

Foundation Subject Long Term Planning 2018 – 2019

KS1

Topics Year 1 Cycle A 2018 -2019			Topics Year 1 Cycle B 2019 -2020			Topics Year 2/3 Cycle A 2018 – 2019			Topics Year 2/3 Cycle B 2019 - 2020		
Autumn 1		At the farm	N / A	Autumn 1		All Around the World	Autumn 1		Battle of Hastings and Castles		
Autumn 2		The Gunpowder Plot		Autumn 2		Famous Queens	Autumn 2		My World		
Spring 1		Florence Nightingale		Spring 1		Great Fire of London	Spring 1		Explorers		
Spring 2		Weather		Spring 2		Africa	Spring 2		Australia		
Summer 1		Where do I live?		Summer 1		Local Area Study (Durham)	Summer 1		Local Area Study (Hartlepool)		
Summer 2		Victorians (child led option)		Summer 2		Map Makers & Child Led Option	Summer 2		Map Makers & Child Led Option		
Geography	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole • Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 										
History	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality 										
D and T	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from 										

Art	<ul style="list-style-type: none">• <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>• <i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>• <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>• <i>significant historical events, people and places in their own locality</i>
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