

Heritage Coast Federation KS1 Long Term Plan

Year	Autumn	Spring	Summer
Cycle A (2022-23)	Going Underground Homes - Golden Thread	A Watery World Transport - Golden Thread	Rewind Time Jobs - Golden Thread
Cycle B (2023-24)	Invaders and Traders Symbols - Golden Thread	Up, Up and Away Inventions - Golden Thread	The Olympics Sports - Golden Thread
Cycle C (2024-25)	Legacies from the Past Homes - Golden Thread	Transport and Travel Food - Golden Thread	There's No Planet B Weather - Golden Thread
Cycle D (2025-26)	Time Travellers Significant Items - Golden Thread	Revolving Royals Clothing - Golden Thread	Money Makers Revenue - Golden Thread

Curriculum Key

	Golden Threads
Red Statements	National Curriculum Objectives
Black Statements	Subject Specific Statements
Blue Statements	Teaching Pointers
Purple Highlighted	Local Study
Green Highlighted	Guidance on Half Term Planning



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Cycle A

Rationale	Going Underground		A Watery World		Rewind Time	
	This topic will invite children’s curiosity to see what we can learn from the land around us. From studying physical and human geography, supplemented by local history studies, children will learn how the land beneath and around us can inform our knowledge of the world.		Our Federation is located within a diverse and plentiful environment: within reach of us are the wilds of the moorland, the Heritage coast and the wonderful River Esk. This topic will bring geography and our local environments to life with concrete and cross-curricular learning experiences.		This exciting topic will invite children to turn back the clock in order to explore and discover historical events that have significantly impacted history, including a focused study on The Great Fire of London.	
Science	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Plants -Growing Things See block outcomes for each individual unit	Seasonal Changes- Wild Weather! See block outcomes for each individual unit	Everyday Materials Brilliant builders! Choosing the best materials See block outcomes for each individual unit	Animal Life Cycles Food Chains See block outcomes for each individual unit	Animals including Humans-Amazing Me! See block outcomes for each individual unit	Animals, including humans Wild and Wonderful Creatures See block outcomes for each individual unit
History	Significant historical events, people and places in their own locality. - Guy Fawkes - Captain Cook + Museum - Frank Meadow Sutcliffe - Lifeboat over land (Grace Darling) Local Studies - Block A		Events beyond living memory that are significant nationally or globally Oceans and Seas of the World – Block A, B, C and F-just geography and history sessions		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 The Great Fire of London – Block A and E	
Geography	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. 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 Local Studies - Block A		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world’s seven continents and five oceans 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 Oceans and Seas of the World – Block A and F		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 The Great Fire of London – Block A and E	

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Geographical skills and fieldwork	Royal Geographical Society Map Skills Year 1 - Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. - Devise a simple map, and use and construct basic symbols in a key.		Royal Geographical Society Map Skills Year 2 - Use basic geographical vocabulary to refer to key physical and human features of the local area. - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs . Communicate geographical information in a variety of ways, including through maps. - Devise a simple map; and use and construct basic symbols in a key.		Royal Geographical Society Map Skills Application of key skills from Autumn and Spring Term	
Art Skills to be taught over course of key stage	Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
	Painting Using Mixed Media Unit: Colour Splash	Sculpture and 3D Unit: Paper Play	Drawing Unit: Making your Mark		Craft and Design Unit: Woven Wonders	
DT Skills to be taught over course of key stage	When designing and making, pupils should be taught to: <u>Design</u> - 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 <u>Make</u> - 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 <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u> - 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.					
	Food Unit: Fruit and Vegetables	Structures Unit: Constructing a Windmill		Mechanisms Unit: Wheels and Axles	Textiles Unit: Puppets	

