

	<p>Title: Incredible Me!</p> <p>Topic Description: One of the most talked about artworks in the world, Antony Gormley’s Angel of the North, is Britain’s largest sculpture. It is one of the most well-known landmarks of the North East and an inspiring representation of the human spirit. In this piece, and others, the artist used the human body and a range of his own feelings to create his masterpieces. Join us to explore and discover more about the works of Antony Gormley. Spread your wings and soar to new heights of creativity where you too, can become an accomplished artist. Year One gallery will open its doors in October 2018!</p>		
<p>Year Group: Year 1 Term: Autumn 1</p>			
<p>Art Objectives: (Exploring and Developing) To design and make artefacts. To explore different drawing and painting tools (Using materials) To use and investigate a variety of visual and tactile materials (Evaluating) To talk about drawings and paintings and say what they feel To talk about their work and explain it (Control and Expertise) To use control when drawing and painting</p>	<p>Curriculum Links: Geography links – discussion about reclaimed land that the Angel was built on. History links – mining history.</p>	<p>Core Skills To collaborate with others. To ask questions to extend thinking. To generate ideas and explore possibilities. To speak clearly and convey ideas confidently</p>	<p>Sustainability Reclaiming land for another use. Impact of public art on economic growth of an area, i.e. money brought into area by tourists visiting the Angel.</p>
	<p>Topic End Points Most children will be able to: Create their own pictures based on the Angel of the North. Demonstrate control when using pastels to create a picture of the Angel of the North. Use a range of materials to create a finished piece of art based on the Angel of the North. Say what they think and feel about their own and others' work. Suggest ways of improving their own work. Some children will be able to: Investigate visual and tactile qualities of media.</p>	<p>EAL Key images: Angel of the North, Fields photograph by A. Gormley. Key vocabulary: angel of the North, statue, artist, wings, body, head, legs, collage, materials, photograph, pastel, Key questions: Whats it made of? How can you describe the Angel? How can you make an Angel? How can we make the Angel better? Key sentence stems: The Angel is _____ You need to _____</p>	<p>PHSE Discuss the type of emotions and feelings that the Angel represents. Impact that creating a piece of public art can have on the local area.</p>
		<p>Drama Freeze frame children in the pose of the Angel. Bring Angel to life.</p>	<p>The World of Work/Enterprise What it is like to be an artist. How to create an art gallery.</p>

	<p>Title: Mini Masterchef</p> <p>Topic Description: Food is a staple part of all our lives but have you ever wondered where it comes from and how it is made? Never before has it been so important to encourage children to lead healthy lifestyles. Learning how to make balanced and delicious meal choices is one vital component. Prepare to have your taste buds awakened during our next adventure! Experience a real life restaurant kitchen, design your own menu and plan the opening of Westgate Hill’s first ever restaurant. If you are a budding, young chef, full of enthusiasm then join our team.</p>		
<p>Year Group: Year 1 Term: Autumn 2</p>			
<p>Design Technology Objectives: <u>Cooking and nutrition</u> To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. (Design) To design purposeful, functional, appealing products for themselves and other users based on design criteria. (Make) To select from and use a range of tools and equipment to perform practical tasks. (Evaluating) Explore and evaluate a range of existing products</p>	<p>Curriculum Links: Geography link – how land can be used for farming and crop growing which provides basic ingredients for food manufacturing. Science link – how eating a balanced diet contributes to a healthy lifestyle.</p>	<p>Core Skills To collaborate with others. To assess themselves and others. To generate ideas and explore possibilities. To read and communicate ideas in writing efficiently and effectively.</p>	<p>Sustainability Discussion about where we buy food, the packaging it comes in and food miles. Children will also be taught about food wastage.</p>
	<p>Topic End Points: Most children will: Gain an understanding of the properties, including taste, texture and appearance, of a range of fruit and vegetables. Use basic tools safely. Understand basic hygiene. Prepare and combine ingredients into a specific packed lunch. Recognise that it is important to eat more fruit and vegetables.</p>	<p>EAL Key images: Chef, healthy food, packed lunch. Key vocabulary: chef, healthy, food, safety, utensil names, fridge, cupboard, Key questions: What is a packed lunch? What do you eat? What food is good for us? Key sentence stems: I like _____ I do not like _____ The most/least popular was _____</p>	<p>PHSE Pupils will be taught; To make simple choices that improve health and wellbeing. To recognise what they like and dislike.</p>
	<p>Some children will: Use specific cooking techniques to create their packed lunch. Design and justify their choices when designing their own packed lunch.</p>	<p>Drama Restaurant role play.</p>	<p>The World of Work/Enterprise Jobs that are related to food e.g. chef, restaurant owner, restaurant staff, kitchen staff, farmer, factory worker. Children will help to set up our own Westgate Hill Restaurant.</p>

