



**Redbrook Hayes Community Primary School**

Connected Curriculum

Key Stage 1

Dragons, Knights and Castles

As **historians** we will learn about local historical landmarks like Tamworth and Stafford Castles, we will uncover why castles were built here and how they shaped the towns around them.

Through this topic we will develop our understanding of chronology and our use of historical language. We will carry out our own historical enquiry, using sources of evidence to help us build a picture of what life was like when these castles were used.

As **scientists** we will develop our skills in working scientifically through our study of Materials.

Through this unit we will learn to classify objects by materials, name different materials, investigate the properties of different materials, investigate which materials are best for building a castle and which are best to protect a brave knight from a dragon attack.

# DRAGONS, KNIGHTS AND CASTLES



As **artists** we will work artistically, creatively exploring and developing our ideas as well as evaluating our final pieces.

We will develop our textiles skills by cutting and shaping fabric with scissors, applying shapes with glue or by stitching, weaving patterns to create our own castle tapestries.

We will develop our collage skills through creating a castle scape using a variety of different media and finishing techniques; experimenting with colour, shape and texture.

This unit contributes to the whole-school plans for SMSC, British Values and Learning and Life Skills in the following ways.

**British Values:** Democracy, Rule of Law, British History which shapes attitudes, Individual Liberty.

**SMSC:** Spiritual (show work I am proud of and say what I like about other's work; find out about special places and why they are important); Moral (Talk about why it is important to tell the truth, understand sometimes grown-ups break the rules); Social (work together to achieve a goal, take responsibility for own actions); Cultural (listen to stories from different cultures which promote ethnic diversity).

**Learning and Life Skills:** Learning Together, Speaking and Listening.

**Other Opportunities:** Gifts and talents (PSHE); Invitation to a banquet (Computing); Preparing a feast (D&T); Design and make castles (D&T); Learn traditional dances (PE); Making trebuchets (D&T); William the Conqueror (History), George and the Dragon (RE).

**Links to Literacy:** *I Wonder why Castles had Moats* by Phillip Steele; *The Knight and the Dragon* by Tommie de Paola, *Zog* by Julia Donaldson, *The Knight who wouldn't Fight* by Helen Docherty, *Dragon Stew* by Steve Smallman, *How to Catch a Dragon* by Caryl Hart, *The Snow Dragon* by Vivian French, *The Dragon Machine* by Helen Ward, *Dear Dragon* by An Vrombaut.

**Enhancement Opportunities:** Educational Visit – Tamworth/ Stafford Castle.



|                      | Strand  | Progression Statement   | Working Towards Expectations  | Meeting Expectations   | Exceeding Expectations  |
|----------------------|---|---|---|--|---|
| Historical Knowledge | 1. Constructing the past                          | Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.   | Learner can identify relevant features of particular historical <b>themes, events</b> and people from <b>family, local, national</b> and <b>global history</b> . <i>E.g. Recall some events and people associated with the Gunpowder Plot.</i>                                      | Learner can briefly describe features of particular <b>themes, events</b> and people from <b>family, local, national</b> and <b>global history</b> . <i>E.g. Retell the story of the Gunpowder Plot.</i>   | Learner can explain a range of features covering <b>family, local, national</b> and <b>global history</b> and draw a range of conclusions. <i>E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.</i>  |
|                      | 2. Sequencing the past                            | Know where people and events fit within a chronological framework.  | Learner can depict on a timeline the sequence of a few objects and/or pieces of information. <i>E.g. Put the main features of cooking in chronological order on a timeline.</i>   | Learner can sequence <b>independently</b> on an <b>annotated timeline</b> a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of cooking methods and foods to place on a timeline.</i> | Learner can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. <i>E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.</i>                             |
|                      |   | Develop awareness of the past, using common words and phrases relating to the passing of time.  | Learner can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i> | Learner can understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i>   | Learner can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. <i>E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</i>   |
| Historical Enquiry   | 6. Planning and carrying out a historical enquiry | Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. | Learner can ask and answer a few <b>valid historical questions</b> . <i>E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.</i>   | Learner can plan questions and produce answers to a few <b>historical enquiries</b> using historical terminology. <i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i>                                | Learner can pose <b>independently</b> a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. <i>E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.</i> |

