

## **History**

**Through our work will learn how to:**

### **Investigate and interpret the past**

**This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.**

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?

### **Build an overview of world history**

**This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society**

- Describe historical events.
- Describe significant people from the past.

### **Understand chronology**

**This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.**

- Place events and artefacts in order on a time line.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate

# Geography

**We will learn to:**

## **Develop Ideas**

### **Investigate places**

**This concept involves understanding the geographical location of places and their physical and human features.**

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

## **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them..

- 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.

## **Communicate geographically**

**This concept involves understanding geographical representations, vocabulary and techniques.**

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- key human features, including: city, town, village, factory, farm, house, office and shop.

# Science

**We will learn to:**

## **Work Scientifically**

**This concept involves learning the methodologies of the discipline of science.**

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions

## **Understand animals and humans**

**This concept involves becoming familiar with different types of animals, humans and the life processes they share.**

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).

# Computing

We will learn to:

## Connect

**This concept involves developing an understanding of how to safely connect with others.**

- participate in class social media accounts.
- understand online risks and the age rules for sites.

## Communicate

**This concept involves using apps to communicate one's ideas.**

- use a range of applications and devices in order to communicate ideas, work and messages.

## Collect

**This concept involves developing an understanding of databases and their uses.**

- Use simple databases to record information in areas across the curriculum.

# Art

We will learn to:

## Develop Ideas

- Respond to ideas and starting points, such as colours, shapes, materials, objects.
- Record and explore ideas from first hand observation and collect visual information.
- Explore different methods and materials as ideas develop

## Master Techniques

### Drawing

- Experiment with applying pressure to line and mark making.
- Draw lines and marks of different sizes and thickness.
- Colour neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show tones by using coloured pencils.
- Observe and draw landscapes, patterns, faces and objects.

### Collage

- Use scissors with control and precision.
- Use a combination of materials that are cut, torn, folded and glued.
- Sort and arrange materials.
- Mix materials to create texture.

## Design and Technology

We will learn to:

### Design, Make, Evaluate and Improve

**This concept involves developing the process of design thinking and seeing design as a process.**

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.

### Take Inspiration from design through history

**This concept involves appreciating the design process that has influenced the products we use in everyday life.**

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.

# Religious Education

We will learn to:

## **Understand beliefs and teachings**

**This concept involves understanding the key teachings of various religions**

- Describe some of the teachings of a religion.
- Describe some of the main festivals or celebrations of a religion

## **Understand practices and lifestyles**

**This concept involves understanding the day to day lives and practices of various religions.**

- Recognise, name and describe some religious artefacts, places and practices.

## **Reflect**

**This concept involves an appreciation of how religion plays an important role in the lives of some people.**

- Identify the things that are important in their own lives and compare these to religious beliefs.

## **Understand values**

**This concept involves an appreciation of how many people place values as an important aspect of their lives.**

- Identify how they have to make their own choices in life.
- Explain how actions affect others.
- Show an understanding of the term 'morals'.