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Computing	Esafety NOS Year 1 units. There are 8 lessons to fit in throughout the year, at least one per term.		
	Teach Computing Year 1 Units: Technology Around Us - Recognise common uses of information technology beyond school - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Digital Painting - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	Moving a Robot - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Recognise common uses of information technology beyond school Grouping Data - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully	Digital Writing - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully, keeping personal information private Programming Animation - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs
Music	Year 1: Pulse and rhythm (Theme: All about me)	Year 1: Musical vocabulary (Theme: Under the sea)	Year 2: Orchestral instruments (Theme: Traditional western stories)
	Year 2: Musical me	Year 1: Vocal and body sounds (Theme: By the sea)	Year 2: Myths and legends
	Pupils should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music		
PE	PE Teaching delivered by Hawkes Health		
	Invasion games (Attacking and defending)	Fundamental Skills and Athletics	Summer Sports
	Pupils should be taught to: - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.		

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PSHE School to follow SCARF scheme	Me and my relationships Valuing Differences	Keeping Myself Safe Rights and Responsibilities	Being My Best Growing and Changing Additional resources from NYCC Busy Bodies to supplement SCARF RSE	
RE	1.7 What does it mean to belong to a faith community? UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe?	UC 1.2 Who do Christians say made the world? 1.8 How should we care for the world and for others, and why does it matter?	
Ideas to develop enterprise throughout the year groups over the academic year	- Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief - Links that could be made as appropriate: - What are the local economies of the area studied? Why are they here? - Why do economies differ by area? - What impact will change have on the local economies? - What new business enterprise would survive here? - Career opportunities for the future. - Curriculum possibilities: - Rotary club - Looking at economies through geography - Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. - Raise funds for a school project or local charity.			
British Values	Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures	Cultural Development/Cultural Capital Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect
Opportunities for Diversity and Equality Teaching	In all lessons: - Ensure differences are respected, recognised and valued - Promote positive relationships and attitudes - Promote a shared sense of belonging and inclusion - Challenge stereotype and prejudice - Choose resources carefully for diversity excluding those that promote stereotypes - Incorporate a range of learning styles and plan appropriately considering the diversity in your class			

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Cycle B

Rationale	Invaders and Traders		Up, Up and Away		The Olympics	
	This topic allows children to investigate events beyond living memory through the study of significant people and events, both locally and across the four countries that make up the United Kingdom.		Using a Scientific approach to learning, children will be inspired to discover, question and learn about our solar system, as well as linking to our topic 'There's No Planet B' by encouraging them to question and understand where we as humans fit into the wider universe here on planet Earth		The Olympics symbolises a link between ancient world history and our current societal celebrations. With connections to the Olympics, children will discover significant individuals with amazing achievements, as well as developing geographical knowledge as we travel to countries around the world.	
Science	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Plants -Growing Things See block outcomes for each individual unit	Seasonal Changes- Wild Weather! See block outcomes for each individual unit	Everyday Materials Brilliant builders! Choosing the best materials See block outcomes for each individual unit	Animal Life Cycles Food Chains See block outcomes for each individual unit	Animals including Humans-Amazing Me! See block outcomes for each individual unit	Animals, including humans Wild and Wonderful Creatures See block outcomes for each individual unit
History	Significant historical events, people and places in their own locality. 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 Events beyond living memory that are significant nationally or globally - England: Florence Nightingale and Marcus Rashford - Scotland: William Wallace - Wales: Roald Dahl - Ireland: Anne Bonnie We are Britain – Block B		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 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Neil Armstrong - Christopher Columbus - Tim Peakes Famous for more than Five Minutes – Block B and C		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 - Ellie Simmonds - Jesse Owens Famous for More Than 5 Minutes - Sportspeople Block K	

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Geography	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world’s seven continents and five oceans 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. We are Britain – Block B		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. Name and locate the world’s seven continents and five oceans 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 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 Famous for more than Five Minutes – Block B and C	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 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 Poles Weather Experts – Block A, D and F
Geographical skills and fieldwork	Royal Geographical Society Map Skills Year 1 - Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. - Devise a simple map, and use and construct basic symbols in a key.		Royal Geographical Society Map Skills Year 2 - Use basic geographical vocabulary to refer to key physical and human features of the local area. - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs . Communicate geographical information in a variety of ways, including through maps. - Devise a simple map; and use and construct basic symbols in a key.	Royal Geographical Society Map Skills Application of key skills from Autumn and Spring Term
Art Skills to be taught over course of key stage	Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
	Painting Using Mixed Media Unit: Life in Colour	Sculpture and 3D Unit: Clay Houses	Drawing Unit: Telling a Story	Craft and Design Unit: Map it Out

