



## Grange Primary School Whole Key Stage Overview

### National Curriculum



<b>KEY STAGE ONE: COVERAGE</b>				
<b><u>HISTORY</u></b>	<b><u>GEOGRAPHY</u></b>	<b><u>SCIENCE</u></b>	<b><u>DESIGN TECHNOLOGY</u></b>	
<ul style="list-style-type: none"> <li>The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</li> <li>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the countries and capitals of the United Kingdom.</li> <li>Compare and contrast a small area of the United Kingdom with that of a non-European country.</li> <li>Explore weather and climate in the United Kingdom and around the world.</li> <li>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>Use world maps, atlases and globes</li> <li>Use fieldwork and observational skills.</li> <li>Investigate the world's continents and oceans.</li> <li>Use simple compass directions.</li> <li>Use aerial photographs.</li> </ul>	<p>Working scientifically- scientific knowledge and skills should be learned by working scientifically.</p> <p><b><u>Physics:</u></b></p> <p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>Describe basic movements.</li> </ul> <p><b><u>Earth and space</u></b></p> <ul style="list-style-type: none"> <li>Observe seasonal changes</li> </ul> <p><b><u>Biology:</u></b></p> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Identify, classify and describe their basic structure.</li> <li>Observe and describe growth and conditions for growth.</li> </ul> <p><b><u>Animals and Humans</u></b></p> <ul style="list-style-type: none"> <li>Identify, classify and observe.</li> <li>Look at growth, basic needs, exercise, food and hygiene.</li> </ul> <p><b><u>Habitats</u></b></p> <ul style="list-style-type: none"> <li>Look at the suitability of environments and at food chains.</li> </ul> <p><b><u>Chemistry:</u></b></p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Identify, name, describe, classify, compare properties and changes.</li> <li>Look at the practical uses of everyday materials.</li> </ul>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>When designing and making, pupils should be taught to:</p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design criteria.</li> </ul> <p><b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</li> </ul> <p><b><u>Cooking and nutrition</u></b></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>understand where food comes from.</li> </ul>	
<b><u>COMPUTING</u></b>	<b><u>MUSIC</u></b>	<b><u>MODERN FOREIGN LANGUAGES</u></b>	<b><u>ART</u></b>	<b><u>PE</u></b>
<ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</li> <li>Write and test simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Organise, store, manipulate and retrieve data in a range of digital formats.</li> <li>Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</li> </ul>	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Play tuned and untuned instruments musically.</li> <li>Make and combine sounds using the inter-related dimensions of music.</li> </ul>	<p style="text-align: center;">Optional at KS1</p> <p style="text-align: center;">At Lane End we use the 'Little Languages' programme - to introduce our children to a range of languages, and share and celebrate a different international Language of the Month</p>	<ul style="list-style-type: none"> <li>Use experiences and ideas as the inspiration for artwork.</li> <li>Share ideas using drawing, painting and sculpture.</li> <li>Explore a variety of techniques.</li> <li>Learn about the work of a range of artists, artisans and designers.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns</li> </ul>
			<b><u>PERSONAL, SOCIAL AND HEALTH EDUCATION</u></b>	<b><u>RELIGIOUS EDUCATION</u></b>
			<p style="text-align: center;">Not in National Curriculum</p> <p style="text-align: center;">At Lane End, we follow the SEAL (Social and Emotional Aspects of Learning) Programme</p> <p style="text-align: center;">We also work on our Super Learning Powers</p>	<p style="text-align: center;">Not specified in National Curriculum</p> <p style="text-align: center;">At Lane End, we follow the programme of work as outline in the Leeds Agreed RE Syllabus</p>