Pilgrim Federation
EYFS & KS1
Learning Theme:













People Who Help Us

Links to Other Learning Themes:
This Learning Theme links to:
Animals Including Pets
The Great Fire of London
Our Bodies
Our Planet
Transport
Where We Live



People Who Help Us

Communication and Language

- Role-play area to foster imagination play – doctors, dentist, vets, hospital.
- Use books or photos to look at the different occupations. Talk about these.
- Rehearse helpful phrases with the children.

Mathematics

- Look at different emergency vehicles and compare their sizes.
- Provide the children with a selection of soft toys. Can they count them?
- Shape sorters to resemble posting letters like the postman.
- Create a post office and allow children to weigh parcels.
- Use pre-cut shapes to make shape pictures of emergency vehicles

Expressive Arts & Design

- Use different construction materials to make emergency vehicles.
- Learn the song 'Miss Polly Had a Dolly'.
- Paint pictures of people who help us.
- Make/create badges.
- Use instruments to represent the noises of emergency vehicles

Understanding of the World

- Make a sensory farm-based tuff tray. Add tractors and other farm type vehicles. Encourage the children to be farmers.
- Create a construction site using oats and other sensory materials. Add diggers for the children to use.
- Create a small world town involving different places of importance. Engage in imaginative play.
- Provide children with large pens and pencils and encourage them to draw maps.
- Talk about their family's occupations

Physical Development

- Provide the children with bubble bath and sponges. Can they clean the emergency toy vehicles?
- Use the vehicles to respond to an emergency. Can they pedal them fast and direct them in and out of cones?
- Create a tunnel for children to crawl through. Add torches and lights for them to explore.
- Explore large climbing equipment or an obstacle course.

Literacy

- Make 'thank you cards' for those that help us by adding meaning to the marks they draw.
- Read 'The Jolly Postman'. Make a post box and allow the children to 'write' postcards and letters.
- Read a story about a baker and follow instructions. Sequence these together.
- Make name badges using recognisable marks/initial sound

Personal, Social and Emotional Development

- School visits from people within the community to talk about their roles.
- What does the word help mean? Talk about ways we can ask for help.
- Look at first aid equipment and explore this.
- Talk about the role of a dentist and look at how we brush our teeth.
- Add dolls to the role-play area to encourage looking after them.

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: People Who Help Us

Big Question: What does it mean to have a job?

<table>
<tr><td colspan="2">Focus of Learning (INTENT):
Within the learning theme of ‘People Who Help Us’, the children will learn about the meaning of a job. They will explore different jobs and what they entail. They will think about doctors and nurses, their roles in society and where they work, including a GP surgery and a hospital. The children will learn about the role of a police officer, firefighter, dentist and vet and recognise the different roles and responsibilities that they have within their jobs. They will recognise who to go to when they need help and learn who to contact in an emergency. The children will develop topic-specific vocabulary related to each key question and use this within spoken language.</td><td colspan="2" rowspan="2">Prior Learning/Links to Learning Themes:
Children will be familiar with different roles within society from reading books, watching television programmes and general knowledge.
Some children will be able to identify the jobs of people that are important to them.
Some children may have a job aspiration and know what they want to be when they grow up.
Links to the learning theme ‘Superheroes’ as pupils think about real-life superheroes.
Children explore emergency vehicles within play.
Children may have visited a police station, fire station, dentist or vets before.
Children may have been treated by a doctor or nurse before or visited a hospital first-hand.</td></tr>
<tr><td colspan="2">Key Questions for Teaching:
What does it mean to have a job?
Who are doctors and nurses?
Where do they work?
What does a police officer do?
Where does a police officer work?
What does a firefighter do?
What does a firefighter travel in?
What does a dentist do?
What does a vet do?
Who does a vet help?</td></tr>
<tr><td>Focused Literacy Texts:</td><td>The Jolly Postman
Emergency
Burglar Bill
Firefighters (Information Text)
Maisy Goes to the Dentist
The Hospital Dog</td><td>Texts that Link (these can be read at story time and used in provision):</td><td>Real Superheroes
Mr Tick the Teacher
Cops and Robbers
You Can’t Call an Elephant in an Emergency
A Superhero Like You!
Charlie the Firefighter</td></tr>
</table>

			• Just the Job for Dad • Dinosaur Police • Topsy and Tim Books
Role-Play Opportunities	• Police Station • Fire Station • Hospital • Vets • Dental Surgery • Large-Scale Police Car, Fire Engine, Ambulance, Helicopter		
Nursery Rhymes & Songs	Miss Polly Had a Dolly; Busy Farmer Ben; Old McDonald Had a Farm; Cobbler, Cobbler Mend My Shoe; Dr Foster Went to Gloucester; The Grand Old Duke of York; I am the Baker Man; I'm a Pirate; One Man Went to Mow; This is The Way We Lay Bricks; Brush Your Teeth; 999 Emergency Song; Being Helpful; I'm a Firefighter; Special Helpers; Five Little Monkeys Jumping on the Bed; There Are Lots of People to Help Us.		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 **What does it mean to have a job?** Text – The Jolly Postman	N/R – Invite a parent(s) into school to talk about their job. Provide the children with different dressing up costumes that relate to different jobs. Encourage them to take part in pretend play. N/R – Talk about being helpful and how people are helpful at work.	N/R – Talk about people who help us. How do they help us? R – Make thank you cards for people that help us.	N/R – Provide the children with different tools/equipment related to different jobs e.g. postal worker (bikes, post box), gardener (different sized brushes, gardening tools, wheelbarrows), builder (tools and a workbench), teacher (clipboards, paper, different pens/pencils).	**Autumn Term** N/R – Share the text and discuss the role of a **postman.** What does it mean to be a postman? N – Take part in pretend play as a postman. N – As a group, complete a story map of The Jolly Postman. N – Provide the children with stick puppets and act out the story using spoken language and key refrains from the text. N – Create The Jolly Postman's Post Office and allow the children to 'write' letters and postcards.	Following White Rose Maths	N – Provide the children with different cardboard cut-outs of people who help us. Use different materials to decorate them. R – Paint portraits of different people that help us and add these to a display. Write labels for each portrait to add to the display e.g. nurse. R – Make/sew hand puppets of people who help us.	N – Invite the children to discuss what they want to be when they grow up. Use different dressing up resources and let them dress up as this role. R – Children to draw what they want to be when they grow up. Record a sentence 'When I grow up I want to be a…'

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (cont.)				R - Provide the children with stick puppets and act out the story using spoken language and key refrains from the text. R – Draw a postman and write /p/ for postman. Explain to an adult orally what a postman does. R – Independently sequence the story. Orally tell an adult what is happening in each picture. R – Make a card to send to someone of their choice. Add marks for meaning.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (cont.)				Add a stamp and send this to the post box. **Spring Term** N/R – Share the text and discuss the role of a postman. What does it mean to be a postman? N – Create a story map of The Jolly Postman. N – Draw a picture of a postman and write /p/ for postman. N – Create a postcard area and encourage the children to write postcards using marks for meaning. N – Act out the story in detail using key vocabulary.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 1 (cont.)				R – Act out the story using puppets. Sequence the story as a whole class and discuss what is happening at each stage. R – Draw a story map and add a key phrase or sentence to each picture. R – Draw a picture of a postman and write a key phrase to explain what a postman does e.g. A postman sends post. R – Write a simple letter to a friend.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 **Who are doctors and nurses?** **Where do they work?** Text – Emergency	N/R – Turn the home corner into a hospital. Add bandages and different first aid equipment as well as teddies/dollies. Can they pretend to be a doctor or nurse? N/R – Look at the different equipment that doctors/nurses use. Talk about the uses of each piece of equipment. N – Sing Miss Molly Had a Dolly	N/R – Visit from a doctor/nurse to discuss their role. N/R – Pretend a dolly is unwell and needs to go to the hospital. What would they do to help the dolly? R – Invite somebody in to teach the children basic first aid.	N/R - Provide the children with bandages and plasters. Can they help the soft toys feel better by wrapping bandages around their legs or arms? N/R – Add large-scale paper to the classroom and some different emergency vehicles for the children to paint tracks with.	**Autumn Term** N/R – Read the text and talk about the different roles of emergency workers. Link this so doctors/nurses. N – Pretend play as doctors/nurses. Name the different medical equipment used. N – Show the children photographs of different emergency workers. Which sound do they begin with? Peg the initial sound to the photograph. N – Look at a picture of an ambulance.		N – Use percussion instruments to make the different sounds of emergency vehicles. Can they do this at different volumes? R – Make ambulances with moving wheels. Verbally discuss how they made it and what they would change (evaluation).	N – Take part in a doctors and nurses role-play. How can the children make the babies/teddies feel better? R – Carry out a germ experiment. How can we keep safe from germs? Children to record how we can stay safe from germs e.g. 'I can wash my hands'.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)			N/R – Add washing detergent and brushes/sponges to the water tray to wash the babies.	Describe the ambulance. How does it move? N – Add a phone and notebook to the home corner. Pretend to be a receptionist at a GP surgery. R – Draw a picture of a doctor or nurse. Add a /d/ or /n/ to the drawing. R - Add pieces of medical equipment through drawing or pictures – add initial sound labels. R – Use pictures of different emergency vehicles and add labels to them.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 2 (cont.)				R – Draw a picture for somebody that is unwell. Add marks for meaning and tell them to 'Get well soon'. **Spring Term** N/R – Read the text and talk about the different roles of emergency workers. Link this so doctors/nurses. N – Carry out pretend play as a doctor/nurse. Make 'notes' using marks of the patient's injuries/illnesses. N – Make a cut-out ambulance. Add marks or initial sounds for labels.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 2 (cont.)				N – Draw a picture of a doctor or nurse. Add the initial sound.			

				Discuss their role with an adult. R – Draw a picture of a doctor/nurse and write a sentence to explain their role e.g. A doctor looks after sick people. R – Draw a picture of a hospital. Write a sentence to explain what a hospital is e.g. Sick people go to a hospital. R - Draw a picture of an ambulance and add labels (adjectives to describe e.g. fast, yellow, green, noisy, blue lights). R – Write down the steps of 'what to do in an emergency'. R – Create a poster saying to call 999 if you feel unwell.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 **What does a police officer do?** **Where does a police officer work?** Text – Burglar Bill	N/R – Create a Police Station so that the children can pretend to be police officers. R – Talk about Stranger Danger and how the police help us. N/R – Provide the children with walkie-talkies to talk to one another.	N/R – Visit from a police officer to discuss their role. N/R – Talk about the different reasons for needing a police officer. N/R – Make a child a special helper.	N/R – Provide the children with toy police cars and car mats. N/R – Turn the bike area into a traffic management zone.	**Autumn Term** N/R Read the story and discuss the meaning of a burglar. N – Children to retell the story through pretend play, using props. N – Children to make their own mask. Talk about the steps taken to make the mask. N – Children to hide different items around the classroom for somebody else to find. Children to give verbal instructions to the child that needs to find them. N – Adult to place items in hidden places.		N – Police handprint painting. R – Make a woven police car.	N – Set-up a crime scene investigation tuff tray. Can the children explore the scene? R – Draw a police officer and explain what they do (verbally). Write a sentence to explain the role of a police officer.
	Communication and Language	**Personal, Social,**	**Physical Development**	**Literacy** **Autumn Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

		Emotional Development	**Enhancements***	**Spring Term**			
Week 3 (cont.)				Use positional language to describe the places they have been hidden. R – As a group, orally compose describing words for a burglar. Add these to a mind-map. R – Use pictures to sequence the story. R – Verbally retell the story and add this to a story map. What happens in the beginning, middle and end? R – Create a lost poster for the baby that Burglar Bill stole. **Spring Term** N/R – Read the story and discuss the meaning of a burglar.			
	Communication and Language	**Personal, Social,**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

		Emotional Development					
Week 3 (cont.)				N – Wear a burglar mask and take part in a game of 'Cops and Robbers'. *Imaginative play – use key vocabulary e.g. "I'll have that" said Burglar Bill.* R – Look at a picture of Burglar Bill or a Burglar. Add describing labels e.g. bad, mean, unkind. R – Draw Burglar Bill. Write a sentence(s) to describe Burglar Bill as a character. R – Write a list of the things that Burglar Bill stole. R – Create a WANTED poster for Burglar Bill. R – Write an apology letter from Burglar Bill to the people he has stolen from.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 **What does a firefighter do?** **What does a firefighter travel in?** Text – Firefighters (Information Text)	N/R – Create a Fire Station and allow the children to take part in pretend play where they are firefighters. N/R – Talk about fire safety. Do children know what their exit plans are? N/R – Talk about what you would do in a fire.	N/R – Visit from a firefighter to discuss their role. N/R – Talk about being brave and what this means.	N/R – Create an obstacle course for the children to take part in and link this to 'firefighter training'. N/R – Draw chalk fires on the playground and provide the children with spray bottles/hoses to put the 'fires' out. N/R – Create a sensory tuff tray using red jelly and small world figures. Can the children rescue the people from the fire?	**Autumn Term** N/R – Use an information text based on firefighters and what they do. Discuss why firefighters are important. N – Learn the song 'I'm a Firefighter'. Dress up using costumes and perform this to the group. N – Make a split-pin firefighter. Talk about the role of a firefighter. N - Make a large-scale fire engine. Take part in imaginative play and 'drive' the fire engine around the classroom.		N – Experiment with colour mixing of orange, yellow and red paint. Can the children create flames? N/R – Children to make their own fire engines using junk modelling materials.	N – Dress up as firefighters and pretend to put out fires. R – Draw a firefighter and write what they do. Use initial sounds to write /f/ for firefighter and verbally explain what a firefighter does. Write firefighter and a phrase to explain what they do e.g. they put out fires.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (cont.)				What sounds would it make? R – Create a poster on what to do in a fire! Add key information through drawing and mark making. **Spring Term** N – Make a fire engine using craft materials. Add labels using initial sounds. N – Make a split-pin firefighter and practise writing /f/. N - Learn the song 'I'm a Firefighter'. Dress up using costumes and perform this to their grown-ups!			
	Communication and Language	**Personal, Social,**	**Physical Development**	**Literacy** **Autumn Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

