

Passport to the world Spring term Year

Geography

Locational knowledge

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

Human and Physical Geography

- Use basic geographical vocabulary to refer to:
 - key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation.
 - key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Mapping

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise landmarks and basic human features on aerial photos.
- Know that symbols mean something on maps.

Fieldwork

- Use simple compass directions (NSEW).

Enquiry and Investigation

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'

Communication

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.

	<ul style="list-style-type: none"> ▪ Use basic geographical vocabulary from the Programme of Study as well as to describe specific local geographical features (tube station, canal etc). ▪ Use maps and other images to talk about everyday life e.g. where we live etc. <p>Use of ICT / technology</p> <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Add simple labels to a digital map. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions</p>
History	<p>Chronology</p> <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present (<i>e.g. London's 1666 houses and people and their modern equivalent</i>). ▪ Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Events, People and Changes</p> <ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (<i>e.g. comparing modern fire engines to fire marks and leather buckets</i>). ▪ Use simple stories and other sources to show that they know and understand key features of events. <p>Communication</p> <ul style="list-style-type: none"> ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past.

	<ul style="list-style-type: none"> ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films</i>).</p>
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations. ▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <p>Drawing Skills</p> <ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Draw on different surfaces with a range of media. ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <p>Painting</p> <ul style="list-style-type: none"> ▪ Use a variety of tools and techniques including different brush sizes and types. ▪ Mix and match colours to artefacts and objects. ▪ Work on different scales. ▪ Name different types of paint and their properties e.g. watercolour. ▪ Identify primary and secondary colours by name. ▪ Mix primary shades and tones. ▪ Mix secondary colours. <p>Printing</p> <ul style="list-style-type: none"> ▪ Create simple printing blocks with press print. ▪ Design more repetitive patterns. ▪ Experiment with overprinting motifs and colour. <p>Evaluating</p>

	<ul style="list-style-type: none"> ▪ Review what they and others have done and say what they think and feel about it. ▪ Identify what they might change in their current work or develop in future work.
DT	<p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> ▪ Explore existing products and investigate how they have been made. ▪ Talk about their design as they develop and identify good and bad points. ▪ Decide how existing products do/do not achieve their purpose. <p>Focused Tasks: Structures</p> <ul style="list-style-type: none"> ▪ Explore how to make structures stronger. ▪ Investigate different techniques for stiffening a variety of materials. ▪ Test different methods of enabling structures to remain stable. ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Use a glue gun with close supervision. <p>Design</p> <ul style="list-style-type: none"> ▪ Use pictures and words to convey what they want to design/make. ▪ Model ideas with kits, reclaimed materials. ▪ Select appropriate technique explaining First... Next... Last... ▪ Explore ideas by rearranging materials. ▪ Select pictures to help develop ideas. ▪ Describe their models of ideas and intentions. <p>Make</p> <ul style="list-style-type: none"> ▪ Discuss their work as it progresses. ▪ Select materials from a limited range that will meet the design criteria. ▪ Select and name the tools needed to work the materials. ▪ Explain what they are making. ▪ Explain which materials they are using and why. ▪ Name the tools they are using.

	<ul style="list-style-type: none"> Describe what they need to do next. <p>Evaluation (of their Finished Product)</p> <ul style="list-style-type: none"> Say what they like and do not like about items they have made and attempt to say why. Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.
<p>Music</p>	<p>Performing</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <p>Listening</p> <ul style="list-style-type: none"> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. Know how music is used for particular purposes (for example, for dance, as a lullaby). <p>Creating</p> <ul style="list-style-type: none"> Experiment with and create musical patterns. Explore, choose and organise sounds and musical ideas. Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. Make improvements to their own work. <p>Pitch</p> <ul style="list-style-type: none"> Identify high and low sounds. <p>Duration</p> <ul style="list-style-type: none"> Respond to sounds of different duration. Recognise the difference between long and short sounds.

	<ul style="list-style-type: none"> ▪ Copy simple patterns of sound of long and short duration. ▪ Recognise the difference between steady beat and no beat. ▪ Identify similar rhythmic patterns. <p>Dynamics</p> <ul style="list-style-type: none"> ▪ Differentiate between loud sounds, quiet sounds and silence. <p>Tempo</p> <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p>Timbre</p> <ul style="list-style-type: none"> ▪ Recognise the difference between singing and speaking. ▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. ▪ Match selected sounds with their pictured source. ▪ Explore the different kinds of sound that my singing and speaking voice can make. ▪ Identify different voices by their vocal qualities. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced. <p>Texture</p> <ul style="list-style-type: none"> ▪ Recognise a song with an accompaniment and one without accompaniment. ▪ Determine one strand of music or more than one strand. <p>Structure</p> <ul style="list-style-type: none"> ▪ Recognise that the sections of a piece of music sound the same or different.
Global Links	GL 11 Sustainable development. Make human cities and settlements safe, resilient and sustainable. Look at garden cities. Soakaway roof.