

Yearly Skills & Knowledge Progression

Subject:

Year group: Year 1 and 2: Cycle A

		Half Term 1 <u>A Twist in the tale</u>	Half Term 2 <u>A Twist in the tale</u>
Autumn	<u>Kapow Cycle A: How am I making History?</u> NB: Children will need to bring in at least two photos of memories from the past for the first lesson. For the second half term you will need to arrange for someone of an older generation to come in and talk about their childhood. Lesson Four of this unit will be split across three lessons.		
	Lesson One- What is my history - LO: To develop a personal chronology. Lesson Two- How can I find out more about myself- LO: To learn more about my history. Lesson Three- How are special events remembered?- LO: To explore how we remember events. NB: For the second half term you will need to arrange for someone of an older generation to come in and talk about their childhood.	Lesson Four- What was it like for children in the past? LO- To find out what childhood was like for our parents and grandparents. Split this across 3 lessons. One - Prepare for visitor - what questions would you like to ask/ how do we find out the answer to the questions? Two- Visitor in, children to interview the adult, asking their questions etc. Three- Children to compare their childhood, to that of the adult that they interviewed looking at similarities/differences. Enquiry question - what have I learnt about childhood in the past? Compare similarities and differences of past/ present/ both. NB: For next half term you will need to arrange for children to bring in their favourite toy.	
	<u>Vocabulary</u> Timeline similar remember significant past present now memory living memory lifetime grandparent future family event different childhood change celebration celebrate		

Half Term 1
A Sense of Adventure

Half Term 2
A Sense of Adventure

Spring

Ice explorers (links with literacy text, The Journey Home by Frann Preston-Gannon)
How did we learn to fly (Wright Brothers and Amelia Earhart)

Ice Explorers

Stand alone lessons

Lesson one- What is an explorer? Asking questions and then using sources to answer. Who is Ernest Shackleton and develop an understanding of historical significance use sources for this.
Lesson two- Make comparisons to other explorers eg Jackie Ronne, Dwayne Fields.
Lesson three- Using sources to say how they found out about the past.

Kapow Cycle A- How did we learn to fly?

How did we learn to fly?

Lesson one- Who were the wright brothers? LO- To find out about the Wright

Lesson two- Why is Amelia Earhart significant? LO- To develop an understanding of primary sources.

Lesson three- Make comparison between the Wright Brothers and Amelia Earhart. How do their achievements have historical significance today?

Vocabulary

artefact different memory past similar century decade evidence living memory modern now past
present
remember source special event significant

	Half Term 1 <u>It's a London Thing</u>	Half Term 2 <u>It's a London Thing</u>
Summer	<u>Kapow Cycle A: How have toys changed? / Great fire of London</u>	
	<p><u>How have toys changed?</u></p> <p>Use text, 'Paddington's Guide to London'</p> <p>Children will need to bring in/ show a picture of their favourite toy.</p> <p>Children will be able to explore artefacts (toys in the past)</p> <p>Loan toy boxes from Chertsey museum (Victorian toy box, Toys from 40s & 50s, Toys from the 60s)</p> <p>Chertsey Museum - Loan Boxes</p> <p>Toy boxes have been ordered for week beginning 26th April</p> <p>Lesson one: Use Kapow lesson one: What is your favourite toy - children to bring their favourite toy in/ a picture of their favourite toy?</p> <p>Lesson two: Research lesson Did your parents/grandparents have the same toys - how can we find out? Enquiry question - photographs/ ask an older person/ look through books/ online. Pupil videos.</p> <p>Lesson three: Toys in the past - sort artefacts from different time periods. Investigate/ play with toys from the past (history cupboard)</p>	 <p><u>The Great Fire of London</u> (stand alone lessons not linked to Kapow)</p> <p><u>Lesson One:</u> LO: To describe significant historical events.</p> <p><u>Lesson Two:</u> LO: To talk about how I have found out about the past.</p> <p><u>Lesson Three:</u> LO: To know how buildings have changed over time.</p>
	<p><u>Vocabulary</u></p> <p>Beyond living memory decade evidence flight inventor past present source</p> <p>Eyewitness flight historic historically significant living memory primary source primary</p>	

What can make this personal to Dovers Green?

- Each classroom to have on display a Dovers Green timeline - displaying special events celebrated by the children of Dovers Green - to include; the date they started in their new class, class assemblies, events such as harvest assembly/sponsored walk etc.
- Children will have the opportunity to visit London and the sights learnt about during 'The Great Fire of London'.
- 'Great Fire of London' workshop through the 'Rainbow Theatre Company'.

The development of SMSC and the promotion of British Values within Computing - Year 1

SMSC	<p>Spiritual: Children are encouraged to develop their creativity and imagination when creating their work using coding or a word processing programme. They are encouraged to reflect on their learning to see ways to make it better as well as to identify when an algorithm doesn't work as expected.</p> <p>Moral: Children will be developing an understanding of there being a consequence for their actions and behaviour. This will be taught when the children are shown how to use a range of equipment with respect, both for the equipment and also to their peers they are sharing equipment with. This is also important when learning how to behave online.</p> <p>Social: Peer learning is encouraged during computing, discussing their learning as well as helping each other to learn and understand different concepts.</p> <p>Cultural: The use of technology to support children's knowledge of different cultures, beliefs as well as national and global events that happen. This will be through the use of websites and videos to support children's learning at an age-appropriate level.</p>
British Values	<p>Democracy; Encourage respect for democracy by making decisions together when sharing devices.</p> <p>Rule of Law; Enable students to distinguish right from wrong when learning about staying safe online. Understanding the rules we have when using different technologies.</p> <p>Respect and Tolerance; Encourage students to accept responsibility for their behaviour and be aware of their impact on others, for example, online safety, using a variety of equipment respectfully.</p> <p>Individual Liberty; Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences and learning. Understanding that they have the right to use the internet safely as do others.</p>