<p style="text-align: center;">DISCOVER</p> 	<p>Title: All aboard!</p> <p>Topic Description: Join us to travel back in time to experience the launch of modern train travel. A young boy, born in Newcastle, grew up to be one of the world's most famous engineers. His name was George Stephenson. He dreamed of moving people quickly across long distances and, in 1825, thousands came to watch his locomotive become the fastest in the world. Climb aboard with us to learn about this significant event. On our journey we will visit Newcastle Central Station and compare this with historic trains at the George Stephenson Museum.</p>		
<p>Year Group: Year 1 Term: Spring 1</p>			
<p>History Objectives: Identify old and new from pictures Identify some differences between past and present Know some of the main events and people studied in a topic Use simple words and phrases to describe the past Arrange objects in order of their age</p>	<p>Curriculum Links: Geography Describe places using their characteristics and simple vocabulary – e.g. house, street, wood <u>DT</u> Make simple models, not necessarily with a purpose. <u>Maths (Data and Statistics)</u> Arrange numbers in order.</p> <p><u>ICT/Computing</u> Use technology safely to retrieve information from search engines, to gather information about George Stephenson. Recognise common uses of ICT outside of school.</p>	<p>Core Skills To connect ideas and experiences in inventive ways. To ask questions to extend thinking. To read and communicate ideas in writing efficiently and effectively. To seek out and enjoy challenges.</p>	<p>Sustainability Learn about new sustainable resources used to power trains. Compare these to the use of coal and find out about how coal pollutes the environment.</p>
	<p>Topic End Points: Most children will:</p>	<p>EAL Key images: Trains, the rocket, George Stephenson, images of past and present transport. Key vocabulary: train, rocket, George Stephenson, past, present, future, transport, vehicle. Key questions: What is a train? How do you get to school? What are the best ways to get to Newcastle/London/Paris? Key sentence stems: The _____ is old I like to travel with _____ In the past _____</p>	<p>PHSE (Living in the Wider World) To learn about the importance of respecting and protecting the environment To gain a basic understanding of enterprise</p>

	<p>Use words and phrases about the passing of time, including vocabulary of past, present etc. Understand the context of language of past and present. Recognise some characteristics of transport in the past. Ask and answer questions about transport in the past. Identify differences between old and new transport. Communicate what they know about old and new transport through talk, play and writing. Some children will be able to: Correctly organise historical events. Use oral sources and/or museum displays to find out about transport in the past.</p>	<p>Drama Drama- opportunities for children to engage with drama activities relating to train travel and George Stephenson e.g. competition Hot seating – George Stephenson</p>	<p>The World of Work/Enterprise Learn about the role of modern engineers.</p>
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<p style="text-align: center;">DISCOVER</p> 	<p>Title: Turrets and Tiaras</p> <p>Topic Description: Behold! A most-wondrous castle exists in our kingdom! Dost thou desire to learn more? This half term Year 1 will explore the history of one of Newcastle’s landmarks: the Black Gate and Castle Keep. We will investigate why our castle was built, who lived in it and discuss how it should be used today. Throughout we will compare our lives with those who lived in New-Castle a very long time ago. Much merriment will ensue!</p>		
<p>Year Group: Year 1 Term: Spring 2</p>			
<p>History Objectives: Observe and handle artefacts, and use this to ask and answer questions Know some of the main events and people studied in a topic Begin to use very simple time lines to order some recent events. Arrange objects in order of their age</p>	<p>Curriculum Links: <u>Maths</u> Arrange objects in order using different criteria <u>Science</u> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <u>DT</u> Make simple models, not necessarily with a purpose <u>PE</u> Perform dances using simple movement patterns <u>ICT/Computing</u> Use technology safely to retrieve information from search engines, to gather information about castles. Recognise common uses of ICT outside of school.</p>	<p>Core Skills To connect ideas and experiences in inventive ways To ask questions to extend thinking To read and communicate ideas in writing efficiently and effectively To seek out and enjoy challenges</p> <p>EAL Key images: castle, local places, old/new house, building, castle feature names. Key vocabulary: castle, house, building, shop, king, queen, past, present, future, different castle parts. Key questions: who lives in a castle? What is a castle used for? What are the buildings used for? Key sentence stems: The castle is _____ This is a _____ In the past/present/future _____</p> <p>Drama</p>	<p>Sustainability Self-sufficient communities Re-use of old buildings Curating the past</p> <p>PHSE To learn about different groups and communities To respect diversity and equality and how to be a productive member of a diverse community</p> <p>The World of Work/Enterprise</p>

	<p>Topic End Point: most children will: Identify features of current buildings and say what they are used for Identify features of buildings with historical significance, particularly castles. Recognise objects from the past and present. Handle, observe and draw conclusions about historical objects in order to find out about them and when they were used. Use appropriate language when talking, writing and role playing.</p>	<p>Role play individuals from different parts of medieval society</p>	<p>Identification of individual skills for working in a castle</p>
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EXPLORE



Title: On My Doorstep

Topic Description:

Open the door. What can you hear? What can you see? Take a big step... it's time to explore our world! Our geographical adventure begins in the streets around us. We will predict what we will see, travel in different ways, and carefully record where we go and what we learn. Within our neighbourhood lies a journey never to be forgotten!

