



Barcombe - Hamsey – Plumpton – Iford & Kingston Skylark Federation

Skylark Curriculum - Explore

Explore- KS1

<p>Home 2023-24</p>	<p>Water 2024-25</p>	<p>Danger 2025-26</p>
<p>Geography</p>	<p>Geography</p>	<p>Geography</p>
<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>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.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>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 (Rainforest.</p> <p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>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.</p>	<p>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.</p>

Year A	Year B	Year C
<u>Term 3</u> Y1/2 local study of village, town, city in Sussex; local coastline Y2/3 UK geography – UK countries, capital cities and surrounding seas	<u>Term 3</u> Y1/2 Amazon Rainforest – comparing our locality to a region of the Amazon Y2/3 compare our locality and the rainforest – rivers and climate focus (weather data)	<u>Term 3</u> Y1/2 Geography of the poles eg location, weather patterns Y2/3 geography of, weather patterns at , danger at the poles and danger of deserts (Shackleton/Scott)
<u>Term 4</u> Y1/2 7 continents and 5 oceans Y2/3 UK mountain ranges, rivers and coasts	<u>Term 4</u> Y1/2 compass and fieldwork Y2/3 planning a cruise (North American waterway)	<u>Term 4</u> Y1/2 disaster in the poles (flooding, sea level rise, loss of habitat) Y2/3 field work and local flooding
Explore- KS2		
Home 2023-24	Water 2024-25	Danger 2025-26
Geography	Geography	Geography
Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical	Human and Physical Geography Describe and understand key aspects of: Physical geography, including: climate zones,	Human and Physical Geography Describe and understand key aspects of:

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<p>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>Human and Physical Geography</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>Geographical skills and fieldwork</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>	<p>biomes and vegetation belts, rivers (<i>Cuckmere Haven</i>) and the water cycle.</p> <p>Place Knowledge</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>Locational knowledge</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>Geographical skills and fieldwork</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>Physical geography, including: Mountains, volcanoes and earthquakes.</p> <p>Geographical skills and fieldwork</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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Year A	Year B	Year C
<p style="text-align: center;"><u>Term 3</u></p> <p>Y4/5 ripple effect – local area housing and amenities; impact of development on local area</p> <p>Y5/6 ripple effect – school/village fieldwork → Sussex → compare Ouse Valley with Loire Valley (Lewes twin town Blois); 6-fig grid references; climate graphs</p>	<p style="text-align: center;"><u>Term 3</u></p> <p>Y4/5 water cycle; parts of a river; River Ouse</p> <p>Y5/6 biomes, climate zones, Amazon case study (South America); trophic cascades (North America); coastal erosion</p>	<p style="text-align: center;"><u>Term 3</u></p> <p>Y4/5 mountains, volcanoes, earthquakes, tsunami; OS maps, contour lines</p> <p>Y5/6 mountains, volcanoes, earthquakes, tsunami; OS maps, contour lines</p>
<p style="text-align: center;"><u>Term 4</u></p> <p>Y4/5 aerial maps of change over time in local area; 4-fig grid references; atlas work</p> <p>Y5/6 populations change and refugee crisis; UK energy production</p>	<p style="text-align: center;"><u>Term 4</u></p> <p>Y4/5 fieldwork; compass work; 4-fig grid references; atlas work</p> <p>Y5/6 6-fig grid references; climate graphs; atlas work; Rhine, Danube (Europe)</p>	<p style="text-align: center;"><u>Term 4</u></p> <p>Y4/5 fieldwork; compass work; 4-fig grid references; atlas work</p> <p>Y5/6 deforestation and the effects of over-population; fieldwork; compass work; 4-fig grid references; atlas work</p>
Explore- KS1 Design Technology		
Home 2023-24	Water 2024-25	Danger 2025-26
Design and Technology	Design and Technology	Design and Technology

