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| **Detailed KS1 Curriculum Knowledge Map Year A** |
| This document should be looked at in conjunction with:* The 2 yearly overview for KS1
* Progression of Skills Documents
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|  | Y1 | Y2 |  | Y1 | Y2 |
| **History** | **Great Fire of London 1666** |  | Intrepid Explorers |
| **What did the Great Fire of London do for us?*** When was the **fire**?
* Started in Pudding Lane
* Bakers oven might have caught fire
* put fire out by blowing up buildings
* 6 people died
* Lots of houses were burned
* Most important **event** in London’s history
* **Fire brigade** – no organised fire brigade.
* Research skills used to put out fires- water used to cool a fire and take away the oxygen
* After – parishes had 2 squirts, leather buckets and other fire equipment
* Metropolitan fire brigade formed – people employed as firemen, fire engine development.
 |  **How can we stop the Fire?*** **Great plague 1665** – lots of people were dying of the black death
* **Pudding lane -**started at Thomas Farriner’s bakery in the oven
* Open fire often used at the time.
* Why did the fire spread so quickly – strong wind, hot summer had dried out the wood and thatched roofs, building very close together, building made of flammable materials such as wood and thatch
* Samuel Pepys diary – suggested **strategies** to stop the fire to King Charles II – destroying buildings to break the spread of fire
* **Rich** and **poor** – differences between: Poor people lived large families in one house, rich houses used beds etc
* Life after the fire.
* How London **changed** -New fire regulations – upper floor could no longer jut out, build in brick or stone, no hanging signs
 |  | **How do we get from place to place? (transport)*** Columbus ships (1492) – Nina, Pinta and the Santa Maria; what were they like? How have ships changed over time?
* Life on board-ship
* Routes taken – link to geography oceans
* Aircraft – Neil Armstrong Naval aviator (1949-1952)
* Space craft (rockets) Apollo 11 mission craft
* Life on board - rocket
 | **How have explorers improved our lives?*** Columbus: why he went exploring – silk and spices – different route to India, China, Japan and Spice Island, as quicker not wanting to go round Africa.
* Globe – round – go west to get to same location.
* What did he discover?- countries- The Americas (San Salvador), potatoes, turkeys, pineapples and cigarettes.
* Slavery – exploitation of people based on colour of skin
* Neil Armstrong: early life and career
* Gemini 8 mission 1966 - failure
* Apollo 11 1969 – mission to moon, crew, what he did what it taught us about space.
* After the mission – work at universities, decorated etc.
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| **Geography- Year A Knowledge** | United Kingdom and its countries |  | Kenya |  | The Voyage |
| * Name and **locate** and identify characteristics of the four **countries** and **capital cities** of the **UK** and its surrounding seas. **(England-London)**
* **Human** and **physical** geography in the local area.
* Compare human and physical geography of Hoyland to London.
* **River: Thames, Don**
* **City: London, Sheffield**
* **Town: Hoyland, Barnsley**
* **Valley:** **River Don**
* **Factory:** link to position around the river in London and Don
* **Continent: Europe**
 |  | * Understand geographical **similarities** and **differences** in a non-European country - compare to Hoyland
* location of hot and cold areas of the world in relation to the **equator** (compare position to that of Hoyland).
* **North** and **south poles**.
* **Mountain: Mount Kenya**
* **Continent: Africa, Antarctica**
* **Ocean**: **Indian Oceanee**
 |  | * Continents: **South America, North America, Asia**
* Ocean: **Pacific, Atlantic**
* **Sea**
* **Beach**
* **Cliff**
* **Coast**
* **Harbour**
* **Port**: link to Christopher Columbus
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| * Locate buildings as **human features**
* Locate green areas as **physical features**
* Locate blue areas as rivers or seas – physical
* Use given **maps and a globe**
 | * Locate **landmark** human features on a map.
* Why are factories placed by a river/sea – power source
* Locate trees compared to **fields** etc as physical areas on a map.
* Look at **Ordnance Survey** (OS) maps to compare what the features look like on each.
* Use given **maps, atlases and globes.**
 | * Physical geography comparisons – amount of green space, how photos **compare**.
* **Mount Kenya** – how do the **physical features** **compare** - use photos.
* Use given **maps** and a **globe**
 | * Look at the **climate** with relation to the **position** on the **equator** – use photos as clues
* Animals and their habitats comparing **location**s and features of the locations – link to science.
* **Human geography** (people/tribes, buildings, populations)
* **Mount Kenya** – animal habitats (aardvark) and link to **geographical features**.
* Use given **maps, atlases and globes**.
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