characteristics of the 4 countries and capital cities of the UK.

Where do we live?  
What country are we in?  
Which countries does the United Kingdom contain?  
What are the capital cities of these countries?

NC: To be able to use world maps, atlases, and globes.

Where are these countries on the map?

NC: Identify seasonal and daily weather patterns.

How does the temperature change across the year and in different seasons?

**Implementation** (including cross-curricular links and enrichment activities)

**Potential local links and enrichment**

Draw a map of the school to follow.

Make and follow maps of the local area.

**Learning opportunities linked to our key questions**

Measure the temperature daily and identify the changes each day.

Look at maps at the local area, talk about how a map shows us a birds-eye view or a town or city. Can they find their own house on the map?

Look at the different countries within the UK. Learn about each individual country and what is traditional to that country. Compare the 4 countries looking at how they are similar and how they are different.

Learn the capital cities of each the different countries.

Birds eye view of the school playground and explore.

**Entry Point:** Dilemma/Question/Spark

Respond to the illustration (Front cover of Where the wild things are)

**Impact** (Assessment Criteria/NC Objectives)

**Progression of Skills:**

- Use dates to talk about people or events from the past.
- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website).
- Remember most key events about the areas they have studied.
- Use and are beginning to remember names and places that link to areas of study.
- Use words and phrases like: old, new and a long time ago.
- Begin to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago.
- Offer a plausible explanation about what an object was used for in the past.

**Wider curriculum Objectives**

DT- To be able to use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. Select from a wide range of ingredients.

Art- To be able to develop a wide range of art and design techniques.

Computing- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

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

RE- Easter

Science- Seasons

PSHE-Living in the wider world

**Raeburn Citizenship Links**

**Responsibility-** How it was a big responsibility to complete the missions and how to responsibly share their findings to impact History.

**Respect-** Respect for both men and how they made history.

**Kindness-** How both men were helped on their journey

**Curiosity-** Christopher Columbus and Buzz Aldrin journey.

**Resilience-** How they carried on even when challenges got in their way.

**Positivity-** Christopher Columbus and Buzz Aldrin's findings.

Tier 1	Tier 2	Tier 3
plane, fly, boat, journey, rocket, moon.	sail, monster, ocean, forest, beach, adventure, explore, mission.	Buzz Aldrin, Christopher Columbus, success.

**KS1 Year 1 - Spring 2**

**Out of this world History**

**Texts across the curriculum**

Where the wild things are, Rainbow Fish, Hooray for Fish.

**Intent** (Knowledge/NC links) - Key Questions

NC-To be able to compare the lives of two significant individuals in the past who have contributed to national and international achievements.

Who was Christopher Columbus?

What historical journey did he go on?

What did he discover?

Who was Buzz Aldrin?

What historical journey did he go on?

What did he discover?

What are the similarities between them?

What are the differences between them?

**Implementation** (including cross-curricular links and enrichment activities)

**Potential local links and enrichment**

Dress up day of something they would like to be when they are older/ do when they are older.

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**History Golden Threads:**

Innovation- Different ways to travel (ship and rocket)

Beliefs- CC and BA beliefs to explore.

Social Structure- Comparisons between who funded each of the journeys (CC had to ask Spain for money BA the president funded the trip)

**Learning opportunities linked to our key questions**

Learn about Christopher Columbus. Who is he, why is he famous, what did he do, where is he from, what did he discover, when did he go on his journey.

Learn about Buzz Aldrin. Who is he, why is he famous, what did he do, where is he from, what did he discover, when did he go on his journey.

Compare the two historical individuals and how they impacted History.

**Entry Point:** Dilemma/Question/Spark

Looking at maps of the local area. Continent Song

**Impact** (Assessment Criteria/NC Objectives)

**Progression of Skills:**

- Ask and answer simple teacher led geographical questions.
- Describe some similarities and differences when studying places.
- Describe some places and features using basic geographical vocab.
- Express their views on some features of their environment.
- Observe and describe daily weather patterns.
- Identify seasonal weather patterns and compare them.
- Draw, speak or write about simple geographical concepts.
- Use relative vocabulary with increasing accuracy.
- Use globes to identify continents

**Wider curriculum Objectives**

DT- Design a functional product for themselves. Select from and use a wide range of materials. Explore and use mechanisms in their products. Evaluate their ideas and products against design criteria.

Music- Listen with concentration and understanding to a range of recorded music. Rainforest music.

Art- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

Computing- Understand what algorithms are.

PE- perform dances using simple movement patterns.

RE- Noah's Ark

Science- Seasons and Animals

PSHE- Health and Wellbeing

**Raeburn Citizenship Links**

**Positivity-** How rainforests help other parts of the world and supply them with food.

Respect- Respect for animals and people living in different countries.

Kindness- Kind to everyone in the different countries.

Curiosity-About the different continents and oceans.

Responsibility- Talk about not cutting the down the trees in the rainforest.

Resilience- How people live in the Rainforests.

Tier 1	Tier 2	Tier 3
Trees, animals, rain, ocean	Rainforests, France, Spain, Portugal, Italy, sloth, jaguar, monkey, toucan, anteater, parrot, globe.	Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific, Indian, Atlantic, Arctic, Southern
<b>KS1 Year 1 - Summer 2</b>		
<b>Rainforests (Geography)</b>		

**Texts across the curriculum**

Where the forest meets the sea.

**Intent** (Knowledge/NC links) - Key Questions

**NC:** To be able to compare local areas with European countries.

What is similar in our area to the countries in Europe?

**NC:** To be able to name and locate the 7 continents and 5 oceans.

What is a continent and what are the continents?  
What are the names of the five oceans?  
What continent do we live in?

**NC:** To be able to use world maps, atlases, and globes.

Where are the different continents on the map? Where on a map do we live?

**NC:** Study the human and physical geography of a small area of the UK.

What are the similarities and differences between our country and the Amazon rainforest?  
What are the geographical features of Eastham ferry?

**Implementation** (including cross-curricular links and enrichment activities)

Potential local links and enrichment	Learning opportunities linked to our key questions
Chester Zoo  Eastham Ferry	Continent Song- Look at a map to find the different Continents. Talk about what they are and what countries are in each continent.  Ocean Song- Look at a globe to find the different Oceans.  Explore what life is like to live in the Amazon rainforest. Compare it to life on the Wirral, what are the similarities and differences?  Wonders of the Wirral - Eastham Ferry - see planning.