**Ravensbury Community School**

**Y1 Connected Curriculum Overview**





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| **Year 1** | **Key Texts – link to English** | **History** | **Geography** | **Art** | **Design Technology** | **Experience and Golden Question** |
| **Autumn 1**  How is my world changing? | Supertato  Elliot midnight super hero  Senses poetry - cc | **Changes in pupils’ own lives & family. developing awareness of the past, using common words and phrases relating to the passing of time.**  Know where people and events they study fit within a chronological framework. Use a wide vocabulary of everyday historical terms. Understand some of the ways which we find out about the past and identify different ways in which it is represented.  **Significant historical events and places in their own locality – opening of Etihad Stadium** |  | Introduce sketchbooks  **Painting:**  **Colour mixing challenge** |  | Who are the most important people in your life? |
| **Autumn 2**  Could the three little pigs use a better material to build their house? | Three little pigs (2 weeks)  Stickman |  | **Geographical skills and fieldwork**  Make maps of events in stories – making own keys using own symbols.  Use compass directions (N S E W) and locational/directional language e.g. near and far, left and right to describe the locational features and routes on a map.  Devise a simple map.  **Location Knowledge**  Name/locate/identify characteristics of the 4 countries and capitals in UK. Use maps, atlases and globes to identify the ULK and its countries. |  | **Structures**  Design and make houses for the three little pigs.  Children to follow the Design Technology process of: Design, Make and evaluate.  Children to explore how they can build structures, making them stronger, stiffer and more stable. | If you could use any material, what would you build your house out of and why? |
| **Spring 1**  Is the Xbox more fun than your grandparent’s toys? | Lost in the toy museum  The magical toybo | **Changes in events past and present – introduction to Victorian Toys which will then link to Year 2.**  Way of lifewith a focus on toys: old and new toys/how children play |  | **Drawing**  Observational drawing of toys or puppets | **Textiles**  Punch and Judy puppets  Children to follow the Design Technology process of: Design, Make and evaluate.  To select and use a range of materials to join creatively to design and make a puppet. | Is your playtime more active than when your great-grandparents were children? |
| **Spring 2**  How do the wheels on the bus go around and round? | Naughty bus  Transport information text | **Ask and answer questions about the past**:  Transport  **Significant events**: **International events beyond living memory**  The first flight. |  |  | **Mechanical systems**  Children to follow the Design Technology process of: Design, Make and evaluate.  Children to explore and use mechanisms in their vehicles featuring wheels and axles. | Is our life better now that our transport has changed? |
| **Summer 1**  How does your garden grow? | The little gardener  flower information texts  recipes |  | **Geographical skills & fieldwork,** park mini beast hunt.  Study area around school  **Human & Physical geography**  Identify seasonal and daily weather patterns in the UK and in relation to the Equator (Kenya topic) |  | **Nutrition**  Children to follow the Design Technology process of: Design, Make and evaluate.  Use the basic principles of a healthy diet to prepare a salad | What do the plants in our gardens need in order to grow? |
|  |  |  | Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human physical features of the surrounding environment. |  | from products which can be grown in school e.g. carrots, cress, potatoes, green beans etc. |  |
| **Summer 2**  How would you get to the Maasai Mara? | Mama Panyas pancakes  Pretty Salma  Information text |  | **Geographical skills and fieldwork**  Study area around school and the Maasai Mara, look at similarities and differences.  Street view –Google maps.  **Geographical skills and fieldwork**  Use maps, atlases and globes to identify countries (Kenya) and the continent of Africa and the Equator.  **Place Knowledge**  Understand similarities and differences between Clayton, Manchester and the Maasai Mara, Kenya.  **Study a small area in a non-European country (Maasai Mara – Kenya)** | **Textiles/Collage**  Cultural study: Kamau Joseph (Kenyan Artist)  <https://indigoarts.com/artists/kamau-cartoon-joseph>  To develop a range of techniques using colour, pattern and texture. |  | Would you prefer to live in England or the Maasai Mara? |