		Emotional Development	Enhancements*	Spring Term			
Week 4 (cont.)				N – Make a fire engine and add labels using marks/initial sounds. R – Share a range of texts (non-fiction) based on firefighters. Discuss key information from these. R – Record facts based on firefighters. R – Draw a firefighter and add labels to identify what they wear. Talk about the importance of the different parts of clothing. R - Make an information leaflet based on the role of a fire and what they do. Draw pictures and add key phrases e.g. drive a fire engine, put out fires, rescue pets.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 **What does a dentist do?** Text – Maisy Goes to the Dentist	N/R – Make the home corner a Dental Surgery. Provide the children with equipment to re-enact being a dentist. N/R – Talk about personal hygiene and keeping clean. Why do we have to do this? N/R – Talk about healthy and unhealthy foods. What impact do they have on our teeth?	N/R – Visit from or to a dentist to discuss their role. N/R – Take part in a toothbrushing exercise and discuss the importance of keeping our teeth clean. N/R – Provide the children with different skeletal examples. Can they look at the different types of teeth?	N/R - Place large-scale teeth and brushes in the classroom. N/R – Provide the children with the opportunity to cut up snack at snack time.	**Autumn Term** N/R – Share the book with the children. Talk about the characters in the story. N/R – Take part in imaginative play where the children are dentists. N – Make their names out of teeth (paper!). N – Make a toothbrush for Maisy and her friends. R - Make appointments on appointment cards. R – Make a toothbrush for yourself. Add your name!		N – Painting with toothbrushes (recognising them as a tool). R – Design and make their own toothbrush. R – What does the tooth fairy look like? Make a model of the tooth fairy using materials.	N/R – Carry out the 'Teeth Eggsperiment' as a group. R – Sequence how to brush your teeth and discuss each step.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 5 (cont.)				R – Use pictures to sequence how to brush your teeth. Discuss each stage. R – Write simple instructions on how to brush your teeth. Add toothpaste. Brush your teeth. Spit. **Spring Term** N/R – Have a look at the front cover of the book. Look at the characters. Where are they going? How do we think they'd feel? N - Take part in imaginative play where the children are dentists.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 5 (cont.)				Provide them with appointment cards and add marks for meaning. N – Make a toothbrush for Maisy and her friends. Add marks to add their names. N – Sequence how to brush your teeth using pictures. Discuss each stage. R – Reflect on their own experiences of visiting the dentist. Draw themselves and add a speech bubble saying how they felt. R – Sequencing how to brush your teeth by drawing pictures of each stage and add labels. R – Write a set of instructions on how to clean your teeth. R – Create a poster on how to keep your teeth clean and healthy.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 **What does a vet do?** **Who does a vet help?** Text – The Hospital Dog	N/R – Create a Vet's Surgery and encourage the children to re-enact the role of a vet. N/R – Invite children to bring their pets to school.	N/R – Visit from a vet to discuss their role. N/R – Talk about the wants/needs of pets. N/R – Talk about how we can look after pets.	N/R – Provide children with toy dogs and leads so they can 'walk them'. N/R – Place different sized brushes in the water tray and encourage the children to wash the animals.	**Autumn Term** N/R – Introduce the children to the text and predict what the story is going to be about. N/R – Make buses like the one that Dot takes to the hospital. R - Add labels to name the buses e.g. 'Bus 78'. N/R – Make a dog mask like Dot! Decorate it with black spots using circular shapes. R – Talk about an adjective and describing words. Add labels to their Dot mask. N – Make a collar for Dot the dog.		N/R – Create pet portraits. Encourage colour mixing. R – Explore artistic effects when creating their portrait.	N – Use different toy animals and re-enact how to look after them. Explain how to keep them safe and healthy. R – Draw a picture of a pet and recall how they need to be looked after. Write a sentence to record how they look after their pets.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)				Add marks for Dot's name. R – Write a list of the places that Dot visits. R – Look at the rhyming words from the story. **Spring Term** N/R – Introduce the children to the text and predict what the story is going to be about. R - Use the sentence stem 'I predict that' or 'I think that' to record predictions based on the book. N/R – Discuss how Dot makes people feel. Create a mind-map of 'feelings words'.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 6 (cont.)				N – Learn the sign 'hello' in Makaton/British Sign Language. N – Make buses and write the word 'Bus 78' using marks/sounds that are recognisable. N – Make Dot's collar and write her name using recognisable letters. R – Draw Dot and write a sentence(s) to describe her. Dot is kind. Dot has spots. Dot is good. R - Write a list of the place that Dot visits using the sentence stem 'Dot got on the/went to the…' R – Write a thank you letter to Dot for being kind and visiting the children in the hospital.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 Christmas Autumn Term Only	N/R – Using props, retell the Christmas story. R - Teach the children the Christmas song 'Santa Got Stuck Up the Chimney'. How can Santa get out of the chimney?	N/R - Father Christmas is special because he can travel around the world in one night. Encourage the children to talk about what makes them special and write their responses on stars. Make a card for someone who is special to them.	N/R – Use large apparatus or objects to build a new sleigh for Father Christmas. Add different media and materials to create a 'Santa's Workshop'. Create a letter writing station for the children to send letters to Father Christmas. Add winter scented playdough for children to create with.	N – Draw pictures of what they would like for Christmas. Add marks to represent meaning to create a letter for Father Christmas. Draw Santa's Workshop. Draw Santa and label with initial sounds. R – Christmas lists. Letters to Father Christmas. Describe Santa's Workshop. Draw Father Christmas and label him using adjectives e.g. black, shiny boots.		N - Create split pin nutcrackers. R – Create stained-glass windows. N/R – Make Christmas biscuits or mince pies.	N/R – The Christmas Story and the Birth of Jesus. N/R – Why and how do we celebrate Christmas? How is this different to other countries?

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning about 'People Who Help Us' children will be able to answer the following questions:

1. **Who are some of the people you know who help us every day?** This opens up the conversation and encourages them to think broadly.

2. **How does a police officer help us?"** (You can substitute with other professions like doctors, firefighters, teachers, etc.) This focuses on specific roles and their functions.

3. **If you needed help, who would you ask, and why?** This helps them identify trusted adults and understand when to seek assistance.

4. **What are some kind things you can do to help other people?** This encourages them to think about their own role in helping others.

5. **Why is it important to say 'thank you' to people who help us?** This helps to reinforce the importance of gratitude.

6. **If you saw someone feeling sad or lonely, how could you help them?** This encourages them to think about emotional support, and empathy.

Other questions to consider:
If you could give a special 'thank you' to someone who helps us, who would it be and how would you thank them? This encourages creative thinking about expressing gratitude.
What tools do people who help us use? (e.g., a doctor uses a stethoscope) This focuses on the practical side of helping and introduces vocabulary.
How do people who help us work together? This introduces the concept of teamwork and collaboration.
What would happen if we didn't have people who helped us? This encourages them to think about the importance of these roles and their impact.
Can children help too? What are some ways you can help at home or at school? This empowers them to see themselves as capable of helping.
If you could design a special 'thank you' badge for people who help us, what would it look like? This combines artistic creativity with the theme of gratitude.

People Who Help Us

Explore • Think • Care

Together we can make a difference!

1 Who are some of the people you know who help us every day?



2 How does a police officer help us?



They might:

- keep us safe
- help in an emergency
- stop crime

3 If you needed help, who would you ask, and why?



4 What are some kind things you can do to help other people?



5 Why is it important to say 'thank you' to people who help us?



6 If you saw someone feeling sad or lonely, how could you help them?



You could:

- talk to them
- include them in your game
- tell a grown-up

Be kind. Help others. Make a difference!

Key Vocabulary

Key vocabulary for Key Stage 1 relating to the learning theme 'People Who Help Us', broken down by common categories of helpers:

General & Core Concepts:
Help/Helper: Someone who gives assistance or support.
Job/Occupation: The work a person does, especially regularly for payment.
Community: A group of people living in the same place or having a particular characteristic in common.
Role: The function or position that someone has in a particular situation or organisation.
Emergency: A serious, unexpected, and often dangerous situation requiring immediate action.
Uniform: A special set of clothes worn by all members of an organisation or group.
Equipment/Tools: The necessary items for a particular purpose or activity.
Service: The action of helping or doing work for someone.
Care: The provision of what is necessary for the health, welfare, maintenance, and protection of someone or something.
Safety: The condition of being protected from or unlikely to cause danger, risk, or injury.

Emergency Services:
Police Officer:
Police station
Police car/Van
Siren
Handcuffs
Whistle
Helmet
Law
Rules
Protect
Danger
Emergency number (999)

Firefighter:
Fire station
Fire engine/Fire truck
Hose
Ladder
Axe
Helmet
Extinguisher
Fire (safe vs. dangerous)
Smoke
Rescue
Emergency number (999)

Paramedic/Ambulance Crew:
Ambulance
Stretcher

First aid kit
Bandage
Hospital
Doctor
Nurse
Injured
Sick
Caring
Emergency number (999)
Healthcare Professionals

Doctor:
Surgery
Stethoscope
Medicine
Thermometer
Prescription
Patient
Healthy
Illness

Nurse:
Ward
Injection
Caring
Comfort

Dentist:
Dental surgery
Toothbrush
Toothpaste
Teeth
Healthy gums
Clean
Check-up
Education

Teacher:
School
Classroom
Lessons
Learning
Books
Pencils
Reading
Writing
Numbers

Helpful
Kind

Teaching Assistant (TA):
Support
Individual help
Community Helpers

Postal Worker/Postman/Postwoman:
Post box
Stamp
Letter
Parcel
Deliver
Mail
Sorting office

Librarian:
Library
Books
Borrow
Return
Quiet
Storytime
Information

Shopkeeper/Assistant:
Shop
Money
Buy
Sell
Customer
Goods

Refuse Collector/Dustbin Man/Woman:
Dustbin/Bin
Rubbish/Waste
Recycle
Collector
Keep clean

Farmer:
Farm
Animals
Crops
Grow
Tractor

Food

Chef/Cook:
Kitchen
Restaurant
Food
Prepare
Cook
Recipe

Builder:
Building site
House
Tools (hammer, saw, bricks)
Hard hat
Construct
Build

General Actions & Qualities
Listen: To pay attention with one's ear to what someone is saying.
Understand: To perceive the intended meaning of (words, a language, or a speaker).
Trust: Firm belief in the reliability, truth, or ability of someone or something.
Respect: A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
Thank you: An expression of gratitude.
Important: Of great significance or value.
Brave: Ready to face or endure danger or pain; showing courage.
Kind: Having or showing a friendly, generous, and considerate nature.
Caring: Displaying kindness and concern for others.

Art & Design

Substantive Knowledge

In Key Stage 1 Art & Design, **substantive knowledge** consists of the concrete, foundational facts, vocabulary, and technical skills that children must physically learn and memorise. It is the "what" and "how-to" of art: knowing how to hold a pencil, knowing that mixing yellow and blue makes green, and understanding the physical properties of clay. When combined with the **'People Who Help Us'** learning theme, **substantive knowledge** gives young children the concrete vocabulary and physical techniques they need to depict real-life heroes—like mixing the specific colour of scrubs or sculpting a firefighter's hard helmet.

Core Substantive Art Domains: The 'People Who Help Us' Framework
The **substantive knowledge** taught in KS1 Art & Design generally spans four core creative domains:

A. Colour Theory & Paint Application
The Substantive Base: Knowing the three **primary colours** (red, yellow, blue) and how to mix them to create the **secondary colours** (orange, green, purple). Knowing how to add white to a colour to make a **tint** (lighter) or black to make a **shade** (darker).

Learning Theme Application:
The Activity: Mixing colours to paint uniforms. Children learn that mixing blue and yellow creates the exact shade of green worn by paramedics, or that red and yellow create the fiery orange of a firefighter's rescue scene.

B. Drawing, Line, and Shape
The Substantive Base: Knowing how to use different drawing materials (pencils, charcoal, oil pastels) to draw thick, thin, light, and dark lines. Identifying how basic 2D geometric shapes (circles, ovals, triangles) can be used as the structural "skeleton" of a human face or figure.

Learning Theme Application:
The Activity: Creating a portrait of a local doctor or dentist. Pupils learn the factual proportions of a face (e.g., eyes are roughly halfway down the head) and use an oval shape as their starting point, using soft pencil lines to sketch features before applying heavy outlines for hair or glasses.

C. Texture and Collage
The Substantive Base: Understanding that **texture** is how a surface feels (rough, smooth, bumpy, shiny). Knowing how to cut, tear, and glue different papers and fabrics to represent these real-life textures on a flat surface.

Learning Theme Application:
The Activity: Making a mixed-media collage of a police officer or postal worker. Pupils select smooth, metallic foil for a shiny badge, rough corrugated cardboard for a mailbag, and bright high-visibility fabric for a safety vest.

D. Form and Sculpture (Working in 3D)
The Substantive Base: Knowing how to manipulate malleable materials (clay, plasticine, or playdough) using basic techniques like **rolling** (into coils/snakes), **pinching** (to make hollow shapes), and **smoothing** using water.

Learning Theme Application:
The Activity: Sculpting emergency vehicles or helper figures. Pupils physically roll clay into spherical shapes to form a paramedic's head or pinch a block of clay to construct the rectangular chassis of an ambulance.

Substantive vs. Disciplinary: The Art Split

Substantive Art Knowledge (The Facts & Skills)	Disciplinary Art Knowledge (The Artist's Mindset)
Knowing that **mixing red and blue makes purple**.	**Evaluating** whether a bright purple or a dark, moody purple looks better in the background of a night-rescue painting.
Knowing how to use a **rolling pin** to flatten clay.	**Deciding** how thick the clay base needs to be so the finished sculpture can support its own weight.

Knowing that **L.S. Lowry** was a British artist famous for his "matchstick men" paintings.	**Analysing** how Lowry represented busy, helpful communities and using that inspiration to design their own bustling hospital scene.

Why Substantive Art Knowledge Matters in Key Stage 1

1. It Keeps Creativity from Becoming Frustrating

Without substantive skills, children quickly become frustrated when the image in their head does not match what they produce on paper. If a child does not know the physical fact that too much water will rip their cartridge paper, or that pressing harder with a pencil creates a darker line, they can feel like "bad artists." Teaching these physical techniques early gives them control over their medium.

2. It Trains Fine Motor Control and Dexterity

For 5- to 7-year-olds, learning how to steady a paint brush, pinch clay to join parts, and cleanly cut along a curved line with safety scissors are crucial physical milestones. Substantive art education is a highly effective way to build hand strength, bilateral coordination, and muscle memory that directly supports their handwriting and general coordination.

3. It Builds a Shared Visual Language

To discuss or critique art, pupils must first know the actual words for what they are seeing. Teaching substantive vocabulary like **line, pattern, texture, tint,** and **sculpture** gives young children the precise verbal toolbox they need to communicate. It transforms their feedback from "that looks cool" to "I like the way you used thin pencil lines to draw the hair."

Disciplinary Knowledge

In Key Stage 1 Art & Design, **disciplinary knowledge** is not just the ability to hold a paintbrush or name the primary colours (which are *practical* and *substantive* knowledge). Instead, it is learning **how to think, behave, and speak like an artist**. **Disciplinary knowledge** focuses on how art is made, how artists make choices, how art is evaluated, and what purposes it serves. When linked to the KS1 learning theme **'People Who Help Us'** (which covers doctors, firefighters, police, and community helpers), art shifts from simply "drawing a firefighter" to exploring identity, expression, and community through a creative lens.

Core Disciplinary Art Knowledge: The 'People Who Help Us' Framework

The framework splits art curriculum knowledge into three areas: **practical** (technical skills), **theoretical** (art history/context), and **disciplinary** (discussing, judging, and conceptualising art). Here is how **disciplinary knowledge** is taught through the **'People Who Help Us'** theme:

A. Making Choices and Exploring Intent (The "Why" Behind the Media)

The Disciplinary Skill: Understanding that artists choose specific materials and techniques intentionally to convey a message, mood, or feeling.

Learning Theme Application:

Rather than the teacher simply handing out red paint for a firefighter's engine, pupils are asked: *"How can we make this painting look hot and energetic?"*

The child makes a deliberate artistic choice: *"I will use thick, messy brushstrokes with warm colours to make the fire look dangerous, but I'll use neat, clean lines for the paramedic to show they are calm and helpful."*

B. Learning from Context and Diverse Artists (How Others See "Help")
The Disciplinary Skill: Recognising how different artists across history and diverse cultures have represented community, care, and everyday heroes.

Learning Theme Application:
Pupils look at portraiture by diverse artists. They might look at **L.S. Lowry's** bustling, collective community scenes, or the warm, everyday portraits of healthcare workers painted by contemporary artists.
Children analyse these works to ask disciplinary questions: *"How does the artist show us who the helper is in this picture? Is it through their clothes, their expression, or the colours around them?"*

C. Reflecting, Evaluating, and Discussing (The Critic's Voice)
The Disciplinary Skill: Learning how to talk about, critique, and value art using appropriate visual language (line, shape, texture, tone).

Learning Theme Application:
During a "Gallery Walk" of their peer's portraits of NHS doctors or police officers, Year 1 and 2 pupils do not just say *"I like it."*
They practice constructive, disciplined feedback: *"I like how you used rough, chalky texture for the firefighter's soot-covered coat,"* or *"Using bright yellow paint makes the paramedic's high-vis vest stand out as the most important part of the picture."*

D. Working Reciprocally with Sketchbooks (The Creative Process)
The Disciplinary Skill: Understanding that art is a process of experimenting, making mistakes, and refining ideas, rather than just producing a single "perfect" final piece.

Learning Theme Application:
Before painting a final portrait of a local crossing guard, pupils use their sketchbooks to test different shades of green and yellow. They practice drawing eyes and facial expressions. They learn that an artist's sketchbook is a safe "laboratory" for testing ideas before execution.

Substantive vs. Disciplinary: The Art Split

Substantive & Practical Art Knowledge (The Facts & Skills)	**Disciplinary Art Knowledge (The Artist's Mindset)**
Knowing that **red and yellow mix to make orange**.	Deciding **how much orange to use** to convey the heat of a fire scene.
Knowing how to use clay slip to **join two pieces of clay together**.	Deciding whether a **rough texture or a smooth finish** better represents a police officer's shiny badge.
Knowing that a **portrait** is a painting of a person's face.	Exploring **how an artist captures a helper's personality** through their facial expression.

