

Learn more, remember more, apply more

Maplefields Key Curriculum Drivers:



KEY:

Geography
History
Art
D.T.

Learning Journey Topic

Art:
Explore and record ideas
Mastery of Basic Skills
Analyse and evaluate
Refine techniques
Know about great artists

D.T.:
To experiment with different design techniques creatively.
To realise designs through developing making skills.
To reflect on and improve products.

Golden Concepts

History:
Promote a sense of independence
Frame and create historically valid questions
Problem solve by understanding the methods of historical enquiry
To develop communication skills
Incorporate cross-curricular skills by inspiring pupil's curiosity

Geography:
Understanding processes of Geography
Discovering contextual knowledge
Interpreting a range of sources
Analysing and communicating data
Experiences of fieldwork

Term 5
USA and North America (Geography)

Term 6
USA and South America (History)

Summer Term

To follow a route on a small scale map.
To appreciate the many links and relationships that make places dependent on each other.
To locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones.
To understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America. To use a sketchbook to store and develop their ideas
To develop an understanding of scale and proportion in their drawings
To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

To analyse sources of information for his/her accuracy, usefulness and relevance and combine them to answer questions.
To examine artefacts and explain what they show us about that time in history.
To select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.

Term 4
WWII including D-Day

To examine and explain the reasons for, and results of, events and changes.
To discuss the impact and causes of historical changes in Britain.
To identify and evaluate sources of information, which he/she uses critically to reach and support conclusions.
To examine periods in world history; identifying contrasts with and influences on British society at the time.
To mix and match colours for purpose: skin tones, backgrounds.
To investigate and analyse a range of existing products

Term 3
Mountains

To describe and understand the workings of rivers, mountains, volcanoes and earthquakes.
To describe and understand climate zones, biomes, vegetation belts and the water cycle.
To describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.
To recognise how conflicting demands on the environment may arise.
To make a 3D sculpture using a range of joining methods
To apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Autumn Term

UKS2 Cycle B

Term 1
Rivers and Coasts

To describe and understand the workings of rivers, mountains, volcanoes and earthquakes.
To analyse the relevance of information from a range of sources and make conclusions about places studied at KS2.
To understand how human and physical features in places in the UK have changed over time.
With reducing support, to draw straight lines using a ruler
With reducing support, to use a rubber eraser to remove marks from a page

Term 2
Ancient Egypt

To analyse sources of information for his/her accuracy, usefulness and relevance and combine them to answer questions.
To examine artefacts and explain what they show us about that time in history. To select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.
To plan and use different pressure to produce a picture working from light to dark
To 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

Term 6
History of Leisure and Entertainment – Theme parks

To begin using knowledge and understanding to evaluate sources of information and identify those that are useful for particular tasks.
To select and organise information to produce structured work, making appropriate use of dates and terms.
To discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.
To know how to mix secondary colours using primary colours
To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Term 5
Eyes on the World – Global Warming

To describe and compare different approaches to managing environments.
To recognise how conflicting demands on the environment may arise.
To describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.
To explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time.
To control depth of colour by applying different pressures on the pencil tip
To analyse and comment on ideas, methods and approaches used in their own and others' work
To select from and use a wider range of materials and components, including construction materials, textiles and ingredients

Spring Term

Term 3
Australia

To locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities.
To describe and understand climate zones, biomes, vegetation belts and the water cycle. To create images in the style of an artist from history.
To discuss and describe well known artists' work and explain how their work is similar/different
To design for individuals or groups.

Term 4
Mayans and Aztecs

To analyse sources of information for his/her accuracy, usefulness and relevance and combine them to answer questions.
To examine artefacts and explain what they show us about that time in history.
To select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.
To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose

Term 2
Viking Invaders

To define and explain the reasons for, and results of, events and changes.
To discuss the impact and causes of historical changes in Britain.
To identify and evaluate sources of information, which he/she uses critically to reach and support conclusions.
To examine periods in world history; identifying contrasts with and influences on British society at the time.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Autumn Term

Term 1
Explorers – using Marvellous Maps

To use photographs and standard and non-standard measurements to create an accurate map of an area.
To locate places on an OS map using a 6 figure grid reference.
To use the 8 points on a compass.
To follow a route on a small scale map.
To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Summer Term

Term 5
Eastern Europe and Russia

To locate the World's continents, identifying some key human and physical characteristics, countries and major cities.
Begin to understand different time zones.
To be aware that different places may have both similar and different characteristics.
To locate the World's countries using maps to focus on Europe.
To block colour by applying pencil strokes in the same direction
To understand that objects need to be smaller if they are further away

UKS2 Cycle A

Term 6
Royalty in Living Memory

To begin using knowledge and understanding to evaluate sources of information and identify those that are useful for particular tasks.
To select and organise information to produce structured work, making appropriate use of dates and terms.
To use factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods.
To discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.
To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Term 4
Saxon Settlers

To show increasing depth of factual knowledge and understanding of aspects of the history of Britain.
To describe events, people and changes.
To describe and makes links between events and changes and gives reasons for, and results of, these events and changes.
To know that some events, people and changes have been interpreted in different ways.
To suggest possible reasons for why some events, people and changes have been interpreted in different ways.
To build structures, exploring how they can be made stronger, stiffer and more stable

Spring Term

Term 3
Rainforests and Brazil

To describe and understand different types of settlement and land use.
To locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.
To locate places on an OS map using a 4 figure grid reference.
To use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.
To describe differences and similarities between drawings, paintings and sculptures by well known artists and designers

Autumn Term

UKS2 Cycle B

Term 1
UK & GB Capital Cities of the UK

To use 4 points on a compass; North, South, East and West.
Begin to identify land use patterns within the UK.
To locate the World's continents, identifying some key human and physical characteristics, countries and major cities.
Name and locate counties and cities of the UK, identifying key human and physical features and land use.
Read and interpret the globe as a flat map.

