

# Year 1 Curriculum



<p><b>What can Nana and Grandad remember?</b></p> 	<p><b>History</b> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>events beyond living memory that are significant nationally or globally.</p> <p>significant historical events, people and places in their own locality.</p>			<p><b>Geography</b></p> <p>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.</p> <p>Use world maps atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied.</p> <p>Use basic geographical vocabulary to refer to: Key human features :city, town, village, factory, farm, house, office, port, harbour and shop.</p>			<p><b>Art</b> to use drawings to develop and share their ideas experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p><b>DT</b> Select from a range of tools and equipment to perform practical tasks such as cutting.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients.</p>				
<p><b>Why wouldn't you find Eskimos in the desert?</b></p> 	<p>events beyond living memory that are significant nationally or globally.</p> <p>significant historical events, people and places in their own locality.</p>			<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (eg: Near, far, left and right) to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features if its surrounding environment.</p>			<p>to use paintings to develop and share their ideas experiences and imagination.</p> <p>to use sculpture to develop and share their ideas experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>The work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work (Goldsworthy).</p>			<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from a range of tools and equipment to perform practical tasks such as cutting.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>				
<p><b>Were all sea explorers pirates?</b></p> 	<p>events beyond living memory that are significant nationally or globally.</p> <p>significant historical events, people and places in their own locality.</p>			<p>to use drawings to develop and share their ideas experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>The work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work (Goldsworthy).</p>			<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</p> <p>Explore and use mechanisms, such as levers, sliders, wheels and axels, in their products.</p> <p>Evaluate their ideas and products against design criteria.</p>							
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