Why Disciplinary Art Knowledge Matters in Key Stage 1
1. It Builds Agency and Individuality

If art is taught only as substantive instructions ("draw a circle, now colour it blue"), thirty children will produce identical, mechanical drawings of a doctor. Disciplinary knowledge teaches children that **they are the authors of their own work**. It empowers a 6-year-old to say, *"I wanted my nurse to look gentle, so I chose soft pastels instead of heavy felt tips."*

2. It Teaches Visual Literacy in a Visual World
Modern children are bombarded with digital images. Developing disciplinary knowledge at an early age teaches them to look at an image critically. When looking at illustrations or photos of community helpers, they begin to subconsciously decode how lighting, colour, and framing are being used to make those figures look heroic, trustworthy, or friendly.

3. It Fosters Empathy and Social Awareness
Linking disciplinary art to "People Who Help Us" forces children to look deeper than just a uniform. To draw or sculpt a helper, they must look closely at human expressions, body language, and actions. It bridges the gap between creative execution and emotional intelligence, helping children understand the human story of care, bravery, and community that these helpers represent.

Learning Objectives

The KS1 Art & Design curriculum aims to ensure that all pupils:
Produce creative work, exploring their ideas and recording their experiences.
Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
Evaluate and analyse creative works using the language of art, craft and design.
Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Applied Objectives for **'People Who Help Us'**
Here's how these core objectives can be specifically addressed within the 'People Who Help Us' theme:

1. Producing Creative Work, Exploring Ideas and Recording Experiences:
Objective: To use a range of materials creatively to design and make products related to people who help us.
Activities:
Designing and making uniforms for different helpers (e.g., paper police hats, firefighter helmets from cardboard).
Creating models of emergency vehicles (e.g., ambulance, fire engine) using junk modelling materials.
Designing badges or symbols for specific helping professions.
Creating "toolkits" for different helpers using various craft materials.

Objective: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about people who help us.
Activities:
Drawing portraits of various helpers, focusing on their uniforms and tools.
Painting pictures of helpers in action (e.g., a postman delivering mail, a doctor examining a patient).
Creating 3D models of people who help us using clay, playdough, or other malleable materials.
Using finger painting or sponge printing to create patterns or textures representing aspects of their jobs (e.g., smoke for a firefighter, road for a refuse collector).

2. Becoming Proficient in Drawing, Painting, Sculpture, and Other Techniques:

Objective: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space when depicting people who help us.
Activities:
Colour: Exploring the colours of different uniforms (e.g., blue for police, red for firefighters), mixing colours to create specific shades.
Pattern: Creating patterns on uniforms or vehicles (e.g., stripes on a police car, repeated shapes on a paramedic's uniform).
Texture: Experimenting with different materials to create texture (e.g., scrunched paper for rough surfaces, smooth fabric for uniforms).
Line: Using different types of lines to draw figures, vehicles, and tools (e.g., straight lines for buildings, wavy lines for hoses).
Shape & Form: Identifying and creating 2D shapes (e.g., rectangular ambulances, circular wheels) and exploring how these translate into 3D forms in sculpture.
Space: Thinking about how people and objects are placed on the page or in a 3D model (e.g., a firefighter high up on a ladder, a doctor standing next to a patient).

Objective: To use a variety of tools and materials safely and effectively.
Activities: Practising cutting with scissors, gluing, tearing paper, using paintbrushes, working with clay tools, etc.

3. Evaluating and Analysing Creative Works:
Objective: To talk about their own work and the work of others, using simple art vocabulary.
Activities:
Discussing what they like about their own artwork of a helper and why.
Looking at each other's work and saying what they notice about the colours, lines, or shapes used.
Explaining their choices of materials or techniques for a particular helper.

Objective: To express preferences and make simple judgements about art.
Activities: "Which uniform looks most realistic?" "Which emergency vehicle is the most exciting?" "How does this drawing make you feel about the helper?"

4. Knowing About Great Artists, Craft Makers and Designers:
Objective: To look at and discuss the work of artists, craft makers, and designers who depict people or occupations.
Activities:
Showing examples of portraits by famous artists (e.g., Picasso's portraits, Frida Kahlo's self-portraits) and discussing how they show different people.
Looking at illustrations in children's books that feature people who help us and discussing the style of the illustrations.
Exploring art that depicts everyday life or specific professions, even if not "great" artists, to inspire their own interpretations.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 1 Art & Design uses the **'People Who Help Us'** learning theme (doctors, firefighters, police, paramedics, and postal workers). The central inquiry question is: **"How can we use colour, shape, and texture to show the feelings, uniforms, and daily lives of our community heroes?"** Pupils will develop physical dexterity and material control (**substantive/practical knowledge**) while learning to make deliberate choices and evaluate their work like real artists (**disciplinary knowledge**).

Theme: Community Heroes: Portraiture & Model Making
Duration: 6 Weeks (1 Hour per week)
Core Project: Building an exhibition folder featuring a mixed-media portrait, colour-mixed paintings, and a clay relief sculpture of a community helper.

The 6-Week Art & Design Scheme

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Sketching Portraits	Colour Mixing Lab	Dynamic Background	High-Vis Collages	Clay Relief Medals	Gallery Exhibition
Facial Proportions	Uniform Palettes	Fingertip Textures	Textures & Contrast	Manipulate Clay	Reflect & Appraise

Week 1: Sketching the Face (Drawing & Human Proportions)
Substantive Knowledge (The "What" and "How"):
Know that an oval is the basic starting shape for a human head.
Know that eyes are located roughly halfway down the face, and ears align with the space between the eyes and the nose.
Know how to control pencil pressure to draw light guidelines vs. dark final outlines.
Disciplinary Knowledge (The Artist's Mindset):
Observation: Look closely at a real person or a photo of a doctor/paramedic rather than drawing what they *think* a face looks like from memory.
Critique: Identify one line on their sketch that they want to lighten or adjust to make the expression look friendly.
The Creative Task: *The Medic's Portrait Sketch.* Using soft HB pencils, pupils sketch the portrait of a doctor wearing a stethoscope, focusing on correct facial feature placement.

Week 2: Mixing the Uniform (Painting & Colour Theory)
Substantive Knowledge (The "What" and "How"):
Recall that red, yellow, and blue are primary colours.
Know that mixing blue and yellow makes green; mixing red and yellow makes orange.
Know that adding white to a colour creates a **tint** (lighter shade).
Disciplinary Knowledge (The Artist's Mindset):
Experimentation: Mix colours systematically in a palette, noting how small adjustments (adding more yellow or white) change the shade.
Intent: Choose custom-mixed colours to match the exact fabric shades of local emergency uniforms.
The Creative Task: *The Uniform Palette.* Pupils create a colour-mixing chart in their sketchbooks, aiming to mix the exact green/blue of paramedic scrubs, the deep navy of police uniforms, and the bright orange of search-and-rescue teams.

Week 3: In the Line of Duty (Applying Paint & Texture)
Substantive Knowledge (The "What" and "How"):
Know how to hold a paintbrush using a pencil grip for fine details, and a flat grip for sweeping background washes.
Know how to apply paint using different techniques: dabbing, washing, and flicking.
Disciplinary Knowledge (The Artist's Mindset):

Expressive Choice: Use colour and texture to represent mood (e.g., warm, fiery oranges for a firefighting scene versus cool, calming blues for a doctor's clinic).
The Creative Task: *The Action Scene.* Pupils paint a background for their Week 1 portrait. Firefighter artists paint a dramatic, textured fire background using dabbing motions, while clinic artists paint a smooth, calming blue background wash.

Week 4: The High-Vis Helper (Mixed-Media & Collage)
Substantive Knowledge (The "What" and "How"):
Know that **texture** is how something feels (smooth, rough, bumpy, shiny).
Know how to safely cut and tear a range of materials (tin foil, felt, corrugated card, high-vis safety tape).
Know how to apply glue evenly to secure different material weights to paper.
Disciplinary Knowledge (The Artist's Mindset):
Contrast: Select contrasting textures next to each other to make key parts of a picture stand out (e.g., shiny foil badge against a soft felt uniform).
The Creative Task: *The High-Vis Portrait.* Pupils assemble their Week 1 sketch, Week 3 painted background, and cut-out collage elements to dress their community helper. They select and glue materials to create a 3D textured uniform complete with reflective high-vis strips.

Week 5: Clay Medals of Honour (Sculpture & Form)
Substantive Knowledge (The "What" and "How"):
Know how to manipulate clay using basic techniques: **rolling** (coils and spheres), **pinching** (making hollows), and **flattening** (slabs).
Know that adding a small amount of water helps to smooth cracks in the clay surface.
Disciplinary Knowledge (The Artist's Mindset):
Translating 2D to 3D: Turn a 2D symbol (like a red cross, police star, or envelope) into a raised, physical 3D relief sculpture.
The Creative Task: *The Hero Medal.* Pupils are given a flat circular slab of air-drying clay. Using their hands and simple plastic tools, they sculpt and score raised symbols of community helpers (e.g., a cross for a doctor, a flame for a firefighter, or a letter for a postal worker) onto the surface.
Week 6: The Local Heroes Exhibition (Appraisal & Gallery)
Substantive Knowledge (The "What" and "How"):
Recall and use key artistic terms: *portrait, sculpture, colour-mixing, primary, secondary, texture, background*.
Understand how to display artwork neatly on a mount or easel.
Disciplinary Knowledge (The Artist's Mindset):
Curator Mindset: Decide how to group artworks (e.g., grouping all police portraits together or mixing the different professions).
Appraisal: Give constructive peer-feedback using the "Two Stars and a Wish" structure, focusing strictly on artistic choices (*"I like your shiny badge texture, but I wish you used a darker colour for the shadow"*).
The Creative Task: *The Community Gallery.* The classroom is converted into an art gallery. Pupils mount their finished mixed-media portraits and display their clay relief medals. They complete a gallery walk, leaving positive, artist-centred comments on their classmates' exhibition cards.

Assessment Indicators (Art & Design)
Use these milestones to observe and record student progress across the 6-week unit:

Developing (Working Toward)	Secure (Expected Standard)	Greater Depth (Exceeding)
Draws faces with little regard for proportion (e.g., ears on the neck). Struggles to control paint or scissor cuts. Requires constant help to mix secondary colours.	**Uses basic facial proportions to draw portraits.** **Mixes secondary colours intentionally.** **Selects contrasting collage materials for texture.** **Shapes clay relief designs using basic tools.**	Expresses distinct emotions in portraits. Uses precise colour adjustments (tints and shades) to represent real fabrics. Independently evaluates and explains their artistic choices using technical terms.

Other Information, Ideas and Resources

Drawing & Painting:

"My Superhero Helper": Encourage children to draw and paint their own version of a helper as a superhero. What special tools or powers would they have? This allows for imaginative character design and exploration of different roles.

Portrait Gallery of Helpers: Have children draw or paint portraits of different people who help them – firefighters, nurses, teachers, postal workers, shopkeepers, family members. Discuss the unique features and uniforms of each.

"A Day in the Life": Children can draw a scene depicting a helper in their work environment. A doctor in a surgery, a builder on a construction site, a farmer in a field. This encourages understanding of different workplaces.

Handprint Helpers: Use handprints to create different figures of helpers. A handprint with a hat could be a police officer, adding details with paint or markers. This is a fun and tactile activity.

Painting with Tools: Explore using unconventional tools for painting, inspired by the tools helpers use. For example, using sponges like builders' blocks or cotton buds for delicate details like a nurse's uniform.

Collage & Mixed Media:

Uniform Creations: Provide various materials like fabric scraps, paper, buttons, and string for children to create collages of different uniforms. This helps them recognise the visual cues associated with different jobs.

"My Helper's Bag": Children can create a collage of items they think a specific helper might carry in their bag or toolkit. A doctor's bag with a stethoscope and bandages, a gardener's bag with seeds and trowel.

Community Helper Scene: Create a large collaborative collage of a community with different helpers in their roles. Children can contribute individual elements like buildings, vehicles, and figures.

Texture Tools: Use textured materials in collages to represent the tools or environments of different helpers. Sandpaper for a builder's rough materials, shiny foil for a paramedic's equipment.

3D & Construction:

Building Our Community: Using building blocks, recycled materials (cardboard boxes, tubes), or playdough, children can construct models of buildings where helpers work – a fire station, a hospital, a school.

Making Helper Vehicles: Use cardboard boxes, toilet paper rolls, and other recyclable materials to create models of vehicles used by helpers – fire engines, ambulances, police cars, delivery vans.

Playdough People: Encourage children to sculpt figures of different helpers using playdough, paying attention to details like their clothing and any tools they might hold.

Puppet Helpers: Create simple puppets of different helpers using socks, paper bags, or lolly sticks. Children can then put on a puppet show about how these helpers assist the community.

Textiles & Design:
Designing a Helper's Badge: Children can design and create their own badges for a specific helper using felt, fabric scraps, and safety pins (with adult supervision).
Patterned Uniforms: Explore creating simple repeating patterns on paper or fabric to design a unique uniform for a helper.

Considerations for Implementation

Cross-Curricular Links (Enhancing the Theme):
Understanding the Role: Art can be used to help children understand the different roles and responsibilities of helpers.
Empathy: Through creating artwork, children can develop empathy for the people who help them.
Safety Messages: Art can be used to create posters or simple messages about safety relating to different helpers (e.g., "Stop, Drop, and Roll" poster).

Tips for Implementation:
Start with Discussion: Begin each activity with a discussion about the specific helper being focused on, their role, and the tools they use.
Sensory Exploration: Incorporate different textures and materials to engage children's senses.
Cross-Curricular Links: Connect these activities with literacy (writing about helpers), numeracy (counting tools), and understanding the world (learning about different jobs).

Computing

Substantive Knowledge

In Key Stage 1 Computing, **substantive knowledge** represents the foundational facts, concepts, and technical terminology that children must understand and remember. It is the concrete "what" of computer science, information technology, and digital literacy. When framed around the **'People Who Help Us'** learning theme, abstract concepts like algorithms, data, and inputs become highly tangible. For instance, rather than programming a robot for no reason, children program an "ambulance" to find the quickest route to a hospital.

Core Substantive Computing Domains: The 'People Who Help Us' Framework
Under the National Curriculum, substantive knowledge in KS1 Computing is broken down into three main strands:

A. Computer Science (Algorithms & Programming)
The Substantive Base:
Knowing that an **algorithm** is a precise, step-by-step set of instructions to get a job done.
Knowing that a **program** is an algorithm translated into code that a computer or robot can read.
Knowing that devices run exactly as programmed; they do not have minds of their own.

Learning Theme Application:
The Activity: Programming floor robots (like Bee-Bots) to navigate a map of a town.
The Substantive Connection: Pupils learn that to get a fire engine Bee-Bot safely to a burning house, they must enter exact commands (Forward, Forward, Turn Right, Forward). They write out their step-by-step algorithms using arrow cards before pressing the physical buttons.



The Bee-Bot: A staple tool for teaching physical programming in KS1. Source: TTS

B. Information Technology (Using & Organising Digital Content)
The Substantive Base:
Knowing how to use common hardware (keyboard, mouse, touchscreen, camera).
Knowing that **data** is information (like pictures, words, or tallies) that can be collected, sorted, and presented digitally.

Learning Theme Application:
The Activity: Digital sorting and graphing of community helpers.
The Substantive Connection: Pupils take photos of classroom visitors (like a school nurse or crossing guard) or find pre-approved digital clip art. They learn how to drag and drop these images to sort them into categories (e.g., "Vehicles they use" vs. "Tools they carry") or create a simple digital bar chart showing the class's favourite emergency service.

C. Digital Literacy & Online Safety (Using Tech Safely)
The Substantive Base:
Knowing that the internet is a massive, connected network used to find information and talk to people.
Knowing the rules for staying safe online (e.g., never sharing personal information like names or schools, and telling a trusted adult if something feels wrong).

Learning Theme Application:
The Activity: Researching how real emergency services communicate.
The Substantive Connection: Pupils learn how real emergency workers use secure communications (like radios and police computers) to keep people's private information safe. They practice identifying who "trusted adults" are both in the real world (police, teachers, parents) and in the digital world.

