

South-Lincs Hub KS1 Cycle B Focus 1

Geography:

Teaching opportunities and NC Coverage:

Exploring our 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.

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

Exploring the UK:

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

Exploring the World:

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

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

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

History:

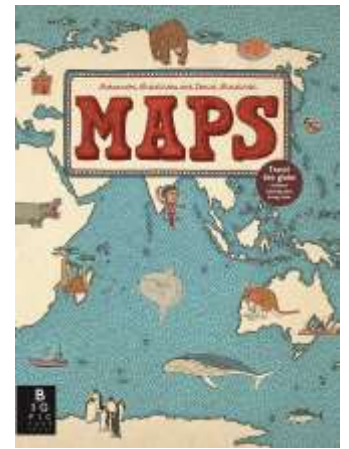
Teaching opportunities and NC Coverage:

Famous explorers:

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

Famous explorers from our local area:

Significant historical events, people and places in their own



Is exploring important?

Art:

Teaching opportunities and NC Coverage:

Sculpture from different cultures

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

Key texts:

The Great Explorer - Chris Judge

Maps - Aleksandra and Daniel Mizielinski

DT:

Teaching opportunities and NC Coverage:

Weaving inspired by local area:

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

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

Evaluate their ideas and products against design criteria

South-Lincs Hub KS1 Cycle B Focus 2

Geography:

Teaching opportunities and NC Coverage:

Impact of inventions on the natural world: Climate Change:

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

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Art:

Teaching opportunities and NC Coverage:

Drawing using imagination: Inventions

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

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 (Link to Da Vinci)

History:

Teaching opportunities and NC Coverage:

Study of key inventions that have significantly changed the way we live (e.g. first flight, invention of electricity)

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]

Key texts:

Ug: Boy Genius of the Stone Age - Raymond Briggs

Leaf - Sandra Deckmann

The Last Tree - Ingrid Chabbert & Guridi

Do inventions make the world better?

DT:

Teaching opportunities and NC Coverage:

Cooking using old and new methods:

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

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

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

South-Lincs Hub KS1 Cycle B Focus 3

Geography:

Teaching opportunities and NC Coverage:

Looking at where water can be found in the natural world:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Comparing use of water in different places in the world:

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

DT:

Teaching opportunities and NC Coverage:

Hydraulic engineering:

Looking at, designing and building structures that can:

Hold water

Transporting water

Stop water

Build structures, exploring how they can be made stronger, stiffer and more stable

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

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

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

History:

Teaching opportunities and NC Coverage:

Changes in the way we use water:

Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. (Uses of water in every day life, for transport, leisure and power)

Key texts:

Why water's worth it - Lori Harrison

The River - Patricia Hegarty

Our world of water - Beatrice Hollyer

How do humans use water?

Art:

Teaching opportunities and NC Coverage:

Painting in the style of Seurat

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

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

Is exploring important?

Geography:

Study of local area, UK and Continents:

Year 3/4 Cycle B: What art can you make inspired by our local area? Why is some art more famous than other art? (knowledge of Europe)

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?

History:

Study of famous explorers:

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 - Can one person change the world? (Looking at key individuals in history)

Art:

Study of sculpture from different cultures:

Year 3/4 Cycle B - Why did Ancient Greeks create art? (clay), Why is some art more famous than other art? (Rodin)

Year 5/6 Cycle A: What was the impact of the Roman invasion of Britain? (Sculpture)

DT:

Year 3/4 Cycle A: What art can you make inspired by our local area? (textiles)

Do inventions make the world better?

Geography:

Study of weather and seasonal patterns:

Year 3/4 Cycle A: How do humans use rivers? (Water cycle) Do humans damage the Earth? How and why? (Climate change, pollution, deforestation)

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

History:

Key inventors that changed the way we live:

Year 5/6 Cycle B - Can one person change the world?

Art:

Drawing using imagination - inventions:

Year 5/6 Cycle B: Did John Harrison change the world (technical drawing) Did Leonardo Da Vinci change the world? (inventions)

How do humans use water?

Geography:

Looking at where water can be found in the natural world:

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?

History:

Changes in how we use water:

Year 3/4 Cycle A - How did Ancient Egyptians use the river Nile?

Art:

Study of famous painters:

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

Year 3/4 Cycle B: Why is some art more famous than other art?

Year 5/6 Cycle A: What was the impact of the Anglo-Saxon invasion of Britain?

Year 5/6 Cycle B: Did Leonardo Da Vinci change the world?