

Land Ahoy!



Year Group: 1/2

Cycle A

History

- Significant events beyond living memory: Discovery of America
- Significant individuals: Christopher Columbus and Grace Darling

Climate/Environment

- Plastic pollution of the world's seas and oceans

Design and Technology

- Model boats; design, build, test and evaluate

Science

- Everyday materials

Geography

- use world maps, atlases and globes to identify...oceans studied at this key stage
- name, locate the surrounding seas of the UK
- name and locate the world's five oceans
- 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 basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river and

key human features, including, port and harbour,

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Year 1

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Year 2

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

Suggested Investigation:

Waterproofing coins - <https://www.science-sparks.com/protect-the-pirate-coins-waterproofing-activity/>

Climate/Environment Focus- children will also learn:

- That the world's seas and oceans are heavily polluted by plastic, because plastic does not biodegrade
- That plastic pollution harms sea creatures and creatures that feed on those that live in the oceans
- How to identify and avoid using single use plastics
- Which plastics can be recycled
- Alternative materials to plastics which are more sustainable

Prior Learning

Forever Firs children working at ARE in Year 1 should already be able to:

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG KUW:TW)

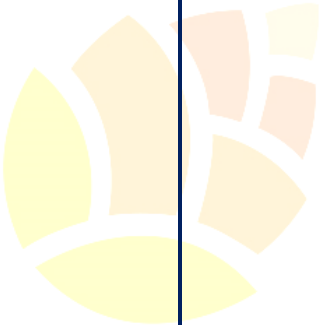
Forever Firs children working at ARE in Year 2 should already be able to:

- See Year 1 statements above

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1 Water	Year 2 Wood Plastic Glass Metal Rock	Year 1 Object Material Wood Plastic Glass	Year 2 Object Material Suitable Use Solid	Year 1 Biodegrade Single Use Recycle Pollution	Year 2 Biodegrade Single Use Recycle Pollution

	Paper Cardboard Brick Shape Same Different	Metal Rock Properties Compare Group Same Different	Twist Bend Stretch Squash Similar		
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Science Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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History

National Curriculum: Pupils should be taught about:

- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements

Key Lines of Enquiry:

- Christopher Columbus and the discovery of America
- Grace Darling and her rescue of shipwrecked sailors in 1838

Curriculum Intentions (key knowledge to be learned):

- Christopher Columbus was a famous explorer, who lived over 500 years ago.
- He discovered the Americas by accident when he was trying to find a new route to the Indies by travelling west instead of east
- There were already people living in the Americas (native Americans). Columbus and other Europeans that travelled to the Americas treated the native people very badly.
- Grace Darling lived around 200 years ago.
- She lived in a lighthouse and is famous for rescuing 9 sailors whose ship sank in a storm.
- At the time many people thought her bravery was unusual because she was a girl.

Age Related Subject Skills (Progression Guidance):

- Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things
- Recognise why some events happened
- Recognise what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

Prior Learning

Forever First children working at ARE should already be able to:

- Order and sequence familiar events eg: family customs and routines
- Use everyday language to talk about time
- Measure short periods of time in simple ways

- Develop the use of everyday language to talk about time to compare quantities and objects and to solve problems.
- Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Enjoy joining in with family customs and routines
- Identify their family's routines/ traditions
- Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past
- Know about similarities between themselves and others, and among families, communities and traditions
- Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past
- Talk about past and present events in their own lives and in the lives of family members

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Boat		Explorer	Native	Americas	
Ship		Centuries	Lighthouse		
Sail		Discovered	Rescue		
Storm		Route	Bravery		
		Indies	Account		

History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



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Geography

National Curriculum: Pupils should be taught about:

- 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
- 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 seven continents and five oceans
- 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 basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river and key human features, Inc, port, harbour,

Curriculum Intentions (key knowledge to be learned):