Substantive vs. Disciplinary: The Computing Split
Understanding the difference between the two types of knowledge is key to structured lesson design:

Substantive Computing Knowledge (The Facts)	Disciplinary Computing Knowledge (How we apply it)
Knowing that pressing **'Go'** starts the programmed sequence.	**Predicting** where the robot will end up *before* pressing Go.
Knowing that **'debugging'** means finding and fixing an error in code.	**Finding the bug** in a program when the ambulance turns left instead of right and crashes.
Knowing that a password is a secret code used to **protect private data**.	**Designing** a strong, memorable password that keeps school files secure.

Why Substantive Computing Knowledge Matters in KS1

1. Demystifying Everyday Technology

Children grow up surrounded by "magic" technology—smart speakers respond, tablets load videos, and toy emergency cars move on command. Substantive knowledge teaches them the truth: **devices are not magical or alive; they only do exactly what humans program them to do.** This shifts children from passive users of technology to active, understanding creators.

2. Building Logical, Sequential Thinking

To write a successful algorithm for a helper robot, a child cannot skip steps. If they forget to program a turn, the robot fails. Learning that steps must occur in a precise, logical order directly supports their development in other subjects, such as writing instructions in English or following step-by-step methods in Mathematics.

3. Laying Critical Safety Foundations

Before children are old enough to surf the web independently, they must understand the basic parameters of the digital world. Teaching them the substantive facts of digital safety—such as what constitutes "personal information" and how to identify a trusted digital helper—ensures they develop secure, protective digital habits from their very first interactions with technology.

Disciplinary Knowledge

In Key Stage 1 Computing, **disciplinary knowledge** is about learning **how to think and work like a computer scientist**. It is not just memorising vocabulary or knowing which physical button to press (which are *substantive* facts). Instead, it focuses on the practical application of logic, critical thinking, problem-solving, and evaluating digital systems. When exploring the learning theme **'People Who Help Us'**, computing transforms from an abstract screen-based activity into a sandbox for logical thinking. Children learn how to approach real-world helper scenarios—like dispatching police or finding a lost pet—the way a software engineer or systems analyst would.

Core Disciplinary Computing Concepts: The 'People Who Help Us' Framework

Disciplinary knowledge in KS1 revolves around computational thinking, logical reasoning, and safe evaluation. Here is how it comes to life through the community helpers theme:

A. Logical Reasoning and Prediction (Reading the "Map")
The Disciplinary Skill: Using logic to explain how a program works and predicting the outcome of a set of sequential steps *before* executing them.

Learning Theme Application:
Before pressing 'Go' on an ambulance-themed floor robot, children must verbally walk through the code.
The teacher asks: *"Where will our paramedic end up if we run this sequence?"*
The child uses logical reasoning: *"I predict the robot will turn right and stop at the police station because there are two forward steps, one turn, and then one more forward step."* They are mentally executing the program.

B. Decomposing Problems (Breaking Down the Emergency)
The Disciplinary Skill: Decomposition—the ability to break down a large, overwhelming problem into smaller, manageable, step-by-step tasks.

Learning Theme Application:
The Scenario: A mountain rescue team needs to locate a lost hiker and transport them to the hospital.
Decomposition in Action: Instead of trying to code the entire rescue at once, KS1 pupils break it down:
Step 1: Write an algorithm to drive the rescue vehicle to the mountain grid.
Step 2: Program a sound command to alert the hiker (a beep).
Step 3: Write a final sequence to navigate from the mountain to the hospital.

C. Debugging with Resilience (Fixing the Routing Error)
The Disciplinary Skill: Debugging—the systematic process of identifying, isolating, and correcting errors when a program does not behave as expected.

Learning Theme Application:
If a pupil programs a fire-engine robot to put out a fire, but the robot turns the wrong way and crashes into a library, they do not clear the whole code and start over in frustration.
They debug logically: *"My robot went straight, but it should have turned. The error is in Step 3. I need to replace a 'forward' card with a 'left turn' card."*



D. Designing and Evaluating Digital Systems (Are we helping safely?)

The Disciplinary Skill: Assessing whether a digital tool or piece of information is helpful, accurate, and safe to use.

Learning Theme Application:
When looking at how a 999 emergency call operator uses a digital map to find where a fire is, children evaluate why the computer system needs precise data. They discuss: *"What would happen if the computer system got the street name wrong? Why do we have to double-check the information we give to digital helpers?"*

Substantive vs. Disciplinary: The Computing Split
To ensure lessons teach more than just rote IT skills, educators separate the factual knowledge from the analytical mindset:

Substantive Computing Knowledge (The Facts)	Disciplinary Computing Knowledge (The Mindset)
Knowing that **arrow buttons on a Bee-Bot** enter instructions.	**Planning** an efficient path on a grid map using arrow cards *before* inputting code.
Knowing that **'debugging'** is the term for fixing a broken program.	**Isolating and explaining** exactly why a program went wrong and modifying it.
Knowing how to use search engines to **find photos of police cars**.	**Evaluating** which image is the most helpful and recognising who a "trusted source" is online.

Why Disciplinary Computing Knowledge Matters in KS1
1. It Builds Perseverance and Redefines "Failure"
In computer science, things rarely work on the first try. Debugging teaches Year 1 and 2 pupils that making a mistake is not a sign of failure—it is simply a natural part of the creative process. When a child's rescue helicopter robot lands in the "river" instead of the "helipad," they learn to treat it as a puzzle to solve rather than a mistake to be upset about.

2. It Teaches Independent Problem-Solving
If children only learn substantive knowledge, they become dependent on teachers to tell them what button to press next. Disciplinary knowledge gives them a toolkit to solve problems on their own. Instead of saying *"It's broken!"* when a program doesn't work, a pupil trained in disciplinary thinking will say, *"Let me check my algorithm step-by-step to see where the bug is."*

3. It Prepares Children for a Non-Linear Future
The specific apps, websites, and physical robots children use in Key Stage 1 will likely be obsolete by the time they start their careers. However, the disciplinary skills of **decomposition, algorithmic thinking, logical reasoning,** and **debugging** are timeless. These computational mindsets will help them navigate any future technology, system, or complex real-world challenge they encounter.

Learning Objectives

Overarching KS1 Computing Objectives (from the National Curriculum):
Algorithms & Programming:

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Create and debug simple programs.
Use logical reasoning to predict the behaviour of simple programs.

Information Technology:
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Recognise common uses of information technology beyond school.

Digital Literacy & Online Safety:
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Computing Objectives linked to 'People Who Help Us':
1. Algorithms and Programming
Objective: Understand what algorithms are and how they are implemented as programs.
Activity Idea:
Emergency Service Routines: Create a simple algorithm (a set of step-by-step instructions) for a "firefighter putting out a fire" or a "police officer helping someone across the road." Children can act this out or draw it.
Bee-Bot Journeys: Program a Bee-Bot (or similar programmable toy) to navigate a map of a town, stopping at different places where helpers work (e.g., fire station, hospital, school). The algorithm is the sequence of instructions given to the Bee-Bot.
Daily Routines: Create algorithms for the daily routine of a particular helper (e.g., "Nurse waking up and going to work").
Objective: Create and debug simple programs.
Activity Idea:
ScratchJr Scenarios: Use ScratchJr to create simple animations or stories about helpers. For example, a doctor sprite moving to help a patient sprite, or a police car sprite driving to a problem. Children will be "debugging" if their code doesn't make the sprites move as intended.
Interactive Storybook: Create a simple interactive story using a programming tool where children can choose what a helper does next (e.g., "Does the postman deliver the letter or the parcel?").

Objective: Use logical reasoning to predict the behaviour of simple programs.
Activity Idea:
Predicting Bee-Bot Paths: Before programming, ask children to predict where the Bee-Bot will end up if they give it a certain sequence of instructions.
"What happens next?" with ScratchJr: Show children a simple ScratchJr sequence related to a helper and ask them to predict what will happen when the code runs.

2. Information Technology
Objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Activity Idea:
Digital Posters: Create digital posters about different "people who help us" using drawing software (e.g., Paint, Google Drawings) or simple presentation tools. They can draw, add text, and insert pictures.

Collecting Information: Use a tablet or camera to take photos of different people who help them in school (e.g., teacher, dinner staff, caretaker) and then organise these photos into a digital album or collage.
Story Writing: Type and illustrate a short story about a helper using a word processing program or a simple digital storytelling app.
Creating "Thank You" E-cards: Design and send digital "thank you" cards to people who help them, using simple design software.

Objective: Recognise common uses of information technology beyond school.
Activity Idea:
Discussing Technology Used by Helpers: Talk about how different helpers use technology in their jobs.
Police: computers, radios, speed cameras.
Doctors/Nurses: computers for patient records, monitors, scanners.
Firefighters: GPS, communication systems.
Shopkeepers: tills, barcode scanners.
Postal workers: handheld scanners for deliveries.
Role-play with Technology: Incorporate real (or toy) technological devices into role-play areas for different helpers (e.g., a toy laptop for a doctor's surgery, a toy walkie-talkie for a police officer).
Virtual Tours: Watch short, age-appropriate videos or virtual tours that show people helping and using technology in their jobs (e.g., "A day in the life of a paramedic").

3. Digital Literacy and Online Safety
Objective: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Activity Idea:
Sharing Information Safely: Discuss what kind of information is okay to share online when researching helpers (e.g., what their job is) and what is not (e.g., their home address, personal details).
Reliable Sources (Simple): When looking for images or information about helpers online, guide children to use trusted websites (e.g., educational sites) rather than random image searches. Discuss that not everything online is true.
Asking for Help: Reinforce the message of telling a trusted adult if they see something online that makes them feel uncomfortable, particularly when researching about helping roles.
Respectful Communication: If creating digital messages or cards for helpers, discuss how to write respectfully and positively.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 1 Computing is built around the **'People Who Help Us'** learning theme. Through the context of emergency services, healthcare workers, and community helpers, pupils will master core programming, data, and digital safety facts (**substantive knowledge**) while developing logical reasoning, systematic debugging, and problem decomposition (**disciplinary knowledge**). The overarching inquiry question for this unit is: **"How can we use code, data, and digital safety rules to help our community helpers complete their rescue missions?"**

Theme: Emergency Dispatch: Tech to the Rescue!
Duration: 6 Weeks (1 Hour per week)
Core Equipment: Floor robots (e.g., Bee-Bots, Blue-Bots, or similar programmable devices), grid maps of a local town, paper "algorithm planning cards."

The 6-Week Computing Scheme

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Algorithmic Plans	Emergency Dispatch	Systematic Debug	Tech in the Community	Helper Databases	Trusted Helpers
Step-by-Step Paths	Write & Execute	Fixing Route Bugs	Input/Output Devices	Sorting Clinic Data	Online Safety

Week 1: Mapping the Rescue (Introduction to Algorithms)
Substantive Knowledge (The "What"):
Know that an **algorithm** is a precise, step-by-step set of instructions designed to solve a problem or achieve a goal.
Understand that computers and robots do not think for themselves; they only follow the exact instructions they are given.
Disciplinary Knowledge (The "How"):
Decomposition: Break a travel path down into individual movement steps (e.g., "go straight," "turn").
Algorithmic Thinking: Create a sequence of physical cards to plan a path before entering it into a device.
The Mission: *The Fire Engine Route.* The school corridor is turned into a street grid. Pupils act as "human robots." Working in pairs, one child writes a step-by-step paper algorithm using arrow cards to guide their partner safely around "obstacles" to reach a fire emergency.

Week 2: Dispatching the Ambulance (Programming Floor Robots)
Substantive Knowledge (The "What"):
Know that a **program** is an algorithm that has been converted into code (like pressing buttons on a robot) so a device can run it.
Know the function of key buttons on a floor robot (e.g., Forward, Backward, Left Turn, Right Turn, Clear, and Go).
Disciplinary Knowledge (The "How"):
Predicting: Verbally explain where a robot will land based on a written sequence of code *before* hitting the 'Go' button.
Executing: Clear the device's memory before starting a new run to prevent old instructions from interfering.
The Mission: *Ambulance Dispatch.* Using a floor grid map of a town, pupils must program their ambulance robot to drive from the station to the hospital. They write their code on paper first, predict the landing zone, and then input it onto the robot to test their prediction.

Week 3: Fixing the Crash! (Systematic Debugging)
Substantive Knowledge (The "What"):
Know that a **bug** is an error in an algorithm or program that causes it to behave unexpectedly.
Know that **debugging** is the process of identifying, tracing, and fixing an error.
Disciplinary Knowledge (The "How"):
Trace-Testing: Run a program step-by-step (pausing after each movement) to find the exact point where it deviates from the plan.
Resilience: Treat a program crash as a puzzle to solve rather than a failure.

The Mission: *The Wrong Turn.* The teacher provides "broken" code sequences that cause a rescue helicopter robot to crash into a mountain instead of landing on the hospital helipad. Pupils must follow the code step-by-step, find the "bug" (e.g., a left turn instead of a right turn), and correct it.

Week 4: How Helpers Use Tech (Information Technology & Devices)
Substantive Knowledge (The "What"):
Identify standard **input devices** (keyboards, mouse, touchscreen, microphone) and **output devices** (screens, printers, speakers).
Recognise that real community helpers use computers and digital devices to communicate and save lives daily.
Disciplinary Knowledge (The "How"):
Analysing: Compare how different helpers use technology (e.g., a police officer using a barcode scanner vs. a doctor using an X-ray screen).
The Mission: *The Tech Inventory.* Pupils look at images of real-world helpers using technology (e.g., 999 call operators, police squad cars, paramedic monitors). They identify which parts of the gear are taking information in (inputs) and which are sending information out (outputs).

Week 5: Sorting the Clinic (Data & Information)
Substantive Knowledge (The "What"):
Know that **data** is a collection of facts, such as numbers, words, or pictures.
Understand that computers can organise and sort data into categories to make it easier for humans to read.
Disciplinary Knowledge (The "How"):
Classifying: Group physical or digital assets logically to help community workers find what they need quickly.
The Mission: *The Messy Medicine Cabinet.* Pupils use a simple, child-friendly database tool (or physical cards representing digital medical supplies) to categorise items. They sort supplies by type (bandages, medicines, tools) and properties (waterproof, sterile) to help a virtual school nurse locate her supplies in an emergency.

Week 6: The Digital Police (Online Safety & Trusted Helpers)
Substantive Knowledge (The "What"):
Know that some information is **personal and private** (e.g., full names, home addresses, school names, passwords) and must not be shared online.
Know that there are "trusted digital helpers" (teachers, parents, verified police/school platforms) to turn to if something on a screen makes them feel uncomfortable.
Disciplinary Knowledge (The "How"):
Evaluating: Identify safe versus unsafe digital behaviours in simulated scenarios.
The Mission: *The Cyber-Safety Patrol.* Working in groups, pupils are presented with different digital scenarios (e.g., a pop-up game asking for their school name, or a message from an unknown user). They act as "Cyber Police" and decide what action to take, creating a class "Digital Shield" poster of safety rules.

Assessment Indicators (Computing)
Use these milestones to observe and record student progress across the 6-week unit:

Developing (Working Toward)	Secure (Expected Standard)	Greater Depth (Exceeding)
Can enter simple commands on a robot step-by-step. Struggles to plan paths in advance or predict landing spots. Identifies obvious hardware (like a screen).	**Creates a step-by-step offline algorithm.** **Programs a floor robot to reach a target.** **Finds and debugs errors in a simple sequence.** **Identifies inputs and outputs.** **Classifies data and states core online safety rules.**	Decomposes a multi-stage path into smaller segments. Predicts complex, multi-step movements containing turns. Systematically traces code step-by-step to explain why a bug occurred. Suggests strong password rules.

Other Information, Ideas and Resources

Digital Storytelling & Multimedia:

"My Helping Hero" Slideshow: Children can draw or create digital pictures of different people who help them (police officer, firefighter, doctor, teacher, etc.). They can then record their voices describing what that person does and why they are helpful. This introduces basic image handling and audio recording.

Animated Stories: Using simple animation apps (like ScratchJr or Purple Mash 2Animate), children can create short animations of a helper doing their job. For example, a firefighter putting out a fire or a nurse helping a patient. This develops sequencing and basic animation skills.

"Thank You" Videos: Children can create short video messages thanking different helpers. This could involve holding up drawings, saying simple sentences, or even acting out a small scenario. This introduces basic video creation and communication.

