



**Title: Incredible Me!**

**Topic Description:**

How are you feeling? For centuries artists have described our emotions in the portraits they have painted. These famous artists, from around the world, will be the inspiration for our very own self-portraits. Join us to explore the different techniques they used and to create our very own masterpieces. Our Year One art gallery will be opening its doors soon!

Year Group: Year 1  
Term: Autumn 1

**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

**Curriculum Links**

Geography links – art from around the world

History links – significant artists from the past

Computing – using filters to change photographs

**Topic End Points**

Most children will be able to:

Create their own self-portrait with recognisable facial features

Demonstrate control when painting  
Use a range of materials to create a finished piece of art

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.

**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.

**EAL**

**Key images:** portraits by famous artists

**Key vocabulary:** colour wash, blend, evaluate, improve

**Key questions:** What did you do well?  
What would you do next time to make it event better?

**Key sentence stems:**

Next time I will \_\_\_\_\_

**Drama**

Freeze frame portraits, add speech to show emotion.

**Sustainability**

Using recycled material

The role of art in the community

**PHSE**

Discuss the range of emotions shown in different artworks

Discuss the work of others in a sensitive manner

**The World of Work/Enterprise**

What it is like to be an artist.

How to create an art gallery.

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: Autumn 2

**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  
DT Make simple models  
Maths Design a survey to identify the most important local issue, present data  
ICT/Computing  
Use technology safely

**Topic End Points**

Most children will:  
Identify features of the local area and comment on their uses.  
Make a simple map/diagram to represent the local area, and areas of significance.  
Plan and design a simple improvement to local area.

**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:**  
My map shows \_\_\_\_\_  
There are more/ less \_\_\_\_\_

**Drama**

Create a campaign commercial to persuade the community

**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

**The World of Work/Enterprise**

Learn about the role of local leaders and community charities



**Title: Mini Masterchef**

**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.

Year Group: Year 1  
Term: Spring 1

**Design Technology Objectives:**  
Cooking and nutrition  
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

**Curriculum Links**  
Geography link – how land can be used for farming  
Science link – how eating a balanced diet contributes to a healthy lifestyle.

**Topic End Points**  
Most children will:  
Gain an understanding of the properties of a range of foods  
Use basic tools safely.  
Understand basic hygiene.  
Recognise that it is important to eat more fruit and vegetables.  
Some children will:  
Design and justify their choices when designing.

**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.

**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/dislike \_\_\_\_\_  
The most/least popular was \_\_\_\_\_

**Sustainability**  
Discussion about where we buy food, the packaging it comes in and food miles. Children will also be taught about food wastage.

**PHSE**  
Pupils will be taught:  
To make simple choices that improve health and wellbeing.  
To recognise what they like and dislike.

**The World of Work/Enterprise**  
Jobs that are related to food  
Children will set up their own restaurant for parents

DISCOVER



**Title: Shipwreck!**

**Topic Description**

Join us to travel back in time to meet a real-life superhero! A young girl, born in the North East, risked her life to rescue others in a ferocious storm. Her name was Grace Darling and her bravery is still celebrated 200 years later. Our journey into the past will compare her life with ours today, and will examine the sequence of events on that fateful night. What was the cause? What is her legacy? Man the lifeboats, there is a story to be told: with courage, nothing is impossible!

Year Group: Year 1  
Term: Spring 2

**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

**Curriculum Links**

Geography  
Describe places using their characteristics and simple vocabulary.  
Maths (Data and Statistics)  
Arrange numbers in order.  
ICT/Computing  
Use technology safely to retrieve information from search engines.

**Topic End Points**

Most children will:  
Use words and phrases about the passing of time,  
Recognise some characteristics of objects from the past.  
Correctly organise historical events.

**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.

**EAL**

**Key images:** Queen Victoria, Grace Darling, shipwrecks, images of past and present lifeboats.

**Key vocabulary:** shipwreck, lighthouse, past, present, future, rescue, hero.

**Key questions:** Which if from the past?  
How do you know?

**Key sentence stems:**

The \_\_\_\_\_ is old.  
In the past \_\_\_\_\_.

**Drama**

Drama- opportunities for children to engage eg hot seating

**Sustainability**

Learn about recycling for charities.

**PHSE (Living in the Wider World)**

To learn about key people in the community who help us

**The World of Work/Enterprise**

Learn about the word of the RNLI

DISCOVER



**Title: Turrets and Tiaras**

**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 castle a very long time ago. Much merriment will ensue!

Year Group: Year 1  
Term: Summer 1

**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

**Curriculum Links**

Maths Arrange objects in order using different criteria  
DT Make simple models, not necessarily with a purpose  
PE Perform dances using simple movement patterns  
ICT/Computing  
Use technology safely to retrieve information from search engines

**Topic End Point**

Most children will:  
Recognise objects from the past and present.  
Handle, observe and draw conclusions about historical objects  
Use appropriate language when talking, writing and role playing.

**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

**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:**

\_\_ was the same / different because \_\_.

**Drama**

Role play individuals from the past.

**Sustainability**

Self-sufficient communities  
Re-use of old buildings  
Curating the past

**PHSE**

To learn about different groups and communities  
To respect diversity and equality and how to be a productive member of a diverse community

**The World of Work/Enterprise**

Identification of individual skills for working in a castle

EXPLORE



**Title: Down on the Farm**

**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!

Year Group: Year 1  
Term: Summer 2

**Geography Objectives**

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

**Curriculum Links**

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  
English  
Write instructions to accompany a map

**Topic End Points**

Be familiar with a contrasting environment To identify and recognise simple features of different farm types.  
Become aware of the main similarities and differences between their local area

**Core Skills**

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

**EAL**

Key images: farm types, countryside, farm features.  
Key vocabulary: farm, livestock, arable, feature, part.  
Key questions: what do you do in a farm?  
What is a farmer's job? What is the difference between arable/livestock farms?  
Key sentence stems:  
The farm is important because \_\_\_.

**Drama**

Act out a day in the life of a farmer

**Sustainability**

Discuss where we buy food, the packaging it comes in and food miles (eg bread making)

**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)

**The World of Work/Enterprise**

Learn about jobs in the countryside