

YEAR 1 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
Funny Bones	- 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 (Mary Anning) class name – Grace Darling		-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (fossils)	
Enchanted Garden (Science Based Topic)			-Observation drawings pencil – choose materials e.g. chalk -Make pics using natural materials	
Out of This World	-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: Tim Peake , Neil Armstrong - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Events beyond living memory that are significant nationally or globally – Helen Sharman, the Russian dog and Neil Armstrong. Tim Peake -Significant historical events, people and places in their own locality.		-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	-Use a range of materials creatively to design and make products-moving picture, using levers and mechanisms. -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Whatever the Weather		-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	-The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and	-To use a range of materials creatively to design and make products

		<p>Place knowledge</p> <ul style="list-style-type: none"> -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 <p>Human and physical geography</p> <ul style="list-style-type: none"> -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 Pole. -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 <p>Geography – key stages 1 and 2 3</p> <ul style="list-style-type: none"> -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. Rain catchers, weather station, weather diary. 	<p>disciplines, and making links to their own work. — Van Gogh</p>	
Around the World		<ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans -Name, locate and identify characteristics of the four countries and capital cities of the United 	<ul style="list-style-type: none"> -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different 	<ul style="list-style-type: none"> -Design purposeful, functional, appealing products for themselves and other users based on design criteria

		<p>Kingdom and its surrounding seas Place knowledge</p> <ul style="list-style-type: none"> -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 Human and physical geography -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 basic geographical vocabulary to refer to: -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork -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>Geography.</p>	<p>practices and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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<p>Once Upon A Time</p>	<p>-Similarities and differences between ways of life in different periods. -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>-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 - 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>-Learn 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.</p>	<p>-Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders,</p>
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