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|  | <p><b>7. Using sources as evidence</b></p> | <p><b>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</b></p> | <p>Learner can extract information from several different types of source including written, visual and oral sources and artefacts. <i>E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.</i></p> | <p>Learner can select information <b>independently</b> from several different types of source including written, visual and oral sources and artefacts to answer historical questions. <i>E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i></p> | <p>Learner can critically evaluate the usefulness of sources and parts of sources to answer historical questions. <i>E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.</i></p> |
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|                        | Strand  | Progression Statement   | Working Towards Expectations  | Meeting Expectations   | Exceeding Expectations   |
|------------------------|---|---|---|--|--|
| Planning               | a) Pupils can ask questions   | <b>Ask simple questions when prompted.</b>                    | <i>Pupil can understand that questions can be answered by testing.</i>                  | <i>Pupil can, with prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat.</i>                             | <i>Pupil can ask simple questions that can be tested.</i>      |
|                        | b) Pupils can plan an enquiry   | <b>Suggest ways of answering a question.</b>                  | <i>Pupil can, with prompting, offer way of gathering evidence to answer a question.</i> | <i>Pupil can offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application.</i> | <i>Pupil can suggest different ways of answering question.</i> |
|                        | c) Pupils can identify and manage variables                                     |   |   |  |  |
| Conducting Experiments | a) Pupils can use equipment to take measurements                                | <b>Make relevant observations.</b>                            | <i>Pupil can examine objects, when prompted.</i>  | <i>Pupil can examine objects to note key features, e.g. observe growth of plants they have planted.</i>  | <i>Pupil can examine carefully, e.g. using a hand lens.</i>    |
|                        | b) Pupils explore how to improve the quality of data                            | <b>Conduct simple tests, with support.</b>                    | <i>Pupil can recognise a simple scientific test.</i>                                    | <i>Pupil can, with support, conduct simple tests, e.g. comparing the properties of different materials.</i>  | <i>Pupil can conduct simple tests.</i>                         |
|                        | c) Pupils understand the role of repeat readings                                |   |   |  |  |
| Recording Evidence     | a) Pupils record work with diagrams and label them                              | <b>With prompting, suggest how findings could be recorded</b> | <i>Pupil can recognise the purpose of an experiment.</i>                                | <i>Pupil can, with prompting, identify what might usefully be recorded, e.g. drawing structures of plants or recording changing day length.</i>    | <i>Pupil can, with assistance, draw and label diagrams.</i>    |
|                        | b) Pupils can display data using labelled diagrams, keys, tables and bar charts |   |   |  |  |
|                        | c) Pupils can display data using line graphs                                    |   |   |  |  |

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|--------------------|---|---|---|--|---|
| Reporting Findings | a) Pupils process findings to develop conclusions and identify causal relationships | <b>Recognise findings</b>                               | <i>Pupil can, with prompting, identify key findings from an enquiry.</i>          | <i>Pupil can identify key findings from an enquiry, e.g. noting how plants have changed over time.</i> | <i>Pupil can identify and group key outcomes from an enquiry.</i>     |
|                    | b) Pupils use displays and presentations to report on findings                      |   |   |  |   |
|                    | c) Pupils explain confidence in findings  |   |   |  |   |
| Conclusions and    | a) Pupils can analyse data  | <b>Gather and record data</b>                           | <i>Pupil can collect data, when prompted.</i>                                     | <i>Pupil can collect data, e.g. comparing and contrasting familiar plants.</i>                         | <i>Pupil can collect data relevant to the answering of questions.</i> |
|                    | b) Pupils can draw conclusions  | <b>Use observations to suggest answers to questions</b> | <i>Pupil can with prompting, suggest answers to enquiry questions using data.</i> | <i>Pupil can suggest answers to enquiry questions using data, e.g. describe how to group plants.</i>   | <i>Pupil can answer enquiry questions using data and ideas.</i>       |
|                    | c) Pupils can develop investigation further   |   |   |  |   |



|                        | Strand  | Progression Statement  | Working Towards Expectations  | Meeting Expectations   | Exceeding Expectations  |
|------------------------|---|--|---|--|---|
| Planning               | a) Pupils can ask questions   | <b>Ask simple questions.</b>   | <i>Pupil can, with prompting, ask simple questions that can be tested.</i>  | <i>Pupil can ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other.</i> | <i>Pupil can, with support, develop relevant, testable questions.</i>   |
|                        | b) Pupils can plan an enquiry   | <b>Recognise that questions can be answered in different ways.</b>   | <i>Pupil can offer way of gathering evidence to answer a question.</i>      | <i>Pupil can suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes.</i> | <i>Pupil can plan enquiry, such as a comparative or fair test.</i>  |
|                        | c) Pupils can identify and manage variables                                     |  |   |  |   |
| Conducting Experiments | a) Pupils can use equipment to take measurements                                | <b>Observe closely, using simple equipment.</b>  | <i>Pupil can examine objects closely, e.g. pebbles.</i>                     | <i>Pupil can examine carefully, e.g. using a hand lens.</i>  | <i>Pupil can observe carefully and suggest useful measurements, e.g. examine a leaf and suggest measuring its length.</i> |
|                        | b) Pupils explore how to improve the quality of data                            | <b>Perform simple tests.</b>   | <i>Pupil can, with support, conduct simple tests.</i>                       | <i>Pupil can conduct simple tests, e.g. setting up comparative tests to show that plants need water and light.</i>                 | <i>Pupil can conduct a series of simple tests.</i>  |
|                        | c) Pupils understand the role of repeat readings                                |  |   |  |   |
| Recording Evidence     | a) Pupils record work with diagrams and label them                              |  |   |  |   |
|                        | b) Pupils can display data using labelled diagrams, keys, tables and bar charts | <b>Record and communicate their findings in a range of ways and begin to use simple scientific language.</b> | <i>Pupil can, with prompting, identify what might usefully be recorded.</i> | <i>Pupil can, with assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb.</i>  | <i>Pupil can, with prompting, draw and label diagrams.</i>  |
|                        | c) Pupils can display data using line graphs                                    |  |   |  |   |

