

# Key Stage 1

# Two Year Curriculum Plan

# 2022-2026



The following document is an overview of our curriculum for the next four years. These topics are the basis for our learning journeys across each half term. For more detailed planning, an annual curriculum plan is prepared by each class teacher. Each half term, class teachers produce a half-termly topic map and newsletter which explains what will be covered in each subject. Previous newsletters can be found on our school website. For information about our RE and Music Curriculum, please see our separate curriculum documents.

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# Four Year Curriculum Plan



Key Stage 1	Year A (2022-23)	Year B (2023-24)	Year A (2024-25)	Year B (2025-26)
Autumn 1	Time Travellers (History)	This is me! (Science/Geography)	Time Travellers (History)	This is me! (Science/Geography)
Autumn 2	Van Gogh (Art/History)	Andy Warhol (Art)	Van Gogh (Art/History)	The Wainwrights (History)
Spring 1	Once upon a time (Geography/Art)	Nurturing Nurses (History)	Once upon a time (Geography/Art)	Nurturing Nurses (History)
Spring 2	Amazing Animals (Science/Geography)	The Wainwrights (History)	Amazing Animals (Science/Geography)	Andy Warhol (Art)
Summer 1	The Great Fire of London (History/Geography)	Beside the Seaside (Science/Geography)	The Great Fire of London (History/Geography)	Beside the Seaside (Science/Geography)
Summer 2	Let's go on a Safari! (Science)	Wonderful Weather (Science/Geography)	Let's go on a Safari! (Science)	Wonderful Weather (Science/Geography)

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## Key Stage 1 Curriculum Overview Plan: 2022-23

Term and Topic	Subject Content (NC)	Curriculum Links	Science Link
<b>Autumn 1</b> Time Travellers	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>KS1 - Animals including humans</li> </ul>
<b>Autumn 2</b> Van Gogh	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Seasonal change</li> <li>Year 2 – Everyday Materials</li> </ul>
<b>Spring 1</b> Once upon a time	<ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and 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> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Everyday Materials</li> <li>Year 2 – The Environment</li> </ul>
<b>Spring 2</b> Amazing Animals	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Animals including humans</li> <li>Year 2 – Living things and their habitats</li> </ul>
<b>Summer 1</b> The Great Fire of London	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Experiments and Inventors</li> <li>Year 2 – Everyday Materials</li> </ul>
<b>Summer 2</b> Let's go on a Safari!	<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> <li></li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>KS1 – Plants</li> </ul>

Term and Topic	Subject Content (NC)	Curriculum Links	Science Link
<b>Autumn 1</b> This is me!	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>KS1 – Animals including humans</li> </ul>
<b>Autumn 2</b> Andy Warhol	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>KS1 - Everyday Materials</li> </ul>
<b>Spring 1</b> Nurturing Nurses	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – Experiments</li> <li>Year 2 – Inventors</li> </ul>
<b>Spring 2</b> The Wainwrights	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</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>	<ul style="list-style-type: none"> <li>History</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>KS1 - Plants</li> </ul>
<b>Summer 1</b> Beside the sea	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>KS1 – Living things and their habitats</li> </ul>
<b>Summer 2</b> Wonderful Weather	<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> <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> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 – seasonal changes</li> <li>Year 2 – Experiments</li> </ul>

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