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DT Skills to be taught over course of key stage	When designing and making, pupils should be taught to: <u>Design</u> - 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 <u>Make</u> - 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 <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u> - 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.			
	Food Unit: A Balanced Diet	Structures Unit: Baby Bear’s Chair	Mechanisms Unit: Fairground Wheel	Textiles Unit: Pouches
Computing Skills to be taught over course of key stage	Esafety NOS Year 1 units. There are 8 lessons to fit in throughout the year, at least one per term.			
	Year 2 Units: Information Technology Around Us - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Digital Photography - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Robot Algorithms - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs Pictograms - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Making Music - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Programming Quizzes - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
Music	Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)	Year 2: On this island: British songs and sounds	Year 1: Classical music, dynamics and tempo (Theme: Animals)	

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	Year 1: Pitch and tempo (Theme: Superheroes)	Year 1: Timbre and rhythmic patterns (Theme: Fairy Tales)	Year 2: African call and response song (Theme: Animals)
	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music		
PE	PE Teaching delivered by Hawkes Health		
	Invasion games (Attacking and defending)	Fundamental Skills and Athletics	Summer Sports
	Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.		
PSHE School to follow SCARF scheme	Me and my relationships Valuing Differences	Keeping Myself Safe Rights and Responsibilities	Being My Best Growing and Changing Additional resources from NYCC Busy Bodies to supplement SCARF RSE
RE	11.2 Who is a Muslim and what do they believe? (Part 1) UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? (Part 2) UC 1.4 What is the 'good news' Christians believe Jesus brings?	UC 1.5 Why does Easter matter to Christians? 1.5 What makes some places sacred?

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Ideas to develop enterprise throughout the year groups over the academic year	• Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief • Links that could be made as appropriate: ○ What are the local economies of the area studied? Why are they here? ○ Why do economies differ by area? ○ What impact will change have on the local economies? ○ What new business enterprise would survive here? ○ Career opportunities for the future. • Curriculum possibilities: ○ Rotary club ○ Looking at economies through geography ○ Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. ○ Raise funds for a school project or local charity.			
British Values	Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures	Cultural Development/Cultural Capital Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect
Opportunities for Diversity and Equality Teaching	In all lessons: • Ensure differences are respected, recognised and valued • Promote positive relationships and attitudes • Promote a shared sense of belonging and inclusion • Challenge stereotype and prejudice • Choose resources carefully for diversity excluding those that promote stereotypes • Incorporate a range of learning styles and plan appropriately considering the diversity in your class			

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Cycle C

Rationale	Legacies From The Past		Transport and Travel		There’s No Planet B!	
	This topic is all about celebrating our home here in the United Kingdom. We will discover important events that have impacted our culture in Britain over time, focusing on key individuals with links to our locality.		In this unit, we will learn about our diverse history and heritage of modes of transport, from ships, cars, trains, and planes. We will study the impact and effect of transport over time, from key moments in the past, and how transport continues to aid us in experiencing rich opportunities around the globe.		Focusing on our personal responsibility to care for our environment, children will learn about sustainability and become advocates for a planet without pollution. With a view to caring for our own beautiful locality for years to come, we will acknowledge the impact humans are having on the wider world and how to make a positive change.	
Science	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Plants -Growing Things See block outcomes for each individual unit	Seasonal Changes- Wild Weather! See block outcomes for each individual unit	Everyday Materials Brilliant builders! Choosing the best materials See block outcomes for each individual unit	Animal Life Cycles Food Chains See block outcomes for each individual unit	Animals including Humans-Amazing Me! See block outcomes for each individual unit	Animals, including humans Wild and Wonderful Creatures See block outcomes for each individual unit
History	Significant historical events, people and places in their own locality. - Guy Fawkes - Captain Cook + Museum - Frank Meadow Sutcliffe - Lifeboat over land (Grace Darling) Local Studies - Block A		Events beyond living memory that are significant nationally or globally Oceans and Seas of the World – Block A, B, C and F-just geography and history sessions		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 The Great Fire of London – Block A and E	
Geography	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. 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 Local Studies - Block A		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world’s seven continents and five oceans 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 Oceans and Seas of the World – Block A and F		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 The Great Fire of London – Block A and E	