- The names and locations of the world's oceans with a particular focus on the western route taken by Columbus to the Americas, in contrast to the eastern route taken by others aiming for the Indies
- The names and locations of the seas of the United Kingdom, with a particular focus on the location of Grace Darling's rescue mission
- Use of aerial photographs (e.g. Google Earth satellite images) to recognise landmarks e.g. lighthouses, White Cliffs of Dover, ports and harbours
- Children will learn how to create their own simple map of a fictional island, including the use of basic symbols in a key to represent human features (port, harbor, lighthouse) and physical features (cliff, beach, sea, river)

Age Related Subject Skills (Progression Guidance):

Year 1

Using maps

Use a simple picture map to move around the school
Use relative vocabulary such as bigger, smaller, like, dislike
Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

Use world maps to identify the UK in its position in the world.
Use maps to locate the four countries and capital cities of UK and its surrounding seas

Making maps

Draw basic maps, including appropriate symbols and pictures to represent places or features
Use photographs and maps to identify features

Year 2

Using maps

Follow a route on a map
Use simple compass directions (North, South, East, West)
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge

Locate and name on a world map and globe the seven continents and five oceans.
Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps

Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
Use and construct basic symbols in a key

Prior Learning Forever Firs children working at ARE should already be able to:

Year 1

Maths; SSM ELG

- Children use everyday language to talk about size, weight, capacity, **position, distance**, time and money to compare quantities and objects and to solve problems.

UTW; The World ELG

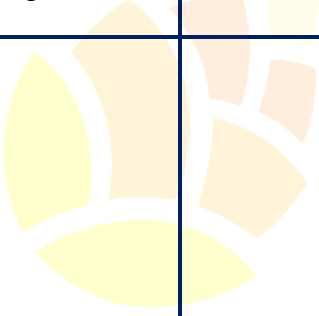
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Year 2

See Year 1 progression statements above.

Key Vocabulary			
Tier 1	Tier 2		Tier 3
House	Countries Seas Map Symbols Key Beach Cliff Coast Sea	Ocean River City Town Village Port Harbor Landmarks Lighthouse	United Kingdom Physical features Human features North Sea Irish Sea English Channel Atlantic Ocean

Geography Assessment

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Design and Technology

National Curriculum: Pupils should be taught to:

- 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 [e.g. 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

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will investigate a range of materials, exploring their characteristics. They will select the most suitable materials with which to make a model boat; designing, building, testing and evaluating their boat.

Age Related Subject Skills (Progression Guidance):

Design

- State the purpose of the design and the intended user
- Explore materials, make templates and mock ups e.g. moving picture / lighthouse
- Generate own ideas for design by drawing on own experiences or from reading

Make

- Select from a range of tools and equipment explaining their choices
- Select from a range of materials and components according to their characteristics
- Follow procedures for safety
- Use and make own templates
- Measure, mark out, cut out and shape materials and components
- Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips, tape and permanent – glue, staples
- Use finishing techniques, including those from art and design

Evaluate

- Talk about their design ideas and what they are making
- Make simple judgements about their products and ideas against design criteria
- Suggest how their products could be improved
- Evaluating products and components used
- Investigate - what products are, who they are for, how they are made and what materials are used

Technical Knowledge

- Understand about the simple working characteristics of materials and components
- Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2)
- Understand that food ingredients should be combined according to their sensory characteristics
- Know the correct technical vocabulary for the projects they are undertaking
- Understand how freestanding structures can be made stronger, stiffer and more stable

Prior Learning - Forever Firs children working at ARE should already be able to:

Physical Development

(40-60 months)

- Use simple tools to effect changes in materials
- Handle tools, objects, construction and malleable materials with safety and increasing control
- Show understanding of how to transport and store equipment safely

(ELG)

- Handle tools and equipment effectively

Expressive Arts and Design

(40-60 months)

- Understand that different materials can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapts work where necessary
- Select tools and techniques needed to shape, assemble and join materials they are joining

(ELG)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Key Vocabulary

Tier 1	Tier 2		Tier 3
Paper Card	Materials Plastic Fabric Metal Wood Design	Heavy Light Float Sink Evaluate Characteristics	Waterproof Water resistant Dissolve

Design and Technology Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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