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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 | | | | | | | | |
|  | 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** | |
| * **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.** |