		Geography										
		Locational Knowledge		Place Knowledge		Human and Physical Geography			Geography Skills and Fieldwork			
UNIT	**TOPIC**	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 Kingdom and its surrounding seas	understand geographical similarities and differences through studying the human and physical geography of **a small area of the United Kingdom**	understand geographical similarities and differences through studying the human and physical geography of and of **a small area in a contrasting non-European country**	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	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	use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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	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.
Year 1.1	Me, Myself and I											
Year 1.2	Superheroes											
Year 1.3	Fire, Fire											
Year 1.4	Toy Box											
Year 1.5	Our School, Our World		X	X		X	X	X	X	X	X	X
Year 1.6	We're going to the Zoo											
Year 1.7	Explores	X							X	X	X	
Year 1.8	The Magic Garden											
Year 1.9	Health Week (Ready, Set, Go)											
Year 1.10	Let's go Camping		X					X		X	X	X
Year 1.11	Our Differing Landscape											
Year 2.1	Real Life Superheroes											
Year 2.2	Wild Things	X			X		X	X	X		X	
Year 2.4	Kings and Queens		X									
Year 2.5	Life in the Freezer	X			X	X	X			X	X	
Year 2.6	Charlie and the Chocolate Factory	X			X							
Year 2.7	Down at the Bottom of the Garden											
Year 2.8	Flight and Aviation											
Year 2.9	Health Week (Eating the right amount of Food)											
Year 2.10	Our Beautiful World											

		History									
		Pupils should:						Pupils should be taught about:			
UNIT	TOPIC	develop an awareness of the past	using common words and phrases relating to the passing of time	know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	use a wide vocabulary of everyday historical terms	ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	understand some of the ways in which we find out about the past and identify different ways in which it is represented	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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	significant historical events, people and places in their own locality.
Year 1.1	Me, Myself and I	X	X				X				
Year 1.2	Superheroes										
Year 1.3	Fire, Fire	X	X	X	X	X	X		X		X
Year 1.4	Toy Box	X	X	X	x	X	X	X	X		X
Year 1.5	Our School, Our World										
Year 1.6	We're going to the Zoo										
Year 1.7	Explores	X	X	X	x	X	X		X	X	X
Year 1.8	The Magic Garden										
Year 1.9	Health Week (Ready, Set, Go)										
Year 1.10	Let's go Camping										
Year 1.11	Our Differing Landscape										
Year 2.1	Real Life Superheroes	X	X	X	X		X			X	
Year 2.2	Wild Things										
Year 2.4	Kings and Queens	X	X	X	X	X	X		X	X	X
Year 2.5	Life in the Freezer										
Year 2.6	Charlie and the Chocolate Factory										
Year 2.7	Down at the Bottom of the Garden										
Year 2.8	Flight and Aviation	X	X	X	X	X	X		X	X	X
Year 2.9	Health Week (Eating the right amount of Food)										
Year 2.10	Our Beautiful World										

		Design and Technology										Art and Design			
		Design: pupils should be taught to:		Make: pupils should be taught to:		Evaluate: pupils should be taught to:		Technical Knowledge:		Cooking and Nutrition:		pupils should be taught to:			
UNIT	TOPIC	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	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	explore and evaluate a range of existing products	evaluate their ideas and products against design criteria	Pupils should be taught to build structures, exploring how they can be made stronger, stiffer and more stable	Pupils should be taught to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Pupils should be taught touse the basic principles of a healthy and varied diet to prepare dishes	Pupils should be taught to understand where food comes from	to use a range of materials creatively to design and make products	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	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
Year 1.1	Me, Myself and I											X	X	X	**Hughie Lee Smith; Barbar Walker**
Year 1.2	Superheroes	X	X			X	X								
Year 1.3	Fire, Fire														
Year 1.4	Toy Box	X	X	X	X	X	X	X	X						
Year 1.5	Our School, Our World														
Year 1.6	We're going to the Zoo														
Year 1.7	Explores														
Year 1.8	The Magic Garden										X	X	X	X	**Monet**
Year 1.9	Health Week (Ready, Set, Go)														
Year 1.10	Let's go Camping										X				
Year 1.11	Our Differing Landscape											X	X	X	**Paul Signac**
Year 2.1	Real Life Superheroes	X	X	X	X	X	X								
Year 2.2	Wild Things											X	X	X	**A range of artists**
Year 2.4	Kings and Queens														
Year 2.5	Life in the Freezer														
Year 2.6	Charlie and the Chocolate Factory	X	X	X	X	X	X	X							
Year 2.7	Down at the Bottom of the Garden											X	X	X	**Van Gogh**
Year 2.8	Flight and Aviation														
Year 2.9	Health Week (Eating the right amount of Food)									X	X				
Year 2.10	Our Beautiful World														