



Redbrook Hayes Community Primary School

Connected Curriculum

Key Stage 1

Exploring Britain!

As **scientists** we will develop our skills in working scientifically through our study of weather and seasons.

Through this unit we will investigate and observe seasonal changes, describing seasonal weather patterns and investigating how the lengths of days change through the seasons.

We will monitor and describe our current weather and use this to create our own video weather reports.

As **geographers** we will learn about the UK and our local area, naming the countries within the British Isles, their capital cities and surrounding seas. We will identify key landmarks within our local area, use basic geographical vocabulary to describe the human features of Brereton and Rugeley.

We will use this local knowledge to create our own travel guide to Brereton, and contrast with this another locality within the British Isles.

Exploring Britain!



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

We will study the work of famous artists who have created the famous sculptures on display across the British Isles (eg. Anthony Gormley – Angel of the North) and use this to help us sculpt our own monument for Brereton and Rugeley.

As **designers** we will prepare basic traditional dishes from around the British Isles, developing our skills of cutting, peeling and grating.

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

British Values: Individual Liberty, Mutual Respect and Tolerance of Other Faiths.

SMSC: Spiritual (Find out what other people believe and how it affects their lives, find out about how different people live and how they express their beliefs); Moral (Talk about how I want other people to treat me); Social (respect other people's social and cultural backgrounds, know a group of different people can share the same values); Cultural (Explore how different cultures within the UK have different beliefs and express this through the arts).

Learning and Life Skills: Working Together, Speaking and Listening, Knowing Me Knowing you!

Other Opportunities: London landmarks (Geography); Planning a London bus tour (Geography); Aerial Views and Google Earth (Computing/Art); National songs (Music); Patron Saints (RE); Favourite places survey (Maths), Wild Weather (Geography); Looking after our local area (PSHE), Miners monument (History).

Links to Literacy: *A Bear Called Paddington* by Michael Bond, *But Martin* by June Counsel, *The Great Paper Caper* by Oliver Jeffers, *Ddr Xargles book of Earthlets* by Tony Ross, *The Queen's Hat* by Steve Anthony, *Mrs Vickers' Knickers* by Kara Lebian and Deborah Allwright.

Enhancement Opportunities: Educational visit – BBC Birmingham – Learn how to be a news and weather presenter; Local area walk. Visitors – Local historians.



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Planning	a) Pupils can ask questions	Ask simple questions when prompted.	<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	Suggest ways of answering a question.	<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	Make relevant observations.	<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	Conduct simple tests, with support.	<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	With prompting, suggest how findings could be recorded	<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				

Reporting Findings	a) Pupils process findings to develop conclusions and identify causal relationships	Recognise findings	<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	Gather and record data	<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	Use observations to suggest answers to questions	<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	Ask simple questions.	<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	Recognise that questions can be answered in different ways.	<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	Observe closely, using simple equipment.	<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	Perform simple tests.	<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	Record and communicate their findings in a range of ways and begin to use simple scientific language.	<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	Identify and classify.	<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	Gather and record data to help answer questions.	<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	Use their observations and ideas to suggest answers to questions.	<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>

Science

Knowledge Progression – Key Stage 1



Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
2) Day, night, month, seasonal change & year are caused by the position and movement of the Earth	Observe changes across the four seasons.	<i>Recognise that there are seasonal changes.</i>	<i>Describe seasonal changes.</i>	<i>Recognise changes within seasons as well as between seasons.</i>
	Observe and describe weather associated with the seasons and how day length varies	<i>Recognise that day length alters in different seasons.</i>	<i>Relate weather patterns and day length to seasons.</i>	<i>Make and test predictions relating to changing day length and weather patterns.</i>

Geography
Geographical Skills & Enquiry – KS1



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Knowledge	The UK and local area	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. (E.g. Using information about food from different countries of the UK, locate them on a UK map. Prepare a 'Great British Picnic' using these foods.)	The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods.)	The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps. (E.g. Research food that originates from different parts of the UK and create a map showing where regional foods come from. Design a menu for a 'Great British Picnic' using these foods.)
		Develop knowledge of the human and physical geography of a small area of the United Kingdom.	The child can know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)	The child can know about the local area, and name and locate key landmarks. (E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.)	The child can know the local area and its physical and human geography. (E.g. Investigate how other people view the local area, e.g. tourism websites. Create a vocabulary list of the human and physical features of the local area and how people can use and change these. Describe these features and locate them on a map using images or drawings.)
Understanding	Physical themes	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.	The child can talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Ask a peer who has looked at a webcam or a weather forecast to answer these questions. Make a simple comparison with the weather in your area.)	The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)	The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. (E.g. Imagine you live in one of the capital cities of the UK. Use a webcam or a weather forecast for that place to observe today's weather in order to answer questions from peers about the weather in a role-play activity. Include comparisons to the weather in

					your area in the role play.)
		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.	The child can talk about a natural environment, naming its features using some key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal.)	The child can recognise a natural environment and describe it using key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.)	The child can recognise different natural environments and describe them using a range of key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal and demonstrate creativity and initiative. It should label aspects of the environment including the landscape, food, weather and impact of people.)
	Human themes	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card.)	The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)	The child can identify different human environments, such as the local area and contrasting settlements such as a village and a city. The child can describe their features and some activities that occur there using a range of key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video, identifying two differences and two similarities to the area in which you live. Talk with confidence about which city you would prefer to live in, and why.)
Skills & Enquiry	Understanding places and connections	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	The child can make observations about, and describe, the local area and the nearest local green space. (E.g. Make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class. Use different colours to identify its physical and human characteristics.)	The child can make observations about, and describe, the local area and its physical and human geography. (E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics.)	The child can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected. (E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics. Draw this together by annotating an image or map of the local area.)



National Curriculum Objective		Key Stage 1
Working artistically	Creatively explore and develop ideas	<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>
	Evaluate and analyse creative works.	<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>
	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>Describe the artwork of artists</p> <p>Use work of artists to create own pieces</p> <p>Compare their own art work against the artists' own.</p> <p><u>Artist ideas:</u></p> <p>Anthony Gormley – The Angel of the North</p> <p>Andy De Comyn – Rugeley Miners Memorial</p>

<p><i>Developing Skills & Techniques</i></p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Sculpture</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u></p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u></p> <p>Change the surface of a malleable material e.g. build a textured tile</p>
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