







# Key Stage One - Curriculum Mapping France

February 2026 - July 2026



 <p>History</p>	 <p>Geography</p>	 <p>Art</p>	 <p>Design &amp; Technology</p>
<p><u>History of art within the Louvre (focus on Monet &amp; Da Vinci)</u></p> <p><b>To understand chronology</b> Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: <b>past, present, older and newer, timeline, chronology</b></p> <p>Use dates where appropriate.</p>	<p><u>To be able to name and locate France and its surrounding countries. To learn about the key features of France and its different areas.</u></p> <p><b>To investigate places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</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.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's continents and oceans.</p> <p><b>To investigate patterns</b></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> <p><b>To communicate geographically</b> Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and</p>	<p><u>To create a self portrait in the style of Da Vinci's Mona Lisa. (Henri Matisse)</u></p> <p><b>To develop ideas</b> Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p><b>To master techniques</b> Drawing - drawing lines of different sizes and thickness.</p> <p>Drawing - show patterns and texture (shading)</p> <p>Drawing - Show different tones.</p> <p>Painting - use thick and thin brushes. Painting - mix primary colours to make secondary.</p> <p>Painting - add white to colours to make tints and black to colours to make tones.</p> <p>Digital Media - Use a wide range of tools to create textures, lines, tools, colours and shapes</p> <p><b>To take inspiration from the greats (classic and modern)</b> Describe the work of notable artists, artisans and designers (Da Vinci)</p>	<p><u>To design and create a product using wheels and axels.</u></p> <p><b>To master practical skills</b></p> <p>Materials - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</p> <p>Construction - Use materials to practise drilling, screwing, gluing and nailing materials to make products (such as wheeled vehicles).</p> <p><b>To take inspiration from design through history</b> Explore objects and designs to identify likes and dislikes of the designs.</p> <p><b>To communicate artistically</b> Use words and phrases such as; <b>Wheels, axels, textiles, curve, design, machine,</b></p>

	<p>weather.</p> <p>Key human features including, city, town, village, factory, farm, house, office and shop.</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p>Use words and phrases such as; <i>compass, direction, map, key, country, capital city, Europe, ocean, sea, climate, coast, landscape, features, mountain, Mediterranean, landmark, tourism.</i></p>	<p>Use some of the ideas of artists studied to create pieces.</p> <p><b>To communicate artistically</b></p> <p><i>faint, easel, foreground, photograph, portrait, colour washing,</i></p>	
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