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Geographical skills and fieldwork	Royal Geographical Society Map Skills Year 1		Royal Geographical Society Map Skills Year 2		Royal Geographical Society Map Skills	
	- Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. - Devise a simple map, and use and construct basic symbols in a key.		- Use basic geographical vocabulary to refer to key physical and human features of the local area. - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs . Communicate geographical information in a variety of ways, including through maps. - Devise a simple map; and use and construct basic symbols in a key.		Application of key skills from Autumn and Spring Term	
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	Painting Using Mixed Media Unit: Colour Splash		Sculpture and 3D Unit: Paper Play		Drawing Unit: Making your Mark	
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	Food Unit: Fruit and Vegetables		Structures Unit: Constructing a Windmill		Mechanisms Unit: Wheels and Axles	
					Textiles Unit: Puppets	

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Music	Year 1: Pulse and rhythm (Theme: All about me)	Year 1: Musical vocabulary (Theme: Under the sea)	Year 2: Orchestral instruments (Theme: Traditional western stories)
	Year 2: Musical me	Year 1: Vocal and body sounds (Theme: By the sea)	Year 2: Myths and legends
	Pupils should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music		
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RE	1.7 What does it mean to belong to a faith community? UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe?	UC 1.2 Who do Christians say made the world? 1.8 How should we care for the world and for others, and why does it matter?	
Ideas to develop enterprise throughout the year groups over the academic year	- Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief - Links that could be made as appropriate: - What are the local economies of the area studied? Why are they here? - Why do economies differ by area? - What impact will change have on the local economies? - What new business enterprise would survive here? - Career opportunities for the future. - Curriculum possibilities: - Rotary club - Looking at economies through geography - Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. - Raise funds for a school project or local charity.			
British Values	Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures	Cultural Development/Cultural Capital Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect
Opportunities for Diversity and Equality Teaching	In all lessons: - Ensure differences are respected, recognised and valued - Promote positive relationships and attitudes - Promote a shared sense of belonging and inclusion - Challenge stereotype and prejudice - Choose resources carefully for diversity excluding those that promote stereotypes - Incorporate a range of learning styles and plan appropriately considering the diversity in your class			

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Year	Autumn	Spring	Summer
Cycle A (2022-23)	Going Underground Homes - Golden Thread	A Watery World Transport - Golden Thread	Rewind Time Jobs - Golden Thread
Cycle B (2023-24)	Invaders and Traders Symbols - Golden Thread	Up, Up and Away Inventions - Golden Thread	The Olympics Sports - Golden Thread
Cycle C (2024-25)	Legacies from the Past Homes - Golden Thread	Transport and Travel Food - Golden Thread	There's No Planet B Weather - Golden Thread
Cycle D (2025-26)	Time Travellers Significant Items - Golden Thread	Revolving Royals Clothing - Golden Thread	Money Makers Revenue - Golden Thread

Curriculum Key

	Golden Threads
Red Statements	National Curriculum Objectives
Black Statements	Subject Specific Statements
Blue Statements	Teaching Pointers
Purple Highlighted	Local Study
Green Highlighted	Guidance on Half Term Planning



