









## Curriculum Overview for Year 1 and 2

Cycle A			Cycle B		
<b>Let's Explore London (LEL)</b> 	<b>Extraordinary Explorers (EE)</b> 	<b>Great Fire of London (GFOL)</b> 	<b>Out &amp; About Almondsbury (OAA)</b> 	<b>Castles &amp; Dragons (C&amp;D)</b> 	<b>Best of Bristol (BOB)</b> 

 <b><u>Geography Objectives</u></b>		Topic	 <b><u>History Objectives</u></b>		Topic
<b>LOCATIONAL KNOWLEDGE</b> Children should be taught to: <ul style="list-style-type: none"> <li>a name and locate the world's seven continents and five oceans</li> <li>b</li> <li>c name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>		C&D EE  All	<b>HISTORICAL INTERPRETATIONS</b> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children should be taught to: <ul style="list-style-type: none"> <li>a start to compare two versions of a past event;</li> <li>b observe and use pictures, photographs and artefacts to find out about the past;</li> <li>c start to use stories or accounts to distinguish between fact and fiction;</li> <li>d explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>		GFOL BOB  C&D BOB GFOL EE  C&D GFOL  C&D EE GFOL BOB
<b>HUMAN AND PHYSICAL GEOGRAPHY</b> Children should be taught to: <ul style="list-style-type: none"> <li>a 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;</li> <li>b use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>		EE Daily  All  All			

		<b>CHRONOLOGICAL UNDERSTANDING</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children should be taught to:	
<b>PLACE KNOWLEDGE</b> Children should be taught to:		<ul style="list-style-type: none"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	GFOLE BOBEE C&DEE OAA(YR) C&DGFOLEBOBEE
<ul style="list-style-type: none"> <li>a compare the UK with a contrasting country in the world;</li> <li>b compare a local city/town in the UK with a contrasting city/town in a different country;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano</li> </ul>	EE OAAEE All		

<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Children should be taught to:</p> <p><b>a</b> 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;</p> <p><b>b</b> 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;</p> <p><b>c</b> 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;</p> <p><b>d</b> 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.</p>	<p>All</p> <p>C&amp;D EE</p> <p>All</p> <p>OAA</p>	<p><b>KNOWLEDGE &amp; UNDERSTANDING OF EVENTS, PEOPLE AND EVENTS IN THE PAST</b></p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children should be taught to:</p> <p><b>a</b> recognise some similarities and differences between the past and the present;</p> <p><b>b</b> identify similarities and differences between ways of life in different periods;</p> <p><b>c</b> know and recount episodes from stories and significant events in history;</p> <p><b>d</b> understand that there are reasons why people in the past acted as they did;</p> <p><b>e</b> describe significant individuals from the past.</p>	<p>C&amp;D BOB OAA LEL GFOL</p> <p>EE BOB</p> <p>GFOL</p> <p>C&amp;D GFOL EE BOB</p> <p>BOB C&amp;D EE GFOL</p>
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**PRESENTING, ORGANISING & COMMUNICATING**

Pupils should use a wide vocabulary of everyday historical terms.  
Children should be taught to:



- a** show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;
- b** talk, write and draw about things from the past;
- c** use historical vocabulary to retell simple stories about the past;
- d** use drama/role play to communicate their knowledge about the past.

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 <b><u>Art Objectives</u></b>	Topic	 <b><u>D&amp;T Objectives</u></b>	Topic
<b>EXPLORING &amp; DEVELOPING IDEAS</b> Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. To produce creative work, exploring their ideas and recording experiences. Children should be taught to: <ul style="list-style-type: none"> <li>a respond positively to ideas and starting points;</li> <li>b explore ideas and collect information;</li> <li>c describe differences and similarities and make links to their own work;</li> <li>d try different materials and methods to improve;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	All All  All All All	<b>DESIGN</b> Children design purposeful, functional, appealing products for themselves and other users based on design criteria. They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Children should be taught to: <ul style="list-style-type: none"> <li>a use their knowledge of existing products and their own experience to help generate their ideas;</li> <li>d design products that have a purpose and are aimed at an intended user;</li> <li>e explain how their products will look and work through talking and simple annotated drawings;</li> <li>f design models using simple computing software;</li> <li>g plan and test ideas using templates and mock-ups;</li> <li>h understand and follow simple design criteria;</li> <li>i work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment</li> </ul>	All   All  All   All All All
<b>PAINTING</b> Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. Children should be taught to: <ul style="list-style-type: none"> <li>a name the primary and secondary colours;</li> <li>b experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>c mix primary colours to make secondary colours;</li> <li>d add white and black to alter tints and shades;</li> </ul>	EE GFOL  EE GFOL  GFOL EE  GFOL EE  ALL		

