



A MOMENT IN TIME: Learning from the Past for Our Future.

Focus Overview

YEAR 1: Castles, Kings and Queens

At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

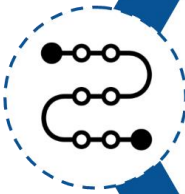
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



A Moment in Time: Learning from the Past for Our Future. Year 1 –

In **History** we will be looking at significant individuals from the past who have been part of the British Royal family, with a particular focus on Queen Elizabeth II and Queen Victoria. We will be looking at where and how they lived and most importantly the impact this had on the future. We are hoping to take the children on a virtual tour of a famous castle. In **Art** we will be focusing on portraits looking at the appropriate materials to create these as well as focusing on the work of particular artists. In **DT** we will be using different materials to plan, design and make key items Kings and Queens had in the past, such as swords and shields. Children will also plan and design their own castles, which they will make at home as part of their online Seesaw activities. In **English**, children will explore the narrative of Cinderella. From this, they will learn about instructions and how to write them. Children will be learning the features of instructions text and finally write instructions to Cinderella 'How to get ready for the ball.' We will also focus on sentence structure, expanding simple sentences, use of conjunctions, capital letters and the correct place for a full stop.

Theme Impact

Children will have a deeper understanding of the importance of what has happened in the past and how this impacts future choices. Children will understand how to learn from the past and the impact of specific individuals whose behaviour they may emulate.

Catholic Social Teaching

Children will embed elements of 'Human Dignity' and whether kings and queens were valued more than others. Was it fair? Respectful?

Curriculum Drivers

History

National Curriculum Objectives

The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Examples could be scientists, reformers, Royals, medical pioneers or creative geniuses.
Significant historical events, people and places in their own locality.

Knowledge and Skills Progression

E1: Identify different ways in which the past is represented

E2: Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"

E3: Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.

O1: Sort events or objects into groups (i.e. then and now.)

O2: Use timelines to order events or objects.

O3: Tell stories about the past.

O4: Talk, write and draw about things from the past.

H1: Look at books, videos, photographs, pictures and artefacts to find out about the past.

C2: Describe things that happened to themselves and other people in the past.

C4: Use a timeline to place important events.

C5: Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.

U1: Recall some facts about people/events before living memory

Art

National Curriculum Objective

Share ideas using drawing, painting and sculpture.

Learn about the work of a range of artists, artisans and designers.

Knowledge and Skills Progression

E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.

D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.

D4 to draw from imagination and experience

PI use a variety of tools and techniques i.e. brush sizes and types.

3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading.

3D2 explore sculpture with a range of malleable media.

3D3 work safely with materials and tools.

3D4 experiment with constructing and joining recycled, natural and manmade materials

Application	
With links to Catholic Social teaching – what ruler would you be? What rules would you set for your people? Would they be fair? Would they follow in God's footsteps?	
Wider Curriculum Opportunities	
Writing	Reading
Traditional Tale - Cinderella <ul style="list-style-type: none"> • Re-writing and changing one aspect of the story • T4W Classic Poetry Letter Writing - Recount Diary Writing	Castles – non fiction Cinder Silly British Monarchy Website
Enrichment	
Warwick Castle Trip – Recount	
Home Learning	
Children will: Research about different kings and queens Make their own castles dens History timeline of their families (family tree) Print a portrait of a queen or king Design a menu for a feast List making of if you were a king or queen	
Evaluation Notes	

Stand-alone objectives to be covered this term
PE
National Curriculum Objectives
<ul style="list-style-type: none"> • Mastering basic movement and developing agility, balance and coordination • To extend performance in movement and pattern and sequences • Develop fundamental movement skills in a variety of games • Engage in competitive situations with some attacking and defending skills
Knowledge and Skills Progression
Gymnastics Use words such as rolling, travelling, balancing, climbing. Decide which supporting concepts and actions to add to their sequence. Safely move and carry basic gym equipment such as mats and benches. Recognise like actions and link them together Perform simple gymnastic actions and shapes. Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping. Make their body tense, relaxed, stretched and curled. Perform in unison and canon. Move on, off and over object with confidence. Communicate with a partner to create short sequence Key vocab: jump, sequence, egg roll, log roll, travelling, shapes, height balance
Attack and Defend Recognise rules and apply them in competitive and cooperative games Make decisions about how to defend a target Begin to engage in competitive activities Roll, slide or throw a beanbag or ball with accuracy Bounce a medium sized ball to self and attempt to bounce to others Attempt to intercept and catch a thrown ball Work in collaboration with others to attack and score points Identify the things that they like about exercise both in and outside of school Key vocab: Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules.
DT
Nation Curriculum Objectives
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 such as 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, such as levers, sliders, wheels and axles, in their products.

Knowledge and Skills Progression

R1- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
R2- Children use what they have learnt about media and materials thinking about uses/purposes and properties.
R3- Children represent their own ideas, thoughts and feelings through discussion and drawings.

D1- Talk about what they want to make, in relation to the design brief and their research.
D2- Draw a labelled picture of their product, which may include parts, components, materials.
D4- With support, write a list of the materials/ ingredients/tools they will need.

MC1- Cutting- Mark materials before cutting and sometimes measure. Cut paper and other materials safely and with increasing accuracy.
MC2- Joining- Begin to choose the most effective joining methods for the task/materials. Use simple components, such as split pins.
MC3- Testing- Test their product as they work, to see if it meets the requirements of the intended user.
MC4- Improving- Apply their knowledge of materials to make a structure stiffer/ more stable as they work.
MC5- Extra component- explore and use a simple mechanism (levers, axels...)

MT1- Technique- threading a needle.
MT3- Cutting- Cutting fabric carefully

E1- Positive- Describe what went well and which aspects of their product they are pleased with.
E2- Critique- Describe anything that didn't work as well and any changes they had to make.
E3- Audience- Discuss what the intended user might think about the product.
E4- Improve- Suggest how their product could be improved.

Cooking in the curriculum

Festive Muffins