|                             |   |  |   |  |   |
|-----------------------------|---|--|---|--|---|
| Reporting Findings          | a) Pupils process findings to develop conclusions and identify causal relationships |  |   |  |   |
|                             | b) Pupils use displays and presentations to report on findings                      | <b>Identify and classify.</b>  | <i>Pupil can identify key findings from an enquiry.</i>           | <i>Pupil can identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms.</i> | <i>Pupil can, with prompting, suggest what an enquiry shows.</i>                    |
|                             | c) Pupils explain confidence in findings  |  |   |  |   |
| Conclusions and Predictions | a) Pupils can analyse data  |  |   |  |   |
|                             | b) Pupils can draw conclusions  | <b>Gather and record data to help answer questions.</b>                  | <i>Pupil can collect data.</i>                                    | <i>Pupil can collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed.</i>                                       | <i>Pupil can recognise patterns that relate to scientific ideas, when prompted.</i> |
|                             | c) Pupils can develop investigation further   | <b>Use their observations and ideas to suggest answers to questions.</b> | <i>Pupil can suggest answers to enquiry questions using data.</i> | <i>Pupil can answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications.</i> | <i>Pupil can, with support, use evidence to produce simple conclusion.</i>          |



| Strand  | Progression Statement  | Working Towards Expectations  | Meeting Expectations   | Exceeding Expectations  |
|---|--|---|--|---|
| <b>Chemistry</b>  |  |   |  |   |
| 2) <b>Materials</b> have physical properties which can be investigated and compared | <b>Distinguish between an object and the material from which it is made.</b>   | <i>Identify the material from which an object has been made.</i>  | <i>Correctly identify both object and material.</i>                              | <i>Compare the same object made from different materials in terms of its effectiveness.</i>                                 |
|   | <b>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</b>   | <i>Identify and name a limited range of materials.</i>  | <i>Identify and name a range of materials.</i>                                   | <i>Identify typical uses of a range of materials.</i>   |
|   | <b>Describe the simple physical properties of a variety of everyday materials.</b>   | <i>Recognise that a material has properties.</i>  | <i>Describe a range of properties of a variety of materials.</i>                 | <i>Compare the physical properties of different everyday materials.</i>   |
|   | <b>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</b>  | <i>Compare and contrast two everyday materials.</i>   | <i>Classify a variety of materials into groups based on physical properties.</i> | <i>Use simple physical properties to suggest classification of materials.</i>   |
|   | <b>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</b>                                      | <i>Identify that the shape of some objects can be changed.</i>  | <i>Describe changes achieved by applying forces in different directions.</i>     | <i>Identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses.</i> |
| 3) The physical properties of <b>materials</b> determine their uses.                | <b>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</b> | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | Select and justify a material for a particular use.                              | For particular materials in particular uses, identify limitations as well as suitability.                                   |



| National Curriculum Objective             |  | Key Stage 1  |   |
|---|--|--|---|
| <b>Working artistically</b>               | <b>Creatively explore and develop ideas</b>  | <p>Use first hand observations of known objects to explore ideas.</p> <p>Use imagination to form simple images from given starting points or a description</p> <p>Begin to collect ideas in sketchbooks</p> <p>Begin to think what materials best suit the task</p> <p>Try ideas out and change their minds.</p> <p>Experiment with an open mind</p> <p>Try out a range of materials and processes and recognise that they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use.</p> |   |
|   | <b>Evaluate and analyse creative works.</b>  | <p>Show interest in and describe what they think about the work of others</p> <p>Look at creative work and express clear preferences and give some reasons for these</p> <p>Recognise that ideas can be expressed through art work.</p> <p>Suggest ideas about what an artwork is trying to show.</p>  |   |
| <b>Developing Skills &amp; Techniques</b> | <p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p> <p><b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> | <p><b>Textiles</b></p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p><u>Colour</u></p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u></p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>   | <p><b>Collage</b></p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u></p> <p>Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u></p> <p>Create and arrange shapes appropriately</p> <p><u>Texture</u></p> <p>Create, select and use textured paper for an image</p> |