<p>e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>			
<p><b>DRAWING</b> Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children should be taught to</p> <ul style="list-style-type: none"> <li>a draw lines of varying thickness;</li> <li>b use dots and lines to demonstrate pattern and texture;</li> <li>c use different materials to draw, for example pastels, chalk, felt tips;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<p>LEL LEL  LEL LEL</p>	<p><b>MAKE</b></p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children should be taught to:</p> <p>Planning</p> <ul style="list-style-type: none"> <li>a with support, follow a simple plan or recipe;</li> <li>b begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>c select from a range of materials, textiles and components according to their characteristics;</li> </ul>	<p>All All All</p>

<p><b>PRINTING</b></p> <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>a copy an original print;</li> <li>b use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<p>BOB</p> <p>BOB</p> <p>BOB</p> <p>BOB</p>	<p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>d learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>e use a range of materials and components, including textiles and food ingredients;</li> <li>f with help, measure and mark out;</li> <li>g cut, shape and score materials with some accuracy;</li> <li>h assemble, join and combine materials, components or ingredients;</li> <li>i demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>j manipulate fabrics in simple ways to create the desired effect;</li> <li>k use a basic running stitch;</li> <li>l cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</li> <li>m begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>EE</p> <p>EE</p> <p>EE</p> <p>LEL</p> <p>All</p>
<p><b>COLLAGE</b></p> <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>a use a combination of materials that have been cut, torn and glued;</li> <li>b sort and arrange materials;</li> <li>c add texture by mixing materials;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<p>GFOL</p> <p>GFOL</p> <p>GFOL</p> <p>GFOL</p>	<p><b>EVALUATE</b></p> <p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>a explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>b explain positives and things to improve for existing products;</li> <li>c explore what materials products are made from;</li> <li>d talk about their design ideas and what they are making;</li> <li>e as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li>f evaluate their products and ideas against their simple design criteria;</li> <li>g start to understand that the iterative process sometimes involves repeating different stages of the process.</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>

<p><b>SCULPTURE/3D</b></p> <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li><b>a</b> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li><b>b</b> use a variety of techniques, e.g. rolling, cutting, pinching</li> <li><b>c</b> use a variety of shapes, including lines and texture;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric</li> </ul>	<p>C&amp;D</p> <p>C&amp;D</p> <p>C&amp;D</p> <p>C&amp;D</p>	<p><b>TECHNICAL KNOWLEDGE</b></p> <p>Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li><b>a</b> build simple structures, exploring how they can be made stronger, stiffer and more stable;</li> <li><b>b</b> talk about and start to understand the simple working characteristics of materials and components;</li> <li><b>c</b> explore and create products using mechanisms, such as levers, sliders and wheels.</li> </ul>	<p>GFOL</p> <p>All</p> <p>C&amp;D</p>
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<p><b>TEXTILES</b></p> <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li><b>a</b> show pattern by weaving;</li> <li><b>b</b> use a dyeing technique to alter a textile’s colour and pattern;</li> <li><b>c</b> decorate textiles with glue or stitching, to add colour and detail;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</li> </ul>	<p>OAA</p> <p>EE</p> <p>EE</p> <p>All</p>	<p><b>COOKING &amp; NUTRITION</b></p> <p>Children use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>They understand where food comes from.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li><b>a</b> explain where in the world different foods originate from;</li> <li><b>b</b> understand that all food comes from plants or animals;</li> <li><b>c</b> understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li> <li><b>d</b> name and sort foods into the five groups in the Eatwell Guide;</li> <li><b>e</b> understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li> <li><b>f</b> use what they know about the Eatwell Guide to design and prepare dishes.</li> </ul>	<p>OAA Science</p> <p>OAA Science OAA Science</p> <p>OAA Science</p> <p>OAA Science OAA Science</p>
<p><b>WORK OF OTHER ARTISTS</b></p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>To understand 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.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li><b>a</b> describe the work of famous, notable artists and designers;</li> <li><b>b</b> express an opinion on the work of famous, notable artists;</li> <li><b>c</b> use inspiration from famous, notable artists to create their own work and compare;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: eg, Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>		

Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.			
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