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Cycle D

Rationale	Time Travellers		Revolving Royals		Money Makers	
	As historians and geographers, children will use a variety of skills to discover an array of significant figures over time, all of whom have contributed towards national and international achievements.		In studying the timeline of rulers and monarchs in our country, spanning through key times in history to present day, children will engage in this topic to discover and understand life throughout the ages, including the impact of key rulers on societies and how this compares to life in modern day Britain.		This topic will provide a fun and captivating insight into business skills, encouraging children to develop their entrepreneurial ambitions by designing and creating for a specific purpose. Throughout, the children will learn vital skills that they will need in the future.	
Science	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Materials Brilliant Builders! Comparing Materials See block outcomes for each individual unit	Seasonal Changes Weather Art See block outcomes for each individual unit	Animals including Humans People and their Pets See block outcomes for each individual unit	Use of Everyday Materials See block outcomes for each individual unit	Plants Art and Nature See block outcomes for each individual unit	Habitats Habitats and Homes See block outcomes for each individual unit
History	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally Famous for more than Five Minutes – Block B and J - Christopher Columbus - Neil Armstrong (Moon Landing) - Shackleton and Norgay		Learn about 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. Famous for more than Five Minutes – Block A - Queen Elizabeth I - Queen Victoria		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Compare aspects of life in different periods. Changes within Living Memory- A Day in the Life Block B	
Geography	Use simple fieldwork and observational skills to study the geography of their school and its grounds. Name and locate the world’s seven continents and five oceans. Use simple compass directions and locational and directional language 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. 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. Famous for more than Five Minutes – Block B and J		Name, locate and identify characteristics of the 4 countries and capital cities of the UK. 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. We are Britain – Block F		To use an atlas to identify and place different countries, continents and oceans. 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 Poles	

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Geographical skills and fieldwork	Royal Geographical Society Map Skills Year 1		Royal Geographical Society Map Skills Year 2		Royal Geographical Society Map Skills	
	- Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. - Devise a simple map, and use and construct basic symbols in a key.		- Use basic geographical vocabulary to refer to key physical and human features of the local area. - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs . Communicate geographical information in a variety of ways, including through maps. - Devise a simple map; and use and construct basic symbols in a key.		Application of key skills from Autumn and Spring Term	
Art Skills to be taught over course of key stage	Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
	Painting Using Mixed Media Unit: Life in Colour	Sculpture and 3D Unit: Clay Houses	Drawing Unit: Telling a Story		Craft and Design Unit: Map it Out	
DT Skills to be taught over course of key stage	When designing and making, pupils should be taught to: <u>Design</u> - 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 <u>Make</u> - 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 <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u> - 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.					
	Food Unit: A Balanced Diet	Structures Unit: Baby Bear’s Chair		Mechanisms Unit: Fairground Wheel	Textiles Unit: Pouches	

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Computing	Esafety NOS Year 2 units. There are 8 lessons to fit in throughout the year, at least one per term.		
	Year 2 Units: Information Technology Around Us - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Digital Photography - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Robot Algorithms - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs Pictograms - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Making Music - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Programming Quizzes - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Music	Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)	Year 2: On this island: British songs and sounds	Year 1: Classical music, dynamics and tempo (Theme: Animals)
	Year 1: Pitch and tempo (Theme: Superheroes	Year 1: Timbre and rhythmic patterns (Theme: Fairy Tales)	Year 2: African call and response song (Theme: Animals
	Pupils should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music		
PE	PE Teaching delivered by Hawkes Health		
	Invasion games (Attacking and defending)	Fundamental Skills and Athletics	Summer Sports
	Pupils should be taught to: - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.		

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PSHE School to follow SCARF scheme	Me and my relationships Valuing Differences	Keeping Myself Safe Rights and Responsibilities	Being My Best Growing and Changing Additional resources from NYCC Busy Bodies to supplement SCARF RSE	
RE	11.2 Who is a Muslim and what do they believe? (Part 1) UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? (Part 2) UC 1.4 What is the ‘good news’ Christians believe Jesus brings?	UC 1.5 Why does Easter matter to Christians? 1.5 What makes some places sacred?	
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