

South-Lincs Hub KS1 Cycle A Focus 1

Geography:

Teaching opportunities and NC Coverage:

Study of local area and contrasting to local city/town:

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, -pəʊt, hɑ:bəʊz and shop

Study of buildings in local area:

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

Create map of local area/street:

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

Comparing local area with different location: (Cairo?)

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Famous landmarks and buildings in UK capital cities:

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and

History:

Teaching opportunities and NC Coverage:

Study of building from different time periods:

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Study of historical buildings in local area:

Significant historical events, people and places in their own locality.

Why have buildings changed over time?

Art:

Teaching opportunities and NC Coverage:

Collage: Inspired by Paul Klee – Castle and Sun

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

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.

DT:

Teaching opportunities and NC Coverage:

Design and build a house for the future:

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Evaluate their ideas and products against design criteria

South-Lincs Hub KS1 Cycle A Focus 2

Geography:

Teaching opportunities and NC Coverage:

Study of natural disasters: (extreme weather, storms, floods, volcanoes, earthquakes)

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

Identify seasonal and daily weather patterns in the United Kingdom

Art:

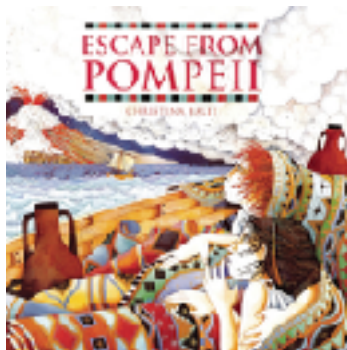
Teaching opportunities and NC Coverage:

Painting/Printing of extreme weather: (including mixing colours, hot and cold colours, tints and tones)

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

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



History:

Teaching opportunities and NC Coverage:

Study of Pompeii and eruption of Mount Vesuvius:

Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.)

Are humans the most powerful thing on Earth?

DT:

Teaching opportunities and NC Coverage:

Create a whole-class weather station, including anemometers and wind sock:

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Explore and evaluate a range of existing products.

Evaluate their ideas and products against design criteria.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

South-Lincs Hub KS1 Cycle A Focus 3

Geography:

Teaching opportunities and NC Coverage:

Planning a journey: study of UK, continents and oceans:

Name and locate the world's seven continents and five oceans.

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

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Planning a journey: Where will we go?

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Planning a journey: What might we see?

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

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

History:

Teaching opportunities and NC Coverage:

Evacuation of children to countryside in WWII:

Events beyond living memory that are significant nationally or globally significant.

Battle of Britain pilot:

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Why do people make journeys?

Art:

Teaching opportunities and NC Coverage:

Drawing: Sketching natural objects

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

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

Sculpture: Inspired by Andy Goldsworthy

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 world

Use a range of materials creatively to design and make products

DT: **Teaching opportunities** and NC Coverage:

Create a whole-class pop-up journey book, with children working in pairs to create a page for the book.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their

South-Lincs Hub KS1 Cycle A: Links to knowledge and vocabulary taught in KS2:

Why have buildings changed over time?

Geography:

Study of local area:

Year 3/4 Cycle A - How do humans use rivers? What natural resources do humans use?

Year 5/6 Cycle A - How have past invasions impacted on our local area?

History:

Study of historical buildings:

Year 3/4 Cycle A - How did Ancient Egyptians use the River Nile? What natural resources did humans use in Stone Age and Bronze Age Britain?

Year 3/4 Cycle B - Why did Ancient Greeks create art?

Year 5/6 Cycle A - What was the impact of the Anglo-Saxon invasion of Britain? How have past invasions impacted on our local area?

Art:

Study of Collage:

Year 3/4 Cycle A - What natural materials do humans use? (Matisse - Collage)

DT:

Year 3/4 Cycle A: What natural materials did humans use in Stone Age and Bronze Age Britain? (Building a roundhouse)

Are humans the most powerful thing on Earth?

Geography:

Study of extreme weather:

Year 3/4 Cycle A - Do humans damage the Earth? How and Why?

How does the Earth negatively impact on humans?

History:

Study of Pompeii:

Year 3/4 Cycle B - Why did Romans create art?

Year 5/6 Cycle A - What was the impact of the Roman invasion of Britain?

Art:

Paintings of powerful Earth (volcanoes/ floods)

Year 3/4 Cycle A - Do humans damage the Earth? How and Why? How does the Earth negatively impact on humans?

DT:

Creating a weather station:

Year 3/4 Cycle A - How does the Earth negatively impact on humans?

Sewing:

Year 5/6 Cycle A - How has North America changed as a result of British colonisation?

Year 5/6 Cycle B -

Why do people make journeys?

Geography:

Planning a journey:

Year 3/4 Cycle A - How do humans use rivers?

Year 5/6 Cycle A - How has North America changed as a result of British colonisation? How has Brazil changed as a result of colonisation?

Year 5/6 Cycle B - Did John Harrison change the world?

History:

Year 5/6 Cycle B - Did Adolf Hitler change the world?

Art:

Sketching:

Year 3/4 Cycle A - Do humans damage the Earth? How and why?

Year 5/6 Cycle B - Did John Harrison change the world?

Sculpture:

Year 5/6 Cycle A - What was the impact of the Roman invasion of Britain?