Coding & Algorithms:

"Help the Helper" Maze Games: Using block-based coding platforms (like ScratchJr or Code.org's Hour of Code activities), children can program a character (e.g., a doctor or a delivery driver) to navigate a simple maze to reach someone who needs help. This introduces basic algorithms, sequencing, and debugging.

Following Instructions: Children can give each other simple, step-by-step instructions (algorithms) on how to perform a task related to a helper, like "Put on the firefighter's helmet," "Pick up the doctor's bag," or "Drive the police car forward two steps." This reinforces the concept of algorithms in a tangible way.

Sorting Helpers: Create digital or physical cards with pictures of different helpers. Children can then create simple code or follow instructions to sort them into categories (e.g., emergency services, school helpers, community helpers). This introduces the concept of sorting and categorisation.

Digital Art & Design:

Designing Uniforms: Children can use simple drawing tools on tablets or computers to design uniforms for different helpers. They can think about the colours and symbols that represent their roles. This develops digital art skills and encourages creative thinking.

Creating Helper Badges: Children can design digital badges for different helpers, perhaps including their name or a symbol of their job. This introduces basic graphic design concepts.

Building a Community: Using simple drawing or building apps (like Toca Builders), children can create a digital representation of their community, including the places where different helpers work (fire station, hospital, school).

Online Safety & Communication:
Who Can Help Online?: Discuss with children who they can trust and talk to online if they need help, focusing on trusted adults like teachers and parents. This introduces basic online safety concepts.
Using Technology to Ask for Help (Role Play): In a safe and supervised environment, children can role-play using a tablet or computer to send a simple message asking for help in a pretend scenario. This introduces the idea of using technology for communication and seeking assistance.

Considerations for Implementation

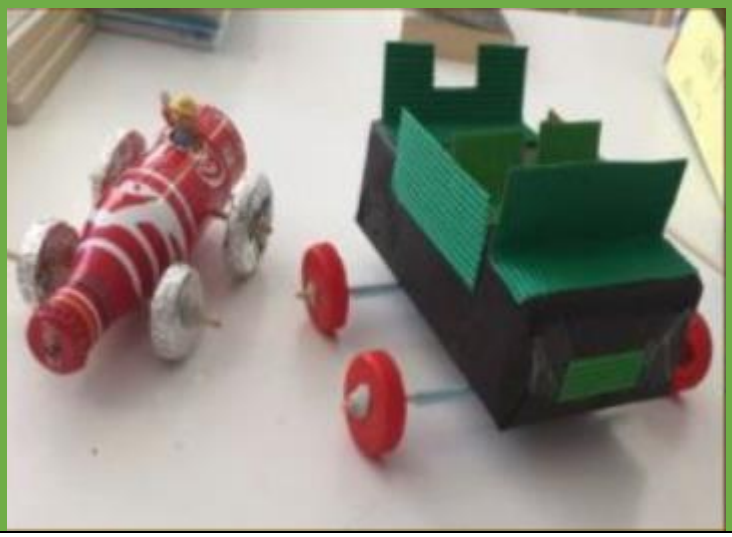
Design & Technology

Substantive Knowledge

In Key Stage 1 DT, **substantive knowledge** consists of the technical facts, physical skills, vocabulary, and safety rules that children need to design and make functional products. It is the practical "know-how" of building, cooking, sewing, and structural engineering. Under the **'People Who Help Us'** learning theme, abstract engineering and construction concepts are instantly grounded. Children don't just learn about mechanisms; they design a police car with wheels that spin. They don't just learn about textiles; they sew a hand puppet of a nurse to help tell a story.

The Core Substantive Domains in KS1 DT
Under the National Curriculum, KS1 DT substantive knowledge is divided into four distinct technical areas:

A. Mechanisms (Moving Parts)
The Substantive Base:
Knowing that a **wheel** rotates around an **axle** (a rod) to allow vehicles to move.
Knowing that a **chassis** is the sturdy frame that supports a vehicle's wheels and body.
Knowing that a **slider** moves back and forth in a straight line, while a **pivot** allows parts to swing.
Learning Theme Application: *The Emergency Vehicle.*
Pupils build a moving fire engine or ambulance. They learn how to attach plastic wheels to wooden dowel axles, slotting them through straws (axle holders) secured to a cardboard chassis so the wheels spin freely.



B. Structures (Making Things Strong and Stable)
The Substantive Base:
Knowing that a structure is "stable" if it stands up on its own without falling over.
Knowing that materials can be made stronger or stiffer by folding, rolling, or joining them together.
Knowing how to use simple joining techniques (white glue, masking tape, slots, or tabs).
Learning Theme Application: *The Fire Station or Police HQ.*
Pupils build a 3D building for their community helpers. They learn that a flat piece of thin cardboard falls over, but folding it into a triangular prism or rolling it into a cylinder makes it strong enough to support a roof.

C. Textiles (Joining Fabrics)
The Substantive Base:
Knowing that fabric is a flexible material made of threads or fibres.
Knowing basic joining techniques (gluing, pinning, stapling, or running stitch).
Knowing how to use a template to trace and cut two identical shapes from fabric.
Learning Theme Application: *The Hero Hand Puppet.*
Pupils design a hand puppet of a doctor, paramedic, or postal worker. They trace a paper template onto felt, cut out two matching shapes, and sew them together using a plastic safety needle and thick yarn, leaving an opening at the bottom for their hand.


Using templates and running stitches to create a simple fabric puppet. Source: Kapow Primary

D. Food Technology (Healthy Cooking & Nutrition)
The Substantive Base:
Knowing that all food comes from either a plant or an animal.
Knowing the "Five-a-Day" rule for fruits and vegetables.
Knowing how to safely use bridge and claw cutting techniques with a plastic serrated knife.
Learning Theme Application: *Healthy Meals for Busy Heroes.*
Emergency workers need nutritious food to stay active. Pupils design a healthy, portable snack pack for a paramedic, learning how to safely slice soft fruits and vegetables (like bananas or cucumbers) using the bridge grip to assemble a fresh fruit salad or vegetable wrap.

Why Substantive DT Knowledge Matters in KS1
1. It Transitions Children from Play to Purposeful Making
Young children naturally build with blocks and play with cardboard boxes. However, substantive DT knowledge teaches them *why* things work. Instead of haphazardly taping cardboard together, they learn the

mechanics of secure joints and balanced structures. This shifts their creative work from fragile play models to sturdy, functional products.

2. It Develops Fine Motor Dexterity and Tool Safety
Using scissors, threading safety needles, manipulating clay, and slicing food are fundamental physical skills. Substantive knowledge gives children the vocabulary and techniques to handle tools safely. Knowing how to hold a knife in a "claw grip" or how to stabilise a ruler prevents accidents and builds spatial awareness.

3. It Fosters Critical Real-World Problem Solving
DT is where science, math, and art collide. When a child learns that a triangle is a naturally strong shape, or that wheels require a gap between the chassis to turn, they are internalising core physics and geometry principles. Applying these rules to help the "helpers" in their community projects makes abstract STEM concepts immediately useful and memorable.

Disciplinary Knowledge

In Key Stage 1 DT, **disciplinary knowledge** is about learning **how to work, think, and act like a designer**. It is the process of putting technical facts (substantive knowledge, such as how a wheel turns on an axle) into action through a structured cycle of **Designing, Making, and Evaluating**. Within the **'People Who Help Us'** learning theme, **disciplinary knowledge** shifts children from simply crafting cute toys to solving genuine user-centred design challenges. They learn how to analyse a real professional's needs, build a prototype, and critically evaluate whether their product actually does the job.

The Core Disciplinary Stages in KS1 DT
The National Curriculum outlines three iterative phases that form the core of DT disciplinary practice:

A. Designing: Understanding the "User" and the "Purpose"
The Disciplinary Skill: Designing purposeful, functional, and appealing products based on a design brief. Communicating ideas through talk, drawings, templates, and mock-ups.

Learning Theme Application: *Designing for a Paramedic.*
Rather than drawing a random vehicle, pupils are given a brief: *"Design an emergency ambulance that can carry medical supplies over a bumpy road."*
The disciplinary work involves selecting materials based on properties (e.g., *"I will choose thick cardboard for the chassis because it needs to support the weight of the ambulance box"*). They draw and label their designs, marking where the axles and wheels will go.



Translating a labeled paper design into a physical 3D vehicle prototype. Source: TTS

B. Making: Selecting and Using Tools & Materials
The Disciplinary Skill: Selecting from and using a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing). Selecting from a wide range of materials according to their characteristics.
Learning Theme Application: *Constructing the Helper's Tool.*
When constructing a helper's badge, a doctor's bag, or a functional police vehicle, pupils make active, real-time choices.
If a join isn't holding, they must decide: *"Should I use glue, masking tape, or a split-pin to make this flap stay shut?"* They practice measuring, cutting safely, and assembling components in a logical order.

C. Evaluating: Testing Against the Design Criteria
The Disciplinary Skill: Investigating and analysing existing products, and evaluating their own ideas and products against a set of design criteria.
Learning Theme Application: *The Road Test.*
Once the vehicle or tool is made, pupils do not just take it home. They must test it against the original brief. They run their ambulance down a ramp with "supplies" (like wooden blocks) inside. They evaluate: *"Did the wheels turn smoothly? Did the medical supplies stay inside, or did they fall out? How would I change my design to make the roof more secure next time?"*



An example of a scaffolded evaluation sheet where pupils reflect on their designs, materials used, and end results. Source: Tes

Substantive vs. Disciplinary: The DT Split
Distinguishing between these two domains helps educators scaffold lessons so that children aren't just "building" but are actually *engineering*:

Substantive DT Knowledge (The Facts)	Disciplinary DT Knowledge (The Process)
Knowing that **triangles** make a structure stiffer and more stable.	**Applying** triangular folds or braces to stop a paper fire station from collapsing.
Knowing that a running stitch **joins two pieces of fabric** together.	**Choosing** whether a running stitch or fabric glue is better suited to attach a felt doctor's pocket.
Knowing that carrots and apples are **healthy fruits and vegetables**.	**Assembling** a balanced, appealing fruit salad based on what a paramedic needs for a quick energy boost.

Why Disciplinary DT Knowledge Matters in KS1
1. It Cultivates a "User-First" Mindset (Empathy)
Good design is rooted in empathy. By designing for "People Who Help Us," children learn to look at the world through someone else's eyes. They must ask: *"What does a firefighter need? Are their gloves too bulky to open this clasp? Is this bag easy for a doctor to carry?"* This teaches young learners that products are created to solve real human problems, not just to look pretty on a shelf.

2. It Teaches Constructive Self-Correction
In DT, projects rarely work perfectly the first time—axles get stuck, glue fails, or structures wobble. Disciplinary evaluation teaches children that a failed prototype is not a mistake; it is a vital step in the design

process. They learn how to analyse a physical failure objectively, accept feedback, and make iterative improvements.

3. It Prepares Children for an Open-Ended Future
The world does not come with step-by-step instruction booklets. Disciplinary DT knowledge equips pupils with a systematic problem-solving framework: **Identify the problem → Plan a solution → Create a prototype → Test and improve.** This active, exploratory way of thinking prepares children to tackle highly complex, open-ended challenges across all subject areas.

Learning Objectives

Design:
Design purposeful, functional, and appealing products for themselves and other users based on design criteria.
Example: Children can design a piece of equipment for a specific helper (e.g., a new tool for a gardener, a stronger bag for a postal worker, a clearer sign for a librarian). They should

consider:
Who is the helper?
What problem does the product solve for them?
What will it look like?
What will it be made of?

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Example*:* Children can draw their designs, label them, and explain their ideas to a partner or the class. They could use simple drawing software to sketch their designs. They might create a cardboard mock-up of their chosen product.
Make
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
Example*:* Children can use scissors to cut materials for a helper's uniform, safely use glue or tape to join parts of a model vehicle (e.g., an ambulance or fire engine), or manipulate clay to sculpt a figure of a helper.
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Example*:* Children could choose different coloured fabrics for a police officer's uniform, select strong card for a builder's hard hat, or pick appropriate ingredients for a healthy snack a paramedic might recommend.

Evaluate
Understand the importance of exploring and evaluating a range of existing products.
Example*:* Children can look at real or pictures of tools and equipment used by different helpers (e.g., firefighter's helmet, doctor's stethoscope, builder's tools). They can discuss what they like, what they don't like, and what could be improved.

Evaluate their ideas and products against design criteria.

Example: After making their product, children can test if it solves the problem they identified. Does the postal worker's bag hold the letters? Is the sign clear? Does the builder's hat stay on? They can suggest ways to improve their design next time.

Technical Knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable.

Example: Children could build a model of a fire station or police station, exploring how different shapes (e.g., triangles, squares) and joints (e.g., tabs, slots) make the structure more stable.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Example: Children could design a moving part for a toy ambulance (wheels and axles) or a pop-up element for a thank you card to a helper (lever or slider mechanism).

Cooking and nutrition:

Use the basic principles of a healthy and varied diet to prepare dishes.

Example: Children could design and prepare a healthy snack for a school nurse to promote healthy eating, or a simple healthy meal a chef might cook.

Understand where food comes from.

Example: When working with food, children can discuss where the ingredients come from, linking to farmers and other people involved in food production.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 1 DT is structured around the **"Design, Make, and Evaluate"** cycle. Using the context of **"People Who Help Us,"** pupils will act as junior product engineers to design, build, and test a functional emergency vehicle. The project focuses on the technical domain of **mechanisms (wheels and axles)** as their substantive base, while exercising their disciplinary design mindsets.

Theme: Rescue Vehicles on the Move!
Duration: 6 Weeks (1 Hour per week)
Technical Focus: Mechanisms (Wheels, Axles, and Chassis)
The Design Brief: *"Design and make a sturdy, free-rolling emergency rescue vehicle (police car, ambulance, or fire engine) that a community helper can drive over rough ground to reach an emergency quickly."*

The 6-Week DT Project

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Investigate & Disassemble	User-Focused Designing	Safety & Tool Practice	Assembly & Construction	The "Rough Road" Crash Test	Present & Share Design Awards

Week 1: Investigate (How Do Helpers Move?)

Substantive Knowledge (The "What"):

Identify that vehicles need a **chassis** (base), **axles** (rods), and **wheels** to roll.

Know that an axle must rotate freely inside an **axle holder** (e.g., a straw) for the wheels to spin.

Disciplinary Knowledge (The "How"):

Investigate: Examine existing toy vehicles by turning them upside down to observe how the wheels are attached and how they rotate.

The Mission: *The Toy Garage Audit.* Pupils explore a selection of toy emergency vehicles. They complete a sensory investigation, labelling the wheel, axle, and chassis. They predict what would happen if the axle was glued directly to the chassis instead of using a holder.

Week 2: Design (The Emergency Brief)
Substantive Knowledge (The "What"):
Know that a **design criteria** is a list of targets a product must meet to be successful.
Understand that different emergency vehicles have distinct features (e.g., ladders for fire engines, flatbeds for tow trucks).
Disciplinary Knowledge (The "How"):
User-Centred Designing: Generate design ideas through discussion, drawing, and labelling to meet a specific brief.
Material Selection: Choose appropriate, strong materials for the vehicle's body and chassis based on their physical properties.
The Mission: *Drafting the Blueprint.* Pupils select which community helper vehicle they want to make. They draw a labelled, cross-sectional design showing where the axles, wheels, and cabin will go, listing their required materials (e.g., *"cardboard box for cabin because it is stiff," "plastic bottle lids for wheels because they are hard"*).

Week 3: Skill-Build (Tool Safety and Axle Prep)
Substantive Knowledge (The "What"):
Know how to handle children's scissors and hole punches safely.
Know that wheels must be centred on the axle to prevent the vehicle from wobbling.
Disciplinary Knowledge (The "How"):
Precision-Making: Measure and cut materials (like wooden dowels or straws) to correct lengths.
Testing Components: Test small assemblies (wheels attached to an axle) before mounting them to the chassis.
The Mission: *The Axle Workshop.* Before assembling their final vehicle, pupils complete a focused practical task. They practice measuring and cutting a straw (axle holder) and slotting a wooden dowel through it. They secure plastic wheel components to the ends and test if the unit spins smoothly on its own.

