



KEY
Maths Links

Saint Nathaniel's Academy Curriculum Map

Autumn				
Year 1	Geography <u>Our school/ local area</u>	Intent	Trips/Experiences	Westport lake, local area walk, observation of a range of housing
			Knowledge Organiser	Completed – See Geography Where we live.
			Vocabulary	Ordnance survey map, terrace, flat. semi- detached, detached buildings, bungalow, city, town, village, near, far, left, right, north, south, east, west
		Implementation	In the context of children's own locality: <ul style="list-style-type: none"> To recognize human and physical features To develop the knowledge of the location of significant places To use simple fieldwork and observation skills to study the surrounding environment To understand sense of place in relation to home and school To understand basic geographical features: houses To describe the locational features and routes on a map To develop knowledge about the locality: jobs To develop and follow directional vocabulary To use basic geographical vocabulary to refer to key human/physical features 	
	Impact	Children create a map of their journey from home to school, with drawings, pictures and relevant vocabulary.		
	History	Intent	Trips/Experiences	Fireman talk – Safe Bomfire
			Knowledge Organiser	Who was Guy Fawkes, Significant dates
			Vocabulary	Fireworks, Guy Fawkes, Bonfire, Gun powder, plot, arrested, discovered
		Implementation	In the context of Guy Fawkes <ul style="list-style-type: none"> To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past. To find out about events beyond living memory that are significant nationally. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally. To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally. 	
	Impact	Children to learn and perform a drama depicting the story of Guy Fawkes and the gunpowder plot.		
Art <u>Portraits</u>	Intent	Trips/Experiences	No Trip	
		Knowledge Organiser	Overview of 3 artists with examples of work. Completed – See Portraits	
		Vocabulary	Line drawing, pop art, self portrait, collage	
	Implementation	<ul style="list-style-type: none"> To develop a wide range of art and design techniques – drawing, collage, line drawing To know about the work of a range of artists – Pablo Picasso, Paul Klee, Andy Warhol To develop a wide range of art and design techniques using colour and pattern 		
Impact	Children will have a portfolio of Portraits for parents to come and view			
D & T	Intent	Trips/Experiences	Trying new foods, going out to see food growing	



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	<u>Dips and Dippers</u>		Knowledge Organiser	Pictures of dips, where food comes from, utensils – Completed see dips and dippers	
			Vocabulary	Fresh produce, knife, chopping board, ingredients	
		Implementation	In the context of dips and dippers: <ul style="list-style-type: none"> Explore and evaluate a range of existing products. To understand where foods comes from. Use the basic principles of a healthy and varied diet. Designing a Dip Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking and drawings. Use the principles of a healthy and varied diet to prepare dishes in the context of following a design to make a new dip and dipper and then evaluating it Evaluate their ideas and products against design criteria. 		
		Impact	Prepare dips and have a class tea party to try them.		