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| **Detailed KS1 Curriculum Knowledge Map Year B** |
| 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** | Toys |  | The 3 Queens |  | Earl Fitzwilliam |
| **How have toys changed over time?*** Relating time periods to family members.
* **Compare toys – which is older? Look for clues?**
* **As we go back in time, people generally had less disposable money so fewer toys.**
* Children had less time to play longer ago due to demands of work and chores.
 | **Can we trust everything we see or hear?*** **Look at decades (1950s, 60s, 70, …)**
* **What materials were used to create the toys?**
* **Why did the materials change?**
* **Use sources – check reliability of sources and eye witness accounts**.
 |  | **When were Queen Elizabeth I, Queen Victoria and Queen Elizabeth II queen?*** Compare clothing throughout the three time periods (formal clothing, general peoples’ clothes, swim clothes)
* Compare royal childhoods – how were the royal children treated across the time periods.
 | **When were Queen Elizabeth I, Queen Victoria and Queen Elizabeth II queen?*** **Compare how education changed over the time periods – (not lots of detail about a Victorian school day as covered in KS2)**
* **Comparing lives of rich and poor over the time periods – entertainment became more important during Victorian times – Shakespeare – Cbeebies A Midsummer Night’s Dream.**
* **Food during the time periods – look at the changes in photographs and paintings reflecting opinions of the time (fatter = more food = rich)**

  |  | **Who he was.****Where he lived****Why is he significant – coal mining, built Elsecar*** **What is Wentworth Woodhouse like?**
* **Find evidence of Earl Fitzwilliam in the local area (street names)**
* Use picture sources to find out what they think Earl Fitzwilliam was like: kind, rich etc
 | **Who he was.****Where he lived****Why is he significant – coal mining, built Elsecar*** **Is Wentworth Woodhouse the grandest house in the country?**
* **How did he make his money?**
* Why did he build Elsecar? – model village near mine/ironworks to get workers in
* Newcomen beam engine
* **(Elsecar heritage trip, loan box from Barnsley Museums, local walks to see houses street names etc)**
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| **Geography- Year B Knowledge** | The UK |  | The Empire |  | Creating Maps |
| * **Scotland: Edinburgh**
* **Wales: Cardiff**
* **Ireland: Belfast**
* UK Seas: **North Sea, English Channel, Irish Sea, Atlantic Ocean.**
 |  | * **England: London**
* Where is the British Empire in the world?
* Use basic geographical vocabulary; **farm (**link to science**), vegetation, forest.**
* Use aerial photographs and plan perspectives to recognise landmarks: Buckingham Palace – link to queens in history
* **Continent: Australia**
* **Ocean**: **Indian, Arctic, Southern Antarctic**
 |  | * Use simple compass directions NESW
* Directional language – near, far, left, right
* Use plan perspectives and aerial photographs to locate features of Elsecar and look for evidence of Earl Fitzwilliam in the local area eg place name.
* Use aerial photographs of the local area to recognise human and physical features – find in real life.
* Start to use and construct a basic Key for the features that they see on their route.
* Use aerial photographs and plan perspectives of school to mark out human and physical features.
* **Village: Elsecar**
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| * **Flowers, flags and animals**
* **Traditional food**
 | * **Location**
* **Royal residences**
* Similarities and differences from photographic evidence (mountains, coasts)
 | * **Climate of the empire countries in relation to the equator.**
* What do things look like from a bird’s point eye view? Link it to the horizontal view.
 | * **Farming in India**
* Why do we want the hotter places? – link to farming and resources.
* **Landmarks – match a photograph of a range of landmarks with its aerial perspective.**
 |  | * **Draw a plan perspective of the classroom.**
* **Describe the route to Milton Pond.**
* **Aerial photographs finding: field, building, road.**
 | * Draw a simple map pf their route to school, trip to Elsecar etc.
* Describe routes on a map to Elsecar or local area.
* **Aerial photographs finding: farm (why are some fields different colours?), river, woodland.**
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