Week 4: Make (Constructing the Vehicle)
Substantive Knowledge (The "What"):
Know that materials can be joined using different methods (e.g., masking tape for temporary hold, white glue for permanent strength).
Know that the chassis must be rigid to support the cabin's weight.
Disciplinary Knowledge (The "How"):
Fabricating: Assemble components in a logical order (Chassis → Axles → Cabin → Decorative details).
Real-time Problem Solving: Adjust designs if materials bend, slip, or fail to adhere during construction.
The Mission: *The Assembly Line.* Pupils build their physical emergency vehicles. They tape their axle holders to a sturdy cardboard chassis, insert their pre-built axle units, attach their vehicle bodies (using small boxes or cartons), and begin adding decorative warning lights and helper symbols.

Week 5: Evaluate (The Rough Road Crash Test)
Substantive Knowledge (The "What"):
Understand that evaluation is comparing an finished product against the original design criteria.
Disciplinary Knowledge (The "How"):

Testing: Run physical tests on a finished product to see if it functions correctly under pressure.
Critiquing: Identify strengths and weaknesses in their own work and explain *why* something succeeded or failed.
The Mission: *The Disaster Zone Ramp.* Pupils put their vehicles through a series of "emergency simulation tests." They roll their vehicles down a ramp over a "rough road" (bumpy cardboard or bubble wrap). They evaluate:
Did it roll in a straight line?
Did the wheels stay attached?
Is the vehicle strong enough to carry helper tools (wooden cubes)?
They record their findings on a simple diagnostic sheet.

Week 6: Present & Improve (The Helper Showcase)
Substantive Knowledge (The "What"):
Know how to explain how their mechanism works using correct technical vocabulary (*axle*, *chassis*, *rotation*, *friction*).
Disciplinary Knowledge (The "How"):
Iterative Design: Propose one concrete improvement they would make to their vehicle if they were to build it again.
Peer Review: Provide polite, constructive feedback on another student's design.
The Mission: *The Emergency Vehicle Expo.* Pupils display their finished vehicles. They present their work to the class, demonstrating how it rolls, explaining how they fixed any "bugs" during construction, and suggesting a way to make it even more rescue-ready (e.g., *"I would add a stronger bumper to protect the paramedic"*).

Assessment Criteria
Use this observational matrix to track student progress through the design-make-evaluate process:

Developing (Working Toward)	Secure (Expected Standard)	Greater Depth (Exceeding)
Needs continuous adult support to assemble axle units. Drawings lack labels or logical structure. Struggles to explain why a wheel is not spinning.	**Drafts a labelled design.** **Cuts and joins materials safely.** **Mounts functional wheels and axles to a chassis.** **Tests and evaluates their vehicle against design criteria.**	Independently troubleshoots mechanical friction issues. Suggests functional additions to the chassis design. Evaluates with highly specific technical vocabulary.

Other Information, Ideas and Resources

Focusing on Construction & Structures:
Building a Fire Station/Police Station/Hospital: Children can use construction materials like blocks, LEGO, Duplo, or even recycled materials (cardboard boxes, tubes) to design and build a structure for a specific helper. Encourage them to think about the key features – where the fire engines go, where the patients are cared for, etc.
Making a Helper's Vehicle: Using cardboard, plastic bottles, and other craft materials, children can design and create vehicles used by people who help us, like fire engines, ambulances, police cars, or even a post van. They can focus on wheels that turn (using split pins or straws), adding details like ladders or flashing lights (using paint or coloured paper).

Designing a Home for a Guide Dog: This project can involve designing and building a model of a comfortable and safe space for a guide dog. They could consider bedding, food and water bowls, and a safe outdoor area (even if it's just a small fenced section).

Focusing on Mechanisms:
Creating a Moving Rescue Helicopter: Children can explore simple mechanisms like levers or pivots to create a helicopter with a moving rotor blade. They could use card, paper fasteners, and straws.
Making a Lifting Crane for Builders: Using string, pulleys (which can be simple loops over a support), and a container, children can design and build a simple crane to lift "materials" (small blocks or toys). This introduces the concept of lifting and moving objects.
Designing a Simple Alarm System: Using a buzzer or a bell (if available and safe), children can design a basic alarm system for a building that a helper might work in. This could involve a simple switch or a circuit made with foil and a battery.

Focusing on Textiles:
Designing and Making a Uniform for a Helper: Children can design and create a simplified version of a uniform for a chosen helper (e.g., a police officer's vest, a nurse's apron, a firefighter's tunic) using felt, fabric scraps, and simple sewing techniques (hand stitching or gluing). They can think about colours and important symbols.
Creating a Puppet of a Person Who Helps Us: Children can design and make a simple puppet of a firefighter, doctor, or other helper using socks, fabric scraps, and craft materials. They can then use their puppets to role-play scenarios.
Designing a Bag for a Paramedic: Using fabric or felt, children can design and create a small bag with compartments to hold essential "tools" a paramedic might need (represented by small objects).

Focusing on Food Technology (with adult supervision):
Making Healthy Snacks for Helpers: Children can learn about healthy eating and prepare simple, healthy snacks that people who work hard might enjoy, like fruit skewers, mini sandwiches, or vegetable sticks with dip. This emphasises the importance of looking after those who help us.
Designing and Decorating Biscuits for a Thank You: Children can bake (with adult help) and decorate biscuits to give as a thank you to different people who help them in their community.

Considerations for Implementation

Start with Discussion: Begin by discussing the different people who help us in their community and the jobs they do.
Keep it Simple: Focus on basic skills and achievable outcomes for Key Stage 1 children.
Provide a Range of Materials: Offer a variety of materials to encourage creativity and problem-solving.
Encourage Design and Planning: Before making, encourage children to draw their ideas and talk about their plans.
Focus on the Process, Not Just the Product: Emphasise the learning and problem-solving involved in the making process.

Geography

Substantive Knowledge

In KS1 Geography, **substantive knowledge** consists of the core facts, vocabulary, and concepts that children must learn about the world. It covers physical geography (natural features like hills and rivers) and human geography (man-made features like roads and buildings), alongside spatial, map-reading, and locational data. Using the **'People Who Help Us'** theme, these abstract geographic concepts are brought directly into the

child's immediate reality. Instead of learning about random maps, pupils learn to map the exact route a fire engine takes from the station to their school, grounding their geographic understanding in the functional layout of their local community.

The Core Substantive Domains in KS1 Geography
Under the National Curriculum for England, KS1 Geography substantive knowledge is split into four key areas:

A. Human Geography (The Built Environment)
The Substantive Base:
Know that **human features** are man-made places or structures.
Identify and name key local services where community helpers work (e.g., *hospital, police station, fire station, dentist, school, post office*).
Understand that a **settlement** is a place where people live and work (such as a village, town, or city).
Learning Theme Application: *Mapping Services.*
Pupils learn that emergency services are strategically placed within a town so they can reach people quickly. They identify that a hospital is a very large human feature, while a post-box is a small human feature.

B. Physical Geography (The Natural Environment)
The Substantive Base:
Know that **physical features** are natural geographical landmarks created by the earth (e.g., *hill, river, forest, soil, valley, vegetation, weather*).
Understand how weather patterns affect how people live, dress, and work.
Learning Theme Application: *Rescuing in Different Environments.*
Pupils learn how physical geography affects the jobs of community helpers. For example, a mountain rescue team needs special gear to work on a *hill* or *mountain*, while RNLI lifeguards help people at the *coast* or in the *sea*. They learn how heavy rain (weather) can cause flooding, requiring rescue services to use boats.

C. Geographical Skills and Fieldwork (Maps & Keys)
The Substantive Base:
Know that a **map** is a bird's-eye view (drawing from directly above) of a real place.
Know that **symbols** are simple pictures used on maps to represent real-world human or physical features.
Know that a **key** explains what each symbol on a map represents.
Know the four cardinal compass directions: **North, South, East, and West**.
Learning Theme Application: *The Dispatch Map.*
Pupils learn to identify and draw standard map symbols for emergency services (such as a red cross for a hospital or a blue envelope for a post office). They learn to describe routes using directional language: *"To get from the police station to the school, go North, then turn East."*



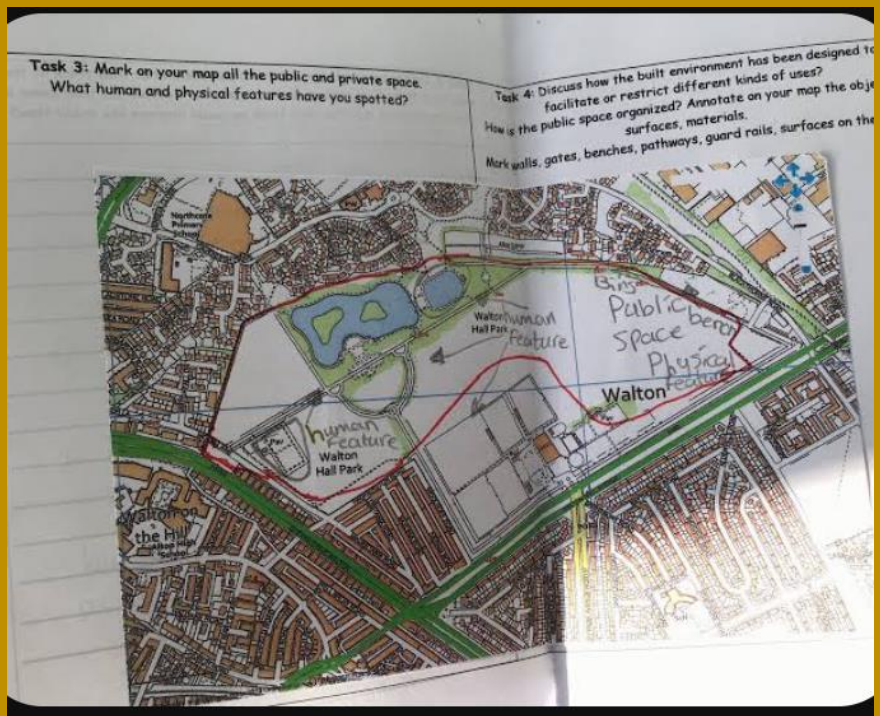
Standard map symbols and keys that KS1 pupils learn to recognize and use. Source: Tes

D. Locational and Place Knowledge
The Substantive Base:
Name and locate the **four countries of the United Kingdom** (England, Scotland, Wales, Northern Ireland) and their capital cities.
Name and locate the world's **seven continents** and **five oceans**.

Learning Theme Application: *Global Helpers.*
Pupils compare their local emergency helpers with those in other parts of the world. They learn that in hot, dry continents (like Australia), fire services must deal with massive bushfires, while mountain rescue helpers in mountainous countries (like Nepal, Asia) face extreme cold and high altitudes.

Why Substantive Geography Knowledge Matters in KS1
1. It Builds a Child's "Spatial Footprint"
For young children, the world is highly egocentric—it centres entirely on their home and school. Substantive geographical knowledge expands their "spatial footprint." By identifying the physical location of fire stations, hospitals, and parks, children start to construct an organised mental database of how their local area is structured and how they fit into it.

2. It Teaches the Practicality of Maps
Maps can be incredibly abstract to a five- or six-year-old. Grounding map instruction in the "People Who Help Us" theme gives symbols and lines immediate meaning. A red line on a map isn't just a scribble; it's the road the ambulance travels. A green patch is the park where the police officer patrols. This transitions maps from abstract paper drawings to functional tools used for real-world navigation.



Fieldwork maps help young children link physical streets with 2D paper representations. Source: Leamington Community Primary School

3. It Prepares Children for Environmental Citizenship
Understanding how human services interact with physical geography lays the groundwork for understanding human impact. When children learn that a paramedic must navigate traffic, or that sea rescue depends on weather conditions, they begin to see the relationship between human activity and the environment. This forms the foundation for more advanced ecological and climate learning in Key Stage 2.

Disciplinary Knowledge

In KS1 Geography, **disciplinary knowledge** is the understanding of **how geographers work, think, and investigate**. It is not just about memorising where a fire station is (which is substantive knowledge); it is about knowing *how* to investigate a place, ask geographical questions, gather data in the field, read spatial layouts, and draw maps. Within the **'People Who Help Us'** learning theme, disciplinary knowledge shifts children from being passive listeners to active community explorers. They learn to ask *where* local helpers are, *why* they are placed there, and *how* they navigate physical space to do their jobs.

The Core Disciplinary Skills in KS1 Geography
Under the National Curriculum, geographical inquiry at KS1 is practiced through three core disciplinary methods:

A. Geographical Inquiry (Asking "Geographical" Questions)
The Disciplinary Skill: Asking simple geographical questions about the "where," "why," and "how" of human and physical environments.

Learning Theme Application: *Investigating Helper Locations.*
Instead of just learning that a police officer works in a station, pupils ask: *"Why is our police station built next to a busy main road instead of deep inside a quiet park?"* Or, *"Why does the RNLI lifeboat station have to be right on the beach, while the doctor's surgery is in the middle of our town?"*

This trains children to analyse how **location** is chosen for convenience, speed, and safety.

B. Fieldwork and Practical Observation (Gathering Real-World Data)
The Disciplinary Skill: Using the school grounds and local environment to observe, measure, record, and locate human and physical features using practical methods.

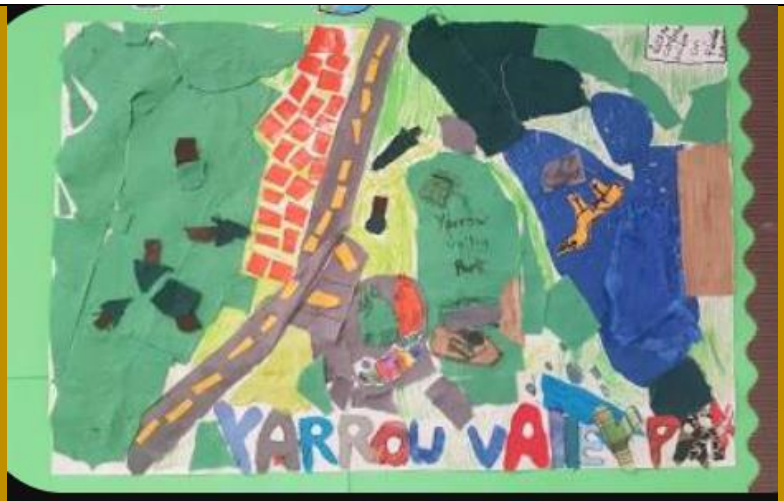
Learning Theme Application: *The Helper Hunt.*
Pupils go on a local area walk to collect live data. Armed with a clipboard, they might tally how many "helper clues" they spot (e.g., fire hydrants, post-boxes, zebra crossings, ambulance bays, or police cameras).
They practice sensory mapping—recording what they hear (e.g., sirens on a main road) and what they see, translating their physical experience into recorded data.



Fieldwork teaches pupils how to collect, tally, and draw conclusions from real-world local data. Source: Classroom Secrets

C. Constructing and Interpreting Maps (Spatial Literacy)
The Disciplinary Skill: Using aerial photographs, simple maps, and plan perspectives to recognise landmarks. Constructing basic sketch maps with a simple key and using directional language (North, South, East, West).

Learning Theme Application: *Guiding the Rescue Vehicle.*
Pupils are given a grid map of their local area. They act as "emergency dispatchers" and use spatial coordinates or compass directions to guide a fire engine to a fire.
They practice drawing their own hand-drawn sketch maps of their route from school to the local post office, choosing symbols to represent landmarks.



Making sketch maps helps children translate 3D environments into 2D spatial layouts. Source: Gillibrand Primary School

Substantive vs. Disciplinary: The Geography Split
Understanding the boundary between these two types of knowledge keeps geography lessons focused on active investigation rather than just listening:

Substantive Geography Knowledge (The Facts)	Disciplinary Geography Knowledge (The Inquiry)
Knowing that the local hospital is located on **High Street**.	**Using a map** to find the shortest route from the school to the hospital.
Knowing that a **post-box** is a man-made human feature.	**Conducting a tally** of post-boxes on a local walk and questioning why they are placed at junctions.
Knowing that **North, South, East, and West** are the four compass directions.	**Directing** a toy rescue helicopter across a map grid using compass instructions.

