



## **Barcombe - Hamsey - Plumpton Skylark Federation**

### **Skylark Curriculum- KS2- Explore**

## Explore- KS2

Home-2020-21	Water- 2021-22	Danger - 2022-23
<p align="center"><b>Geography</b></p>	<p align="center"><b>Geography</b></p>	<p align="center"><b>Geography</b></p>
<p align="center"><b>Locational Knowledge</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p align="center"><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of:</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p align="center"><b>Geographical skills and fieldwork</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p align="center"><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers (<i>Cuckmere Haven</i>) and the water cycle.</p> <p align="center"><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America (<i>Amazon Rainforest</i>).</p> <p align="center"><b>Locational knowledge</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p align="center"><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: Mountains, volcanoes and earthquakes.</p> <p align="center"><b>Geographical skills and fieldwork</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

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<b>2020 - 2021</b>	<b>Examples</b>	<b>Examples</b>
<p>Y2/3 School + grounds → village → Lewes → Sussex/ UK Coastline (Human/physical features → Homeless → International</p> <p>Y4/5 local features → housing → impact on the local area of development</p> <p>Y5/6 Sussex → the refugee crisis → rights of the child</p> <p style="text-align: center;"><b>Other possible examples:</b></p> <p style="text-align: center;"><b><u>Great Britain</u></b></p> <p>School/village (Field Work) → Sussex (Place in the UK and counties of the UK, Cities and</p>	<p>Cuckmere Haven (Local) Rainforests/Amazon Basin.</p>	<p>Extreme Earth</p>

<p>River) → Sussex comparison with European coastal region → Sussex comparison with North American Coastal region → National Parks</p> <p>T4</p> <p>Energy production in the UK (Coal Mining, power stations, wind farms) Economy Population change (data is beautiful-Youtube Channel)</p>		
<p><b>Design and Technology</b></p>	<p><b>Design and Technology</b></p>	<p><b>Design and Technology</b></p>
<p><b>Design:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make:</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including</p>	<p><b>Design:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make:</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including</p>	<p><b>Design:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make:</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including</p>

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<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p style="text-align: center;"><b>Evaluate:</b></p> <p style="text-align: center;">Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p style="text-align: center;"><b>Technical Knowledge:</b></p> <p style="text-align: center;">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p style="text-align: center;"><b>Evaluate:</b></p> <p style="text-align: center;">Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p style="text-align: center;"><b>Technical Knowledge:</b></p> <p style="text-align: center;">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p style="text-align: center;"><b>Cooking and Nutrition:</b></p> <p style="text-align: center;">Understand and apply the principles of a healthy and varied diet.</p>	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p style="text-align: center;"><b>Evaluate:</b></p> <p style="text-align: center;">Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p style="text-align: center;"><b>Technical Knowledge:</b></p> <p style="text-align: center;">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p style="text-align: center;">Apply their understanding of computing to program, monitor and control their products.</p> <p style="text-align: center;"><b>Cooking and Nutrition:</b></p> <p style="text-align: center;">Understand and apply the principles of a healthy and varied diet.</p> <p style="text-align: center;">Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>
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<p><b>Cooking and Nutrition:</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p><b>2020 - 2021</b></p>	<p><b>Examples</b></p>	<p><b>Examples</b></p>
<p>Y5/6 Great British Food</p> <p>Y2/3, Y4/5 and Y5/6 Practical Action- Squashed tomato challenge</p> <p><u>Other possible examples:</u> Wind power challenge</p> <p>Creating shelters.</p>		<p>Structures to withstand earthquakes (Bridges, buildings etc)</p>