

YEAR 1 HISTORY Topic 1: Our Story

**Key Assessment Questions**

What is the difference between the past and the present? Can you give some examples from your life? What is an historian and what is a source? How is Sparkhill different now compared to the past?

**SCHOOL VALUES (Autumn 1): Service and friendship**

Children will explore how we can help others at school and at home. They will also reflect on how people in Sparkhill have built a community where they help each other e.g. food banks, community centres, religious communities/buildings.

	KNOW	DO	UNDERSTAND
	Know that when looking at the past in Sparkhill, this is <b>history within living memory</b> because people can still remember when Sparkhill was different.	<b>VOCABULARY</b> New vocabulary introduced: <b>history, history within living memory, chronological, timeline, source.</b>	
Chronological Understanding	Know what the <b>past</b> and <b>present</b> mean. <i>Know that <b>history</b> means something that happened in the past.</i>  Know what the word <b>chronological</b> means where events are put in the correct time order.  Know what a <b>timeline</b> is, and what it shows us.	Talk about the past and present from own life and family members. (Revisit from Early Years)  Use words associated with the passing of time: <b>before, now, old, new, a long time ago, before I was born.</b>  Place events of own life onto a simple timeline.	Connect learning to and build on understanding of past and present from <u>Early Learning Goals</u> in Nursery and Reception: <u>Understanding the World People and Communities 13. Children talk about past and present events in their own lives and in the lives of family members.</u>  The unit builds on foundation by introducing more vocabulary associated with the passing of time. It provides opportunity for children to develop an awareness of the past.
Enquiry (Sources and interpretation)	Know some ways we find out about the past in Sparkhill ( <i>books, old photographs, letters, person who lived a long time ago</i> ).  Know that a <b>source</b> is something that tells us about the past.	Explain what a source is and how it can help us learn about the past.  You can describe a source and explain how it shows that Sparkhill was different in the past e.g. old photographs, books.  Think of question for someone who lived in Sparkhill a long time ago.	The unit introduces the idea of historical enquiry. The children should begin to ask questions about how we know about the past.  Children should begin to understand different ways in which the past is represented.
Enquiry: Cause & consequence, change & continuity, similarity & difference, Significance	Know that Sparkhill was not always the way that it is now (people groups, buildings, shops, roads)	Explain similarities and differences between Sparkhill then and now,	Begin to show an awareness of how historians understand how people and community can change across the same period.  Make simple observations about different types of people, events, beliefs within a society  <u>PHSE and RE Link</u> The comparison between Sparkhill present and past should help children to reflect their own sense of belonging in the communities of Sparkhill, family and school.

## Year 1 Geography Our Story

<b>Assessment Questions</b>		
<p>- What is the name of the country where we live? In which do city do we live? What is the name of our local area?</p> <p>- What is a landmark? Can you give me an example of a landmark in Sparkhill or Birmingham? <span style="float: right;">What is a map? What does it show us?</span></p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b> I know that our school is in Sparkhill on the Stratford Road in the city of Birmingham.</p> <p>I know some key landmarks in my local area (swimming baths, park etc) and can describe parts of my school and playground.</p> <p>I know that we live in a country called the UK.</p> <p><b><u>Geographical Skills and Fieldwork</u></b> I know that a map is used to plot and show where landmarks are in relation to one another in a specific area.</p> <p>I know that you can look at a map to see wherelandmarks are in relation to one another.</p> <p>I can read and make a simple map to showplaces and things, using a key.</p> <p><b><u>Key Vocabulary</u></b> <b>Local area, city, Birmingham, country, England,landmarks, map, symbols, key. Bigger, smaller, near, far away, left, right, next to,close by.</b></p> <p><b>Geography Core Concepts: Landmarks</b></p>	<p><b><u>Locational Knowledge</u></b> <b>NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</b> Find Birmingham and England on a UK map.</p> <p><b><u>Place knowledge</u></b> <b>NC 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</b> Name and identify characteristics and landmarks of our local area of Sparkhill.</p> <p><b><u>Geographical Skills and Fieldwork</u></b> <b>NC</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p>Use a simple picture map to move around the school, use relative and directional language.</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features (draw a map of myclassroom or local area). Use photographs and maps to identify features of the localarea.</p> <p><b><u>Fieldwork Opportunities.</u></b> Walk around, observe, take photos of and draw keylandmarks in the local area. Use a simple map to move around school/playground/park/ local area.</p>	<p>In this topic, the children learn about and broaden their knowledgeof their local area – Sparkhill.</p> <p>They begin to recognise and describe basic human and physical features found in the local area anddescribe them in simple terms usingsome directional language.</p> <p>For example, <i>‘Around my school thereis Sparkhill park and next to the park there is the Stratford road – which is very busy. Behind our school is Sparkhillswimming baths.’</i></p> <p>Children will complete simple fieldwork exercises to observe thelocal area surrounding the school. The children learn that maps help us to locate the position of landmarks in relation to one another and they begin to use anddraw simple maps of their surrounding area.</p> <p>They will begin to understand that we live in the centre of a country (the UK) in the city of Birmingham and will start to recognise the UK on a map of the World.</p>