Why Disciplinary Geography Knowledge Matters in KS1
1. It Builds Active Spatial Awareness
Children do not naturally think in a "bird's-eye view" format. Translating a physical walk down a street into a 2D sketch map with symbols is a major cognitive milestone. Disciplinary geography practice helps children build "cognitive maps"—mental blueprints of their neighbourhood that help them navigate safely and understand distances.

2. It Teaches Evidence-Based Thinking
Fieldwork is science in the real world. When children carry clipboards, tally local features, and count emergency access points, they are learning that knowledge isn't just handed to them—it is gathered through observation and evidence. This is the foundation of scientific inquiry and data literacy.

3. It Sparks Civic Engagement

By asking *why* our communities are laid out the way they are, young children begin to realise that human spaces are designed with purpose. They realise that roads, crossing signs, and emergency clinics don't appear by accident; they are carefully planned human features designed to keep us safe. This fosters an early sense of belonging and civic responsibility.

Learning Objectives

Locational Knowledge

To name and locate places where people who help us work in the local area. (e.g., the police station, fire station, hospital, school, shops, post office).

To use simple maps and globes to identify the location of their local area within the United Kingdom. (This helps contextualise where their local helpers fit into a larger geographical area).

To understand that some 'people who help us' work in different places around the world (e.g., aid workers, doctors helping in other countries), beginning to grasp the idea of global connections.

Place Knowledge

To understand geographical similarities and differences between their local area and a contrasting non-European country, with a focus on how people are helped in these places. (e.g., comparing emergency services or healthcare in their town to a village in a developing country).

To describe key human features of their local area related to 'people who help us'. (e.g., buildings like hospitals, schools, police stations, roads used by delivery drivers or ambulances).

To describe how the local environment (physical features) might influence the work of certain helpers. (e.g., farmers needing good soil, lifeguards working at the beach, mountain rescue in hilly areas).

Human and Physical Geography

To use basic geographical vocabulary to refer to key human features related to 'people who help us'. This includes:

Settlement: city, town, village (where people who help us live and work).

Land use: factory, farm, house, office, shop (places where different helpers work).

Transport: road, rail, air (how helpers travel or transport goods).

To understand how human activities shape the local area based on the needs of 'people who help us'. (e.g., building new schools for teachers, expanding hospitals for doctors).

Geographical Skills and Fieldwork

To use simple maps (such as a local area map) to identify the location of key places where 'people who help us' work.

To use and construct basic symbols in a key to represent different 'people who help us' workplaces on a map.

To use simple compass directions (North, South, East, West) and locational and directional language (e.g., near and far; left and right,[1] straight on) to describe the location of features and routes related to helpers (e.g., "The fire station is *north* of the school," or "Go *straight on* past the shop to find the police station").

To devise a simple map of their local area showing where different 'people who help us' might be found or work.

To use aerial photographs and plan perspectives to recognise landmarks and basic human features related to 'people who help us'. (e.g., identifying their school or local shops from an aerial view).

To conduct simple fieldwork and observation to study the local area, identifying and recording evidence of 'people who help us' and their workplaces. (e.g., walking around the school, looking for signs of different services).

How to integrate these objectives:

Mapping activities: Create a class map of the local area, adding pictures or symbols of different helpers and their workplaces.

Local walks: Take children on a walk around the school or local neighbourhood to identify places where helpers work.

Guest speakers: Invite 'people who help us' into the classroom and discuss where they work and what their geographical impact is.

Comparative studies: Look at pictures or videos of how people are helped in different parts of the world, discussing similarities and differences in buildings, transport, and tools.

By focusing on these geography objectives, children will develop a strong understanding of their local environment and how it is shaped by the presence and work of the **'People Who Help Us'**.

Lesson Ideas

This 6-week Medium-Term Plan is designed to teach Key Stage 1 pupils how to observe their local area like geographers. By using the learning theme of **"People Who Help Us,"** children will learn to identify human and physical features, construct simple maps, use compass directions, and conduct practical local fieldwork.

Theme: Mapping Our Helpers
Duration: 6 Weeks (1 Hour per week)
Geographical Focus: Fieldwork, Map Skills, and Human/Physical Geography
The Inquiry Question: *"How is our local area organised to help the people who live here?"*

Week	Inquiry & Learning Objective	Substantive Knowledge (Facts)	Disciplinary Skills (Actions)	Fieldwork & Practical Activity
Week 1	**What is a "helper" space?** To identify human and physical features in the local area.	Know that **human features** are man-made (e.g., roads, schools, clinics). Know that **physical features** are natural (e.g., parks, rivers, hills).	Categorising local places into human and physical features.	**School Grounds Search:** Walk around the school to classify features (e.g., playground = human; school garden = physical).
Week 2	**What does our school look like from space?** To interpret aerial photographs and introduce map perspective.	Know that a **map** is a bird's-eye view. Know that **symbols** represent real places. Know that a **key** explains symbols.	Navigating an aerial photo; drawing simple, recognisable icons for a map key.	**Google Earth Exploration:** Look at the school from above. Overlay a simple grid to trace where the nearest emergency access is.
Week 3	**How do we prepare for fieldwork?** To plan a local route and predict where helpers are located.	Know that a route is a path from one place to another. Understand safety rules for geographical fieldwork.	Formulating inquiry questions (e.g., *"Where will we find the nearest post-box?"*). Predicting based on land use.	**The Route Map Plan:** Look at a simple street map of the roads directly outside the school. Highlight the route the class will walk next week.
Week 4	**The Helper Hunt Fieldwork** To gather real-world data about helper services in the local community.	Know that public services (hospitals, police, post) are strategically placed to serve the local population.	Observing, measuring, and recording data using a physical tally chart.	**Local Area Fieldwork Walk:** Walk the pre-planned route. Pupils tally emergency signs, safe crossings, post-

				boxes, and medical centres.
Week 5	**Mapping Our Walk** To construct a sketch map using fieldwork data.	Know how to turn collected 3D street observations into a 2D sketch map.	Creating a sketch map with a title, clear boundaries, simple symbols, and a key.	**Data Translation:** Back in class, pupils draw a simple sketch map of their walk, placing the "helper" features they tallies into their correct spatial spots.
Week 6	**Emergency Dispatch!** To use compass directions to navigate a local route.	Know the four cardinal compass directions: **North, South, East, and West**.	Describing routes and movements on a map using directional language.	**Dispatch Roleplay:** Pupils use their Week 5 sketch maps to guide a toy police car or paramedic from school to an emergency using N, S, E, and W instructions.

📌 **Pedagogical Tip: The "Why There?" Rule**
When teaching KS1 human geography, constantly push past simple identification. If a child points out a zebra crossing (a human feature), ask the disciplinary question: **"Why did the council build it *there* instead of further down the road?"** This shifts their thinking from simply naming things to understanding urban planning and safety.

Fieldwork Execution Guide
During **Week 4**, pupils will step out of the classroom to gather data. To ensure this fieldwork is robustly geographical rather than just a nice walk, structure the execution of the fieldwork using these steps:

1.Establish the Focus: Before leaving the classroom.
Give each child a clipboard with a **"Helper Tally Sheet."** Define the target: we are only counting human features that help people stay safe, communicate, or travel (e.g., fire hydrants, streetlights, post-boxes, lollipop hand signs).

2.Stop and Stand (Sensory Mapping): First field stop.
At a safe point on the street, have pupils close their eyes for 30 seconds. Ask them to listen. *Do they hear sirens? Heavy traffic?* Discuss how noise tells us how busy a road is, which is why emergency services need quick access to it.

3.Active Tallying: Along the route.
As the class walks the route, children mark a tally every time they see a designated safety or helper feature. Teachers point out subtle features, like tactile paving at a crossing (which helps visually impaired walkers).

4.Ground-Truthing: The return checkpoint.
Stop outside a local helper building (like a dentist or pharmacy). Ask pupils to look at their map plans. *Is the building exactly where we predicted it would be on our map?* This is "ground-truthing" (verifying map data with physical reality).

Other Information, Ideas and Resources

Focusing on Location and Place:
Mapping Our Helpers:
Create a simple map of the local area (real or drawn).
Discuss different people who help them (police officers, firefighters, nurses, shopkeepers, postal workers, librarians, etc.).
Where might they find these people in their community? (police station, fire station, hospital, shops, post office, library).
Children can place pictures or drawings of these helpers on the map in the correct locations.
Geography Link: Understanding local landmarks and the concept of location.

Routes of the Helpers:
Talk about how some helpers travel to do their jobs (e.g., postal workers delivering mail, paramedics in an ambulance).
Draw simple routes these helpers might take on the map.
Discuss why they need to travel and the places they go.
Geography Link: Understanding routes and movement.

Comparing Helping Places:
Discuss the different buildings where people help us (hospital vs. fire station vs. school).
What are the key features of these buildings? What makes them suitable for the job? (e.g., a fire station needs space for fire engines).
Geography Link: Identifying and describing different types of buildings and their functions.

Focusing on Human and Physical Features:
Our School Helpers and the School Environment:
Who helps them at school? (teachers, teaching assistants, caretakers, dinner staff).
Where do these people work within the school?
How do the different spaces in the school help these people do their jobs? (e.g., a classroom for teaching, a kitchen for preparing food).
Geography Link: Understanding the different spaces within a familiar environment.

Helpers and the Weather:
Discuss how different weather might affect people who help us (e.g., firefighters in the heat, postal workers in the rain, gritters in the snow).
How do they adapt to different weather conditions? (e.g., wearing appropriate clothing, using special vehicles).
Geography Link: Understanding how weather impacts human activity.

Focusing on Geographical Skills:
Using Simple Directions:
Give simple directions to find different "helping" places within the school or a familiar setting (e.g., "Go past the library and the nurse's office is on your left").
Geography Link: Developing directional language.
Creating Simple Pictograms:
Count the different types of people who help them that they know.
Create a simple pictogram to represent the number of each type of helper.
Geography Link: Basic data representation.

Considerations for Implementation

Role-playing: Set up different scenarios where children can role-play people who help us in different locations (e.g., a doctor in a pretend surgery, a police officer directing traffic).
Guest Speakers: If possible, invite people who help the community to talk to the children about their jobs and where they work.
Drawing and Labelling: Encourage children to draw pictures of people who help them in their workplaces and label key features.
Storytelling: Read stories about people who help us and discuss the different locations and challenges they face.

History

Substantive Knowledge

In KS1 History, **substantive knowledge** consists of the concrete facts, key vocabulary, historical figures, and landmark events that pupils must learn. When framed around **"People Who Help Us,"** history moves beyond names on a page. By examining the lives of **significant individuals** who have contributed to national and international achievements, young pupils learn how our current medical, rescue, and social safety nets were built through the brave actions of people in the past.

The Core Substantive Domains in KS1 History
Under the National Curriculum, history at KS1 focuses on establishing chronological security and introducing children to lives of significant individuals. Under this theme, that knowledge is organised into three main categories:
A. Significant Individuals (The Pioneers)
The Substantive Base:
Know the lives and actions of key historical "helpers" who changed how we care for others.
Florence Nightingale & Mary Seacole (Healthcare): Know that they were pioneering nurses during the Crimean War (1853–1856). Know that Florence introduced hygiene rules (washing hands, clean bandages) to stop the spread of disease, while Mary set up the "British Hotel" closer to the front lines to nurse sick and wounded soldiers.
Grace Darling (Sea Rescue): Know that in 1838, Grace and her father rowed a small wooden boat through a fierce storm to rescue survivors from the wrecked steamship *Forfarshire* off the Farne Islands.



B. The Evolution of "Helping" (Changes Within & Beyond Living Memory)
The Substantive Base:
Know how emergency and public services have changed over time.
The Great Fire of London (1666): Know that in 1666, London had no organised fire brigade. People tried to put out the massive fire using leather buckets and hand squirts, which did not work.
Know that this event led to the creation of the very first insurance fire brigades, and eventually, the modern, organised fire service we have today.

C. Historical Vocabulary & Chronology
The Substantive Base:
Know and use words that describe the passing of time, such as *past*, *present*, *before*, *after*, *decade*, *century*, *modern*, and *historic*.
Understand where these significant individuals fit on a simple timeline relative to the pupil's own lifetime.

Substantive Knowledge Examples: Past vs. Present
To anchor this substantive knowledge, KS1 pupils compare historical safety equipment with what "helpers" use today:

Historical "Helper" Service	In the Past (Substantive Fact)	In the Present (Substantive Fact)
Firefighting (1666 vs. Today)	Leather buckets, wooden ladders, no protective gear, hand-pulled carts.	Fire engines with high-pressure hoses, oxygen masks, fire-retardant suits.

Sea Rescue (1838 vs. Today)	Small, open wooden rowboats, hand-lit oil lamps in lighthouses, no life jackets.	High-speed RNLI motorboats, GPS navigation, modern life vests, helicopters.
Nursing (1854 vs. Today)	Dark, dirty hospital wards, no clean water, reuse of dirty bandages.	Sanitised, brightly lit hospitals, antibiotics, sterile single-use equipment, vaccines.



Lighthouses like Longstone were crucial navigation aids before modern GPS tracking. Source: ian600f / Getty Images

Why Substantive History Knowledge Matters in KS1

1. It Fosters Gratitude and Social Appreciation

Young children often take the safety nets around them for granted. Learning the substantive facts of *how* hospitals used to be dark and dirty, or *how* there were no fire engines during the Great Fire of London, helps them appreciate modern services. It builds a deeper gratitude for the paramedics, nurses, and firefighters who protect them today.

2. It Introduces Diversity and Overcoming Adversity

By teaching both **Florence Nightingale** and **Mary Seacole**, pupils learn that history is made of different perspectives. They learn how Mary Seacole overcame prejudice and funding barriers to help people, teaching young children about resilience, fairness, and the diverse roots of modern medicine.

3. It Builds a Sense of "Then and Now" (Chronology)

"The past" is an incredibly abstract concept to a 6-year-old. Grounding history in concrete objects—like comparing a heavy 19th-century leather fire bucket to a modern high-pressure fire hose—gives children physical evidence of progress. It makes the passing of time visible and understandable, setting them up for complex chronological learning in Key Stage 2.

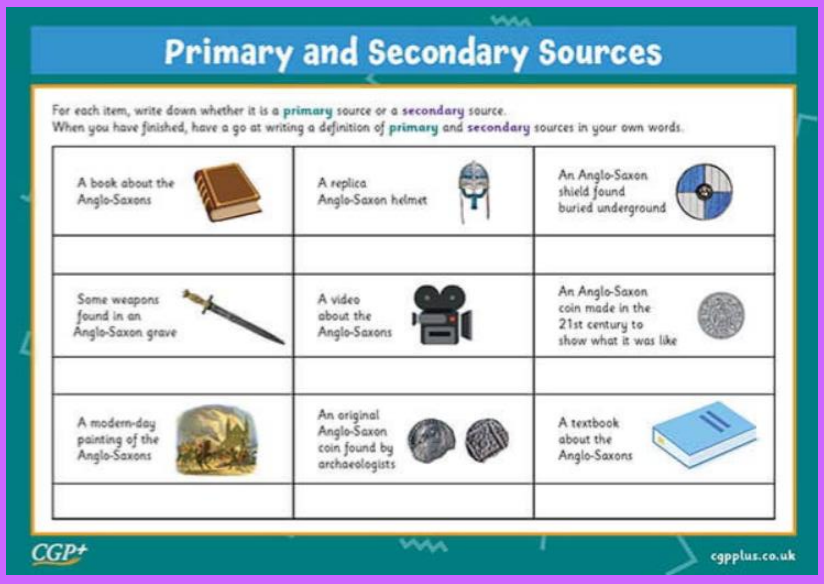
Disciplinary Knowledge

In KS1 History, **disciplinary knowledge** is the understanding of **how historians study the past**. It is not just about memorising the dates of Florence Nightingale's work (which is substantive knowledge); it is about knowing *how* to look at an old lamp, ask questions, find clues in a painting, sequence events on a timeline, and detect changes over time. By filtering disciplinary knowledge through **"People Who Help Us,"** children

learn that history is not a collection of settled stories, but a detective game. They learn to investigate evidence left behind by real-life heroes to piece together what life was like long ago.

