

## KEY STAGE ONE CURRICULUM LINKS

Key stage	Session	Curriculum links	Description
1	We're working at the Roundhouse (workshop and story/craft activity)	<p><b>History</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>listening to and discussing poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul> <p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>use drawing to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Pupils will develop an awareness of the past and the story of the Roundhouse and the role it played in the local area. They will find out where the Roundhouse fits within a chronological framework and identify ways of life for Roundhouse workers. They will ask and answer questions and use primary sources and the collections as a way to find out about the past and its different stories.</p> <p>Poems or stories on the learning coach will allow pupils to reflect on what they have learnt and make links to their experiences in the Roundhouse, with a craft activity encouraging pupils to cement their learning in a creative way.</p>
1	Teacher led explorer packs and craft or story time	<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Reading - being encouraged to link what they read or hear read to their own experiences</li> </ul>	<p>Pupils will explore the site and its collections using trails and challenge sheets. This will encourage them to follow instructions and read text, as well as interpret their surroundings appropriately. They will ask and answer questions and choose stories and evidence to show their understanding. Pupils will be given the chance to recognise and identify shapes and use numbers and objects in the Roundhouse to solve problems. They will have the chance to experience measurement and geometry in practical contexts.</p>

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		<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• pupils develop confidence and mental fluency with whole numbers, counting and place value</li> <li>• recognise, describe, draw, compare and sort different shapes</li> <li>• know the number bonds to 20 and be precise in using and understanding place value</li> </ul>	<p>They will use images of objects to help answer questions and identify clues around the Roundhouse, in turn developing their inferential skills and ability to work in groups.</p>
1	People of the Industrial Revolution	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• significant historical events, people and places in their own locality.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers.</li> <li>• participate in discussions and debates.</li> <li>• ask relevant questions to extend their understanding and knowledge.</li> <li>• articulate and justify answers, arguments and opinions.</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• <i>Working Scientifically</i> - ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions.</li> </ul>	<p>Children will be introduced to several important local people who had an impact during the Industrial Revolution, including George Stevenson and George and Richard Barrow. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of what they did. Through discussions and debates, they should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children will then be challenged to create their own railway structures using construction kits and be taken around the STEM exhibition to find out about scientific discoveries and how they helped the Roundhouse.</p>

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1	Stories and Poems on the Learning Coach	<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• listen and respond appropriately to adults and their peers.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• recognising and joining in with predictable phrases</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> </ul>	<p>Children will listen and respond to stories and poems in an exciting environment on the Learning Coach. Their experiences can be used as a stimulus for creative writing during their visit, to be continued on their return to the classroom.</p> <p>We can provide a range of stories and poems to be read and performed using different resources. Children will be encouraged to plan for writing back in the classroom through sharing ideas, exploring their surroundings and igniting their imaginations.</p>
1	The Science of Transport	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Plants, Everyday Materials (Year 1)</li> <li>• Plants, Living things and their Habitats, Everyday Materials and their Uses (Year 2)</li> </ul>	<p><b>NB:</b> <i>Teachers must choose between a wildlife walk or a forces/materials session for the afternoon at the canal. This will alter the curriculum links accordingly.</i></p> <p>Children will find out about the different materials used in the Roundhouse and discover why they were used. Through challenges and demonstrations, pupils will get the chance to ask simple questions and recognise that they can be answered in different ways. Children will have the chance to explore the collections and identify and classify different materials used to construct them. Pupils will be presented with challenges to use the</p>

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			<p>STEM exhibition to suggest answers to questions. An afternoon at the canal will allow children to study the materials used to build transport here and compare to what they observed at the Roundhouse. Alternatively, they will take a wildlife walk and pond dipping session to discover the range of plants and animals at the site.</p>
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