<p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p><u>Technical Knowledge</u></p> <p>Explore and use mechanisms [For example, levers, sliders, wheels and axels], in their products.</p> <p><u>Cooking & Nutrition</u></p>	<p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p><u>Technical Knowledge</u></p> <p>Explore and use mechanisms [For example, levers, sliders, wheels and axels], in their products.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p><u>Technical Knowledge</u></p> <p>Explore and use mechanisms [For example, levers, sliders, wheels and axels], in their products.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>
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<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from</p>	<p>Explore and use mechanisms, in their products.</p> <p><u>Cooking & Nutrition</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p><u>Cooking & Nutrition</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>
Year A	Year B	Year C
<p>Y1/2 jewellery box (focus on hinges) & home-themed STEM challenge</p> <p>Y2/3 family car (axles and wheels) with textile cushion for a soft toy & home-themed STEM challenge</p>	<p>Y1/2 Build shelter for creature & STEM boats (focus on materials' suitability)</p> <p>Y2/3 Build boats with a waterproof shelter on top (focus on materials) & STEM boats</p>	<p>Y1/2 Polar animal (moving limbs) & floating garden (see practical action website)</p> <p>Y2/3 Pop-up animal & floating garden – restricted materials</p>
<p>Food technology: R/Y1 Crumble Easter nest Y1/2 Soup Pancake toppings or Easter biscuits</p>	<p style="text-align: center;">Food technology:</p> <p>R/Y1 Valentine's biscuits Easter nest Y1/2 Sandwiches Pancake toppings or Easter biscuits</p>	<p style="text-align: center;">Food technology:</p> <p>R/Y1 Chinese stir fry Easter nest Y1/2 Scones Pancake toppings or Easter biscuits</p>
Explore- KS2 Design Technology		
Home 2023-24	Water 2024-25	Danger 2025-26

Design and Technology	Design and Technology	Design and Technology
<p style="text-align: center;">Design:</p> <p>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 style="text-align: center;">Make:</p> <p>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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p style="text-align: center;">Evaluate:</p> <p>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 style="text-align: center;">Design:</p> <p>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 style="text-align: center;">Make:</p> <p>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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p style="text-align: center;">Evaluate:</p> <p>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 style="text-align: center;">Design:</p> <p>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 style="text-align: center;">Make:</p> <p>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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p style="text-align: center;">Evaluate:</p> <p>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>

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<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p style="text-align: center;">Technical Knowledge:</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 style="text-align: center;">Cooking and Nutrition:</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> <p style="text-align: center;">Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p style="text-align: center;">Technical Knowledge:</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;">Cooking and Nutrition:</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> <p style="text-align: center;">Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p style="text-align: center;">Technical Knowledge:</p> <p style="text-align: center;">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p style="text-align: center;">Cooking and Nutrition:</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> <p style="text-align: center;">Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
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Year A	Year B	Year C
<p>Y4/5 Build homes with light mechanism & STEM Squashed tomato challenge – Practical Action website</p> <p>Y5/6 Emergency backpack (with light that can be switched on) & STEM Squashed tomato challenge (limited resources) – Practical Action website</p>	<p>Y4/5 Bridges – use Plan Bee resources & STEM Day boats</p> <p>Y5/6 Opening Bridges (as Y4/5 but extend to independent design and build) & STEM Day boats</p> <p>Textiles: cushion cover on a water theme</p>	<p>Y4/5 Make earthquake-proof structure & STEM, Beat the Flood (see Practical Action website)</p> <p>Y5/6 Make tsunami-proof structure & STEM, Beat the Flood (as Y4/5 but more water applied)!</p>
<p style="text-align: center;">Food technology: Y2/3 Soup Pancake toppings or Easter biscuits Y4/5 and Y5/6 Cottage pie Hot cross buns or pancakes</p>	<p style="text-align: center;">Food technology:</p> <p>Y2/3 Sandwiches Pancake toppings or Easter biscuits Y4/5 and Y5/6 Bread Hot cross buns or pancakes</p>	<p style="text-align: center;">Food technology:</p> <p>Scones Pancake toppings or Easter biscuits Y4/5 and Y5/6 Muffins Hot cross buns or pancakes</p>