The Core Disciplinary Concepts in KS1 History
Under the National Curriculum, young pupils develop historical inquiry through several key disciplinary concepts:

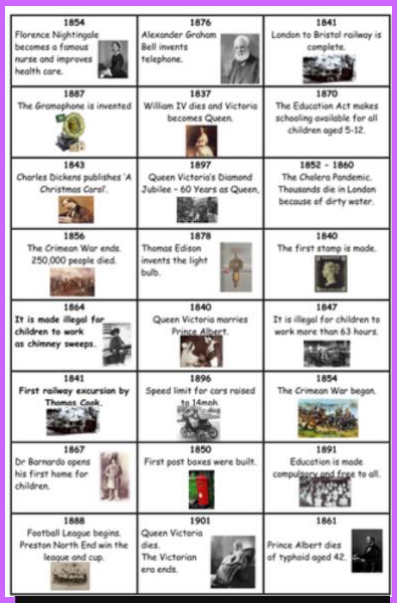
A. Historical Inquiry (Using Sources as Evidence)
The Disciplinary Skill: Understanding that we find out about the past from different sources (e.g., photos, letters, diaries, objects, and buildings).
Learning Theme Application: *The Paramedic's Trunk.*
Instead of just telling pupils that Victorian ambulance carts were slow, the teacher shows them a photograph of a horse-drawn ambulance from the 1890s next to a photo of a modern helicopter ambulance.
Pupils practice asking investigative questions: *"What is this made of? Why is there a horse? Where would the patient sit?"* They learn that a physical photograph is an active "clue" from the past.



B. Continuity and Change (Then and Now)
The Disciplinary Skill: Identifying similarities and differences between ways of life in different periods.
Learning Theme Application: *Hospital Ward Detectives.*
Pupils compare a painting of a military hospital in Scutari from 1854 with a photograph of a modern NHS hospital.
They look for things that have **changed** (electric lights, clean tiled floors, modern uniforms) and things that have stayed the **same** (nurses caring for patients in beds, bandages being used). This teaches them that history is a process of gradual evolution.

C. Cause and Consequence (The "Why")
The Disciplinary Skill: Understanding *why* things happened in the past and what happened as a result.
Learning Theme Application: *The Ripple Effect of a Disaster.*
In studying the Great Fire of London, pupils investigate the cause and consequence relationship.
Cause: Houses were made of wood and built too close together, and there was no fire service.
Consequence: The city burned down, which led to the *creation* of the first fire engines. This helps them see that human progress is often a direct response to past challenges.

D. Chronology (Understanding the Passing of Time)
The Disciplinary Skill: Placing events and objects in chronological order on a simple timeline.
Learning Theme Application: *Lining Up the Heroes.*
Pupils practice sorting historical helpers on a physical timeline. They place themselves at the present end, then place their grandparents, then Grace Darling (1838), Florence Nightingale (1854), and finally the Great Fire of London (1666) furthest back in time.



Sorting cards chronologically helps young children grasp the vast gaps of time between historic eras. Source: Tes

Substantive vs. Disciplinary: The History Split
To keep history lessons active, teachers must balance both types of knowledge:

Substantive History Knowledge (The Facts)	Disciplinary History Knowledge (The Inquiry)
Knowing that Florence Nightingale carried a lantern at night.	**Looking at a painting** of Florence and questioning why she needed a lantern (no electricity).
Knowing that the Great Fire of London happened in **1666**.	**Placing** the Great Fire of London before the birth of modern hospitals on a timeline.
Knowing that Grace Darling rowed a wooden boat to save people.	**Comparing** an old wooden oar with a modern lifeboat motor to discuss how technology has changed rescue speed.

Why Disciplinary History Knowledge Matters in KS1

1. It Transitions Children from "Hearing" to "Analysing"
When children practice disciplinary history, they stop treating historical narratives as fairy tales. They realise that "Grace Darling" was a real person because we have her diary entries and the actual wooden boat she rowed. It introduces them to the concept of truth, evidence, and validation.

2. It Teaches Critical Thinking and Scepticism
By looking at different sources, children learn that people in the past saw things differently. For example, looking at both British and Jamaican reports about nursing during the Crimean War helps them realise that Mary Seacole and Florence Nightingale had very different journeys. This forms the roots of critical evaluation and historical perspective.

3. It Prepares Them for an Information-Rich World
At its heart, disciplinary history is about looking at information and asking: *Where did this come from? Who made it? Why? Is it reliable?* In an age of digital media, teaching six-year-olds to ask these questions of a Victorian photo prepares them to be analytical, thoughtful citizens who evaluate information rather than just absorbing it.

Learning Objectives

1. Developing Chronological Understanding:
Objective: To develop an awareness of the past, using common words and phrases relating to the passing of time (e.g., 'old', 'new', 'before', 'after', 'a long time ago', 'past').
How it links: Children can compare how people who help us (e.g., doctors, firefighters) worked "a long time ago" versus "now." They can use words like "then" and "now" to describe differences in equipment, methods, or even uniforms.
Objective: To know where the people and events they study fit within a chronological framework.
How it links: Create simple timelines showing the development of certain helping professions (e.g., the history of the police or ambulance service, from horse-drawn vehicles to modern ones).
Objective: To identify similarities and differences between ways of life in different periods.
How it links: Compare a doctor's surgery in the past to a modern hospital, or how firefighters tackled fires

2. Understanding Change and Continuity:
Objective: To be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
How it links: Invite older family members or community members (grandparents, retired helpers) to talk about how their jobs (e.g., postal worker, teacher) have changed over their lifetime. Discuss changes in technology (e.g., landline phones to mobile phones for emergencies).
Objective: To understand historical concepts such as continuity and change, similarity and difference.
How it links: Discuss what has stayed the same (continuity) about a helping profession (e.g., doctors still aim to make people well) and what has changed (e.g., the medicine they use).

3. Learning About Significant Individuals and Events:
Objective: To be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
How it links: Focus on significant historical figures who were "people who help us," such as:
Florence Nightingale: Her role in modern nursing and hospital care.
Mary Seacole: Her contribution to nursing and helping soldiers.
Discuss how their contributions changed healthcare and compare their methods to today.
Objective: To be taught about significant historical events, people and places in their own locality.

How it links: Explore the history of local emergency services, hospitals, or schools. Were there local heroes or significant events related to helping professions in your community?

4. Developing Historical Enquiry Skills:
Objective: To use a wide vocabulary of everyday historical terms.
How it links: Introduce and use terms like 'past', 'present', 'olden days', 'modern', 'then', 'now', 'change', 'same', 'different', 'evidence', 'source'.
Objective: To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
How it links: Encourage children to ask questions like "How did doctors help people before X-rays?" or "What tools did firefighters use a long time ago?" Use pictures, old photographs, simple texts, or stories to find answers.
Objective: To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
How it links: Look at old photos of uniforms, vehicles, or tools. Discuss how we know about the past (e.g., from books, stories from older people, museums).

Lesson Ideas

This 6-week Medium-Term Plan is designed to develop Key Stage 1 pupils' **historical inquiry** and **chronological understanding**. Using the learning theme of **"People Who Help Us,"** children will compare historic pioneers with their modern-day equivalents. By analysing primary sources (like old photos, letters, and artefacts), pupils will learn that our modern safety nets were built through the brave actions of diverse heroes from the past.
Theme: Heroes of the Past vs. Helpers of Today
Duration: 6 Weeks (1 Hour per week)
Historical Focus: Chronology, Continuity & Change, and Historical Inquiry (Sources)
The Inquiry Question: *"How have brave helpers from the past shaped the way we are cared for today?"*

Week	Inquiry & Learning Objective	Substantive Knowledge (The Facts)	Disciplinary Skills (The Actions)	Inquiry & Artefact Activity
Week 1	**What is "the past" and how do we know about it?** To establish a basic timeline and introduce historical sources.	Understand that **the past** refers to events that happened before we were born. Know that **sources** (photos, objects) are clues.	Sorting objects into "past" (old) and "present" (new). Using historical vocabulary.	**The Mystery Detective Box:** Pupils pull objects from a box (e.g., a modern digital thermometer vs. a vintage glass one; an LED torch vs. an old candle lantern) and decide which is older and why.
Week 2	**How did Florence Nightingale**	Know that Florence Nightingale travelled to the Crimean War in 1854. Know she	Comparing different environments (then and now)	**The Clean Ward Challenge:** Compare a painting of the dirty Scutari hospital in 1854

	change hospitals? To understand Florence's impact on nursing and hospital hygiene.	introduced clean water, fresh food, and handwashing.	using paintings and written accounts.	with a photo of a modern NHS ward. Spot 3 major differences in cleanliness and equipment.
Week 3	**Who was Mary Seacole and how did she help?** To discover Mary Seacole's contributions and compare her to Florence.	Know that Mary Seacole was a British-Jamaican nurse who set up the "British Hotel" to care for sick soldiers during the Crimean War.	Identifying similarities and differences between the lives of two individuals in the same era.	**The Nursing Comparison:** Look at pictures of Florence and Mary. Discuss how they both helped, but in different ways (Florence in a hospital, Mary near the battlefield).
Week 4	**How did we fight fires before fire engines?** To investigate how the Great Fire of London changed firefighting.	Know that in 1666, London had no organised fire brigade. Know that leather buckets and hooks were used to fight the fire.	Investigating **cause and consequence** (e.g., how a big disaster led to the creation of fire engines).	**The Fire Bucket Relay:** Take pupils outside to pass a bucket of water down a line. Discuss how slow and difficult this was in 1666 compared to modern high-pressure hoses.
Week 5	**How did Grace Darling rescue sailors in a storm?** To understand the history of sea rescue and coastal safety.	Know that in 1838, Grace Darling rowed a wooden boat through a fierce storm to rescue shipwrecked survivors off the Farne Islands.	Evaluating the bravery of an individual using primary accounts and paintings.	**The Lifesaver's Toolkit:** Compare a drawing of Grace's wooden rowboat with a modern RNLI motorised lifeboat. Discuss how technology has made helping people safer and faster.
Week 6	**Who are our heroes?** To construct a timeline and present historical findings.	Recall the key helpers studied (Nightingale, Seacole, Great Fire of London, Darling) and sequence them.	Placing historical events and figures in chronological order on a master timeline.	**The Great Helper Timeline:** In groups, pupils assemble a giant wall timeline. They place their own pictures at the "Present" end, and sequence the historical

				figures back into the 19th and 17th centuries.

📌 **Pedagogical Tip: The "No Electricity" Rule**
When studying 19th-century figures like Grace Darling or Florence Nightingale, challenge KS1 pupils to think about daily life limitations. Ask: **"If there were no iPads, phones, or electricity in 1850, how did Florence write her reports or Grace see the shipwreck?"** This instantly helps them grasp the physical reality of the era they are investigating.

Lesson Plan Spotlight: Week 1 (The Mystery Detective Box)
To kick off this unit with strong **disciplinary inquiry**, use this step-by-step sequence to introduce pupils to the concept of historical evidence:

1. Assemble the Evidence: Before the lesson.
Prepare a "Mystery Detective Box" containing contrasting past and present items. Useful pairings include: a heavy brass handbell vs. a plastic whistle, a woollen nurse's cap vs. a modern disposable surgical mask, and a vintage leather postman's bag vs. a modern high-vis backpack.

2.Introduce the Concept of 'Clues': 10 minutes.
Gather pupils in a circle. Explain that historians are like detectives—they don't have time machines, so they must search for clues (artefacts) left behind in the past.

3.The Artefact Pull: 25 minutes.
Invite individual pupils to pull an item from the box. Ask the class to observe it carefully. Ask investigative questions: *What does it feel like? Is it heavy? What materials is it made of (wood, metal, plastic)? How does it work?*

4.Partner Sorting: 15 minutes.
Have pupils work in pairs to match the "past" helper item with its "present" counterpart. They place them on a table divided into two halves labelled **"Long Ago"** and **"Today."**

5.Draw Conclusions: 10 minutes.
Lead a class discussion. Guide pupils to notice patterns: *Are older objects often made of natural materials like wood, metal, or leather, while modern objects use plastic and bright colours? why?*

KS1 History Lesson Plan: Week 2
Topic: Hospital Detectives: Florence Nightingale's Ward vs. Today
Duration: 60 Minutes

Lesson Overview
In this lesson, pupils act as "History Detectives" to compare a 19th-century military hospital ward with a modern hospital ward. Using primary sources (a historical painting and a modern photograph), pupils will identify similarities and differences, exploring how Florence Nightingale's focus on hygiene revolutionised healthcare.

Learning Objectives

Substantive: To know that Florence Nightingale was a nurse who made hospitals cleaner, safer, and healthier during the Crimean War.

Disciplinary: To compare two historical eras using primary visual sources, identifying things that have **changed** and things that have stayed the **same** (Continuity and Change).

Key Historical Vocabulary

Past, Present, Source, Ward, Hygiene, Cleanliness, Continuity, Change.

Resources Needed

Printed or projected copies of the **Scutari Hospital Painting (1850s)** and the **Modern Hospital Ward Photo**.

A small detective prop for each child (e.g., a paper magnifying glass).

"Spot the Difference" Detective Sheet (one per pupil).

A bucket of soapy water, a clean cloth, and a dusty rag (for the hook activity).

Comparative Sources Gallery

These are the primary visual sources pupils will analyse during the lesson.



Source A: Lithograph painting of Scutari Hospital Ward (1856). Source: Fototeca Storica Nazionale. / Getty Images



Source B: Photograph of a modern UK hospital ward. Source: PixelCatchers / Getty Images

Lesson Delivery

1. The Hook: The Smelly Classroom (10 mins)

Action: Before pupils enter, make a small part of the classroom look dirty or dusty (e.g., placing dusty rags on a table or leaving scrap paper scattered).

Discussion: Gather pupils on the carpet. Ask: *"How does this part of our room look? Would you want to eat your lunch here? What about if you had a cut on your knee—would you want to sit here to get it bandaged?"*

Introduce the Hero: Explain that 170 years ago, during the Crimean War, wounded soldiers had to stay in hospitals that were dirty, dark, and smelly. A brave nurse named **Florence Nightingale** arrived and changed everything because she believed that dirty rooms made people sicker.

2. Source Investigation: Be a History Detective (20 mins)

The Mission: Hand out the paper magnifying glasses. Explain that detectives don't guess—they look at clues called **sources**.

Analyse Source A (Scutari Ward): Project the 1856 painting. Ask the pupils to look closely:

"Where is the light coming from?" (Only small windows/lanterns; very dark).

"Look at the walls and floors. Do they look clean?" (No, they are stone/wood, hard to wash).

"Are the beds close together?" (Yes, crowded).

Analyse Source B (Modern Ward): Now, project the modern ward photo. Ask:

"What can you see here that is different?" (Bright electric lights, colourful walls, plastic/metal beds that are easy to wipe down, clean shiny floors, hand sanitiser stations).

"What has stayed the same?" (There are still beds, patients, and helpers/nurses).

3. Main Activity: The Detective Log (20 mins)

Pupils return to their tables to complete their **"Detective Spot the Difference Log."** They can write or draw their observations.

What changed? (Then vs. Now)	Scutari Hospital (Past)	Modern Hospital (Present)
The Lights	Dark candles and hand-held lanterns	Bright ceiling lights and natural windows
The Beds	Wooden beds crowded close together	Metal/plastic beds with clean sheets
The Cleanliness	Dirty floors, no handwashing	Shiny, clean floors and hand-rub sinks

Scaffolding Support: For Y1 pupils, provide pre-written label stickers (e.g., "Lantern," "Lightbulb," "Dirty," "Clean," "Wooden Bed") to stick into the correct column on their sheet.

4. Plenary: The Soap Test (10 mins)
Demonstration: Show pupils a dusty plastic toy and wash it in a bucket of soapy water.
Reflection: Ask: *"Why was washing hands and washing floors Florence Nightingale's most important rule?"*
Key Takeaway: Guide pupils to understand that dirt carries invisible germs. Florence's simple idea—keeping hospitals clean, bright, and airy—saved thousands of lives and is the exact reason our hospitals look so bright and clean today.

KS1 History Lesson Plan: Week 3
Topic: Mary Seacole: The British Hotel vs. The Scutari Ward
Duration: 60 Minutes
Lesson Overview
In this lesson, pupils are introduced to **Mary Seacole**, a British-Jamaican nurse and businesswoman who overcame massive hurdles to care for wounded soldiers during the Crimean War. By comparