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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 | | | | | |
|  | 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 | |
| * 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**. |  | * Use given **maps** and a **globe** | * Use given **maps, atlases** and **globes.** |