Year Group: Year 1

Term: Summer 1

Geography Objectives:

- Record what they have seen, in simple ways, including pictures and diagrams with labels
- Mark the location of the school on a simple local map
- Describe places using their characteristics and simple vocabulary – e.g. house, street, wood
- Understand the concept of close and far away

Curriculum Links:

History Recognise a past and a present in their own and other people's lives
Identify some things from their own past
DT Make simple models
English Create a persuasive campaign poster
Maths Design a survey to identify the most important local issue, present data

ICT/Computing

Use technology safely to retrieve information from search engines, and use mapping software.
Recognise common uses of ICT outside of school.

Core Skills:

To collaborate with others
To communicate ideas efficiently and effectively
To ask questions to extend thinking

EAL:

Key images: local area map, school, local shops.
Key vocabulary: school, shop, countryside, features of the local area.
Key questions: where is the school? How do you use a map? What are the features used for/ the purpose? Can you see any similarities/ differences?

Key sentence stems:

I live _____
This is a _____
My map shows _____
There are more/ less _____

Drama:

Create a campaign commercial to persuade the community

The World of Work/Enterprise:

Learn about the role of local leaders and community charities

Sustainability:

Understand that humans have an effect on the natural environment
Understand the need to reduce, repair, re-use, recycle

PSHE:

Identify what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
Learn about ways in which we are the same as all other people; what we have in common with everyone else

	<p>Topic End Points:</p> <p>Most children will:</p> <p>Identify features of the local area, including school grounds and local buildings and comment on their uses.</p> <p>Explore local area and make comments about what they can see.</p> <p>Make a simple map/diagram to represent the local area, and areas of significance.</p> <p>Begin to make comparisons between the local area and an area further away.</p> <p>Begin to understand that people play a part in developing and changing the area.</p> <p>Plan and design a simple improvement to local area.</p>		
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<p style="text-align: center;">EXPLORE</p> 	<p>Title: Down on the Farm</p> <p>Topic Description: Old MacDonald had a farm ...we've sung this familiar song since Nursery, but do we really know it that well? Why is there a cow? How does Old MacDonald get to work and what does he do when he gets there? What happens to the chickens if he goes on holiday? This half term Year 1 will broaden their geographical horizons and visit the countryside! Here we will compare landscapes within North East England and meet the people who keep our Newcastle fed. So put your wellies on and leave the city behind, E-I-E-I-O!</p>		
<p>Year Group: Year 1 Term: Summer 2</p>			
<p>Geography Objectives:</p> <ul style="list-style-type: none"> • Mark the location of the school on a simple local map • Make simple plans and talk about them • Understand the concept of close and far away • Describe places using their characteristics and simple vocabulary – e.g. house, street, wood • Make lists of places with similar characteristics 	<p>Curriculum Links:</p> <p>History Recognising old buildings and discussing how they can be re-used</p> <p>DT Describe what they want to do using pictures and words Make lists of materials they will need Make simple models, not necessarily with a purpose</p> <p>English Write instructions to accompany a map</p>	<p>Core Skills:</p> <p>To seek out and enjoy challenges To communicate ideas efficiently and effectively To calculate efficiently and apply skills to solve problems To connect ideas and experiences in inventive ways</p>	<p>Sustainability:</p> <p>Discuss where we buy food, the packaging it comes in and food miles (eg bread making)</p>
		<p>EAL:</p> <p>Key images: farm types, countryside, farm features.</p> <p>Key vocabulary: farm, livestock, arable, feature, part.</p> <p>Key questions: what do you do in a farm? What is a farmer's job? What is the difference between arable/livestock farms?</p> <p>Key sentence stems: An arable farm is _____ I like _____ The farmer is _____</p>	<p>PSHE:</p> <p>Identify what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) Learn about ways in which we are the same as all other people; what we have in common with everyone else</p>
		<p>Drama:</p> <p>Act out a day in the life of a farmer</p>	

The World of Work/Enterprise:
Learn about jobs in the countryside

Topic End Points:
Most children will:
Be familiar with a contrasting environment of the different types of farms in the UK.
To identify and recognise simple features of different farm types.
Become aware of the main similarities and differences between their local area and the contrasting place of a farm.
Extract information from secondary sources