**Year 1 SCIENCE** Topic 1: Our Story

**Assessment Questions:**

1. Which part of the body do we use to smell with?
2. Where are your knees?
3. How do we look after our bodies?
4. Do we all like the same smells? Can you tell me a smell that you like, that your friend doesn't?
5. Why do we have teeth?
6. Draw a mouth

Values: Service and Friendship

KNOW	DO	UNDERSTAND
<p><b>NC Content:</b> S: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Vocabulary:</b> <i>Human, body, sense, hear, see, feel, taste, smell</i> (see vocabulary below).</p> <p>Children know the names of the main body parts - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.</p> <p>Children can identify which part of the body is linked with each sense.</p>	<p><b>NC Content:</b> WS: Begin to recognise different ways in which they might answer scientific questions WS: Ask people questions and use simple secondary sources to find answers</p> <p>Children can label and draw basic parts of the body. Children can ask simple questions about different parts of the body and their functions. Children can ask simple questions about different body parts and the senses. Children can watch videos associated with their questions to find out the answers.</p>	<p><i>PRIOR LEARNING: Children will understand that everyone has the same key body parts, apart from the differences between boys and girls. They will look at their family and adults in school.</i></p> <p>Children will understand that people might experience sense in slightly different ways – what might be an unpleasant smell to some, might not be to others.</p> <p>They will understand how to wash and look after our bodies (link to PSHE).</p>

**Year 1 ART Topic 1: Our Story**

What is a portrait? What did you need to include?  
 How did you create your colours? What happens if I want to my changes to my colours?

**Service and friendship**

KNOW	DO	UNDERSTAND
<p>Know what a portrait is.</p> <p>Know the features that need to be included in a portrait.</p> <p>Know that if you add white to a colour it gets lighter, and if you add black/brown/purple/blue to a colour it gets darker.</p> <p>Know how to choose a brush/tool purposefully and explain my choice.</p> <p>Know that different drawing media create different outcomes.</p> <p><b>Key vocabulary:</b>                      Portrait                      Self-portrait                      Colour Tone                      Blend                      Explore</p>	<p>Children create self-portraits using paint, mixed media and reflections. They explore colour mixing (for example with skin tones) and use of appropriate tools (different size brushes for different elements of their painting). They investigate a range of drawing materials and develop painting techniques.</p> <p><b>NC Aims:</b>                      - produce creative work, exploring their ideas and recording their experiences                      - become proficient in painting</p> <p><b>NC Content:</b>                      - 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</p>	<p>Children are learning all about where they come from and what makes them who they are. In this unit children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists' self-portraits in order to develop ideas about how they will portray themselves.</p> <p>This art content gives them a great opportunity to explore this visually, whilst developing fundamental skills about colour mixing. It also enables children to explore different aspects of their personality, culture and identity through the use of mixed media</p> <p>Children have done lots of exploratory art in EYFS, and have developed some basic skills such as paintbrush grip. Children have not previously been taught specific art skills relating to painting/colour.</p>

MUSIC Topic 1: Our Story		
KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> <li>• your voice can speak and sing, and can be used to make different sounds.</li> <li>• your voice can copy sounds and make different, expressive sounds.</li> <li>• when you perform, you look at the audience and follow a leader for a start and stop signal.</li> </ul> <p><b>Vocabulary:</b></p> <p>pitch</p> <p>tempo</p> <p>body percussion</p>	<p><b>Music express 'ourselves' (3)</b></p> <p>The children will play vocal games to explore the pitch of the voice by getting their voices to:</p> <ul style="list-style-type: none"> <li>– move higher and lower;</li> <li>– stay on the same note;</li> <li>– start and stop.</li> </ul> <p>They will explore making their voices make different sounds by looking at pictures for 'playing at the park' (wee, woo, chitter chatter, pop, bzz)</p> <p>They will learn songs and poems, exploring pitch and looking at the tempo of speech (speaking quickly / slowly). They will perform the song 'glad to be me' choreographing actions.</p> <p>They will then look at how vocal sounds can be used expressively, and perform 'A surprise ending', using expressive vocal sounds and body percussion.</p>	<p><i>IN EYFS, the children will have sung and learnt lots of songs and rhymes. They will have copied sounds and played around with changing their voices. They will be used to singing together in unison, as a group, often with their teacher leading them. In year 1, they will begin to understand that there are technical words for musical elements, and be able to develop more control over the sounds they make when performing.</i></p> <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to use their voices</li> <li>• Pupils learn to sing</li> <li>• Pupils explore pitch, dynamics, and structure</li> <li>• Pupils create music on their own and with others</li> </ul>