Term 2
Ancient Greeks and The Olympics

To begin to select and combine information from different sources. To make links between events and changes; giving reasons for them and explaining the result.
To identify and describe changes within and between different period in history.
He/she shows increasing depth of factual knowledge and understanding of aspects of the history of the world outside Britain.

Term 6
Stone Age to Iron Age

To use knowledge of history to identify changes within and across different periods.
To describe some of the main events, people and changes across different periods.
To give some reasons for, and results of, the main events and changes across different periods.
To show some understanding that aspects of the past have been represented and interpreted in different ways.
To mix colours and describe how to make them.
To hold a brush correctly and use different types and sizes of brush

Summer Term

Term 5
Italy

To locate the World's countries using maps to focus on Europe.
To describe and compare the physical features of different localities.
To offer explanations for the locations of some physical and human features in different localities.
To understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country.

Spring Term

Term 3
Bygone Beaches

To understand how people can both improve and damage the environment.
To understand how changes in the features of a place caused by physical or human processes can affect the lives and activities of people living there.
Begin to identify land use patterns within the UK.
To use knowledge of history to describe characteristic features of past societies and periods. To discuss historical changes in Britain; what caused them and the impact on life in Britain.
To comment on similarities and differences between their own and others' work
To adapt and improve their own work after comparing it with others' work

Term 4
Romans

To understand how changes in the features of a place caused by physical or human processes can affect the lives and activities of people living there.
To show factual knowledge and understanding of aspects of the history of the world outside Britain.
To examine and compare artefacts.
To discuss the impact of significant historical events, people and places in their own locality
To use knowledge of history to describe characteristic features of past societies and periods.
To discuss historical changes in Britain; what caused them and the impact on life in Britain.
To explain the achievements of ancient civilizations and their impact on the world in the past and today
To describe what they think about their own and others' work
To know their primary colours

Autumn Term

Term 2
Tudors and Stuarts in Northants (Tresham and Gunpowder plot)

To identify some of the different ways in which the past is represented.
To know that the past can be divided into different periods of time.
To give simple reasons as to why key events happened in history.
To use sources of information in ways that go beyond simple observations to answer questions about the past.
To show factual knowledge and understanding of aspects of the history of the world outside Britain.
To discuss the impact of significant historical events, people and places in their own locality
To know what the following words mean in Artwork, pattern, roll, repeat, stamp, stencil and block

UKS2 Cycle A

Term 1
Modern Europe - Spain

To locate the World's countries using maps to focus on Europe.
To describe and compare the physical features of different localities.
To offer explanations for the locations of some physical and human features in different localities.
To understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country.
To develop their techniques, including their control and their use of materials,
To record their observations and use them to review and revisit ideas
To explore and evaluate existing products.

Summer Term

Term 5
Cycle A - We Are Britain
Cycle B - Coasts

To create keys for symbols on a map.
To draw maps of real life and made up places.
To use world maps, atlases and globes to locate the United Kingdom
To represent people and objects in their work
To use a variety of materials and processes to communicate their ideas and meanings.
To describe what they think or feel about their own work
To communicate their ideas through drawing.

Term 6
Cycle A - WW1
Cycle B - Castles and Knights

To describe an artefact e.g. materials; size; signs of wear and tear.
To discuss significant events and people in Britain within and beyond their living memory
To show a developing sense of chronology by placing events and objects in order.
To show a developing sense of chronology by recognising that his/her own life is different from the lives of people in the past.
To begin to recognise that there are reasons why people in the past acted as they did. To suggest ways of improving their own work
To demonstrate their ideas/imagination through drawing, painting and sculpture and produce simple designs
To evaluate their ideas against a given criteria

Year 1 and 2 Green Class Cycle A & B

Autumn Term

Term 4
Cycle A - Fire of London
Cycle B - Changes in Living Memory

To use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago.
To place events and objects in chronological order.
To answer questions about the past using given sources.
To use these words in relationship to my work - Line, straight, thick, thin.
To draw from memory or imagination
To communicate their design ideas through discussion.

Spring Term

Term 3
Cycle A - Local Area
Cycle B - Africa

To collect information about his/her local environment.
To draw maps of real life and made up places.
To recognise how people affect the environment.
To describe what they think or feel about others' work
To use a mixture of drawing, collage and painting to investigate the same form
To select from different materials and use them in their work

Autumn Term

Term 1
Cycle A - Oceans and seas
Cycle B - Weather Experts

To identify hot and cold areas of the world in relation to the Equator and North and South Poles.
To use information books to compare the similarities and differences between places studied at KS1.
Beginning to use appropriate geographical vocabulary
To identify seasonal and daily weather patterns in the UK.
To explain geographical similarities and differences between an area of the UK and a non-European country
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
To use a range of materials creatively to design and make products
To design functional products for themselves

Term 2
Cycle A - Childhood memories (Toys and game)
Cycle B - Nurses (Seacole and Nightingale)

To ask questions about the past from sources of information.
To use pictures and role play to tell stories from the past.
To describe the similarities and differences between life during a time in the past and life today.
To know some of the ways that we can find out about the past. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
To describe the differences and similarities between different practices and disciplines, and make links to their own work
To use light and dark to describe their work