



Key Stage One - Curriculum Mapping Scotland

August 2026 - February 2027



|  <p>History</p> |  <p>Geography</p> |  <p>Art</p> |  <p>Design & Technology</p> |
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| <p><u>To learn about similarities and differences between ways of life at different periods. Identify ways we find out about the past.</u> To investigate & interpret the past Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented. (Castles and sources of evidence, artefacts Tamworth Castle)</p> <p>To build an overview of world history Recognise that there are reasons why people in the past acted as they did (Battles and Castles)</p> <p>To understand chronology Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in one's own life.</p> <p>Use dates where appropriate.</p> <p>To communicate historically Use words and phrases such as; <i>a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</i></p> | <p><u>To learn about the Isle of Coll (and geographical similarities and differences between Coll and Shepshed).</u> To investigate places 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>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</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>To investigate patterns</p> | <p><u>To take inspiration from an artist (Ritchie Collins) in order to use and combine different media (painting/collage/digital media)</u></p> <p>To develop ideas Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>To master techniques Painting - use thick and thin brushes.</p> <p>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>Textiles - Join materials</p> <p>Collage - use a combination of materials that are cut, torn and glued.</p> <p>Collage - sort and arrange materials</p> <p>Collage - mix materials to create texture</p> | <p><u>To understand the basic principles of a healthy and varied diet (compare food in the past to what we know we need now) Prepare a variety of salads</u></p> <p>To master practical skills</p> <p>Food - Cut, peel or grate ingredients safely and hygienically.</p> <p>Food - Measure or weigh using measuring cups or electronic scales</p> <p>Food - Assemble or cook ingredients.</p> <p>To communicate <i>Balanced diet, designing, fat, cut, peel, grate, ingredients, measure, safely, hygienically, plan, measure, weigh, assemble, tasting, nutrients,</i></p> <p><u>To bring a traditional tale/nursery rhyme to life by creating a mechanism to engage the reader in the story</u></p> <p>To master practical skills</p> <p>Materials - Demonstrate a range of cutting and shaping techniques (such</p> |

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| <p>change, recent, people, lives, represent, nation, invasion, defend, attack, compare, similar and different</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 contrasting non-European country.</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>Identify land use around the school.</p> <p>To communicate geographically Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features including, city, town, village, factory, farm, house, office and shop.</p> <p>Use words and phrases such as; capital city, country, continent, ocean, sea, human, physical, map, globe, season, Europe, locate, fieldwork.</p> | <p>Digital Media - Use a wide range of tools to create textures, lines, tools, colours and shapes (Golden Time - Start, stop animation)</p> <p>To take inspiration from the greats Describe the work of notable artists.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>To communicate artistically Use words and phrases such as: artist, create, digital, explore, mimic, overlapping, patterns, primary colours, secondary colours, shapes, stamp, techniques, textures, background, collage, colour, creativity, design, diagonal, drawing, exhibition, gallery, landscape, line, pallet.</p> | <p>as tearing, cutting and folding).</p> <p>Materials - Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</p> <p>Mechanics - Create products using levers and winding mechanisms</p> <p>Textiles - Shape textiles using templates</p> <p>To design, make, evaluate and improve Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>To take inspiration from design through history</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>To communicate Use words and phrases such as: annotate, construct, corners, cotton reel, designing, develop, dowel, stick, evaluate, final design, function, hinges, levers, measure, mechanism, plan, practical, product, short/long, sliders, stability, strength, structure, template,</p> |
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