

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'.

Key knowledge and skills

Geography

Big ideas: Location, diversity, impact

Locational knowledge:

- Locate Bournemouth and Poole on a map of the UK. **(location)**
- Locate the coastline of the UK on a map with a focus on the South. **(location)**
- Locate the capital cities on a map of the UK. **(location)**
- Name and locate the 7 continents. **(location)**
- Begin to name and locate the 5 oceans. **(location)**

Place knowledge:

- Know that we live in England and that this is one of four countries that make up the UK. **(location)**
- Recall that Bournemouth and Poole are on the South Coast of England. **(location)**
- Find out that Edinburgh, Cardiff, Belfast and London are capital cities within the UK. **(location)**
- Use geographical vocabulary to talk about and explore the local area. **(location, diversity)**

Physical & Human Geography:

- Identify and describe simple local human features including houses, paths, roads and bridges. **(location, diversity)**
- Identify and describe simple local physical features. **(location, diversity)**
- Name physical geographical features of coastal regions. **(location, diversity, impact)**
- Name human geographical features of coastal regions. **(location, diversity, impact)**

Key knowledge and skills

Science (see separate planning)

Big ideas: Investigation, explanation, observation

Enquiry: What are the main changes in each season?

- Know the four seasons are spring, summer, autumn and winter. **(observation, explanation)**
- Know that colder weather comes in autumn and winter. **(observation, explanation)**
- Know that warmer weather comes in spring and summer. **(observation, explanation)**
- Recognise the weather that is associated with the seasons **(observation, explanation)**
- Describe the weather that is associated with the seasons **(observation, explanation)**
- Know that our days of sunlight are longest in the summer and shortest in the winter **(observation, explanation)**

History

Big ideas: Chronology, innovation, impact

Key Question: Who was Grace Darling? *(A study of the lives of significant individuals from the past who have contributed to national/international achievements)*

- Know who Grace Darling was **(chronology, impact)**
- Understand the impact Grace Darling had on future generations **(impact)**.
- Know about the role of the RNLI and why it was created. **(innovation)**

Geographical Skills and fieldwork:

LOCAL AREA STUDY – school grounds and Branksome Rec grounds and Branksome Rec

- Use a simple map and key. **(location)**
- Recognise the school grounds using aerial photography/digital mapping and identify features. **(location, diversity)**
- Ask geographical questions – Where is it? What is this place like? How near/far is it?
- Guide a partner along a route
- Make maps of the local area, adding a key for the features. **(location, diversity)**
- Use simple fieldwork and observational skills to study the geography of the local area. **(location, diversity, impact)**

Chronology

- Contribute to a class timeline of some significant events. **(chronology)**
- Create simple timelines to sequence events, objects within their own experience. **(chronology)**
- Sequence the events that led to Grace Darlings rescue. **(chronology)**

Range and depth of historical knowledge

- Explore why people did things in the past (through drama). **(impact)**
- Use a range of sources to find out characteristic features of the past. **(chronology)**

Interpretations of history

- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). **(chronology)**

Historical enquiry

- Confidently use vocabulary associated with the past – old and new, then and now **(chronology)**
- To ask and answer questions related to different sources and objects. **(chronology)**

DT

Big ideas: Design, problem solving, skills & expertise

- Begin to understand that all food comes from plants or animals. **SCIENCE (skills and expertise)**
- Know the countries and climates around the world where different fruits are grown. **GEOGRAPHY (skills and expertise)**
- Understand that everyone should eat at least five portions of fruit and vegetables every day. **PSHE skills and expertise)**
- Prepare fruit kebabs by peeling, slicing and chopping fruits with support, safely and hygienically, without using a heat source (skills and expertise). **skills and expertise)**

Computing (see separate planning)

Big ideas: coding, design & online safety

Creative computing

- Developing mouse skills and ICT skills using the creative 2DIY tools in Purple Mash. **(design)**

Animated storybooks

	<ul style="list-style-type: none"> • Create and combine digital art and text to produce digital books using the 2Create a Story tool. (design) <p>Oracy Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Ask relevant questions to extend their understanding and knowledge about different localities around the world.</p>
<p>Key vocabulary: Geography, globe, world, United Kingdom, maps & atlases, country, continent Ocean, seasons, weather, island, location, impact, diversity Bournemouth, Poole, United Kingdom, map, coastline, capital cities, London, Belfast, Cardiff, Edinburgh, South coast, geographical features, coastal regions, cave, cove, cliff, bay, shore, physical features, human features, city, town, village, factory, farm, house, office, port, harbour, shop, route</p>	<p>seasons, Spring, Summer, Autumn, Winter, warm, cool, hibernate, grow, change, weather, wind, rain, sun, fog, snow, suitability, observation, explanation, investigation</p> <p>Grace Darling, Father (William), Queen Victoria, Sailors, Heroine/Hero, Lighthouse, Farne Islands, Longstone Rock, Coast, Northumberland, Sea, Storm, Shipwreck, Forfarshire (ship), Steamship, Waves, Rock, Danger, Rescue, Survivors, Rowboat, Victorian, Past, Long ago, Famous, Brave, Courageous, Kind, Letter, Medal, RNLI (Royal National Lifeboat Institution)</p> <p>food, fruit, world, seasons, journey, evaluate, design, make, select, tools, safety, peeling, slicing, chopping, portions, climates, problem solving, skills, expertise</p> <p>digital art, mouse, text, digital book, drag, drop, animation, sound</p>
<p>Previous linked learning to consolidate: EYFS topics including 'Where do I belong?' and 'Where in the world am I?'</p> <p>What comes next: Y2 'Poles apart' topic – study of the North and South Poles</p>	