

## TOPIC

At Harlesden School we have adopted a topic based curriculum that integrates geography, history, art and DT through themes each term.

(see topic grid)

### Key Stage 1 Aims and Objectives:

<b><u>History</u></b>
<ul style="list-style-type: none"><li>- Develop an awareness of the past, using common words and phrases relating to the passing of time</li><li>- 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.</li><li>- Use a wide vocabulary of everyday historical terms.</li><li>- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li><li>- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li></ul>
<b><u>Geography</u></b>
<b><u>Local Knowledge</u></b> <ul style="list-style-type: none"><li>- Name and locate the world's seven continents and five oceans</li><li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul>
<b><u>Place knowledge</u></b> <ul style="list-style-type: none"><li>- 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.</li></ul>
<b><u>Human and physical geography</u></b> <ul style="list-style-type: none"><li>- 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.</li><li>- Use basic geographical vocabulary to refer to <i>key physical features</i>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li><li>- Use basic geographical vocabulary to refer to <i>key human features</i>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li></ul>
<b><u>Geographical Skills and fieldwork:</u></b> <ul style="list-style-type: none"><li>- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li><li>- Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near, far, left, right), to describe the location of features and routes on a map.</li><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>
<b><u>Art and Design</u></b>
<ul style="list-style-type: none"><li>- To use a range of materials creatively to design and make products.</li><li>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li><li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li><li>- To know about 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.</li></ul>
<b><u>Design and Technology</u></b>

### Design

- 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.

### Make

- 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.

### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their own ideas and products against design criteria.

### Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.

### Cooking and Nutrition:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

## Key Stage 2 Aims and Objectives:

<b><u>History</u></b>
<ul style="list-style-type: none"><li>- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>- Understand how our knowledge of the past is constructed from a range of sources.</li></ul>
<b><u>Geography</u></b>
<p><i>Local Knowledge</i></p> <ul style="list-style-type: none"><li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li><li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li><li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li></ul>
<p><i>Place knowledge</i></p> <ul style="list-style-type: none"><li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li></ul>
<p><i>Human and physical geography</i></p> <ul style="list-style-type: none"><li>- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul>

*Geographical skills and fieldwork:*

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Art and Design**

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and
- Sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.

**Design and Technology**

*Design*

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

*Make*

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

*Evaluate*

- Investigate and analyse a range of existing products
- Evaluate ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

*Technical knowledge*

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [e.g., gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products
- Apply their understanding of computing to program, monitor and control their products.

*Cooking and Nutrition:*

- Understand and apply the principles of a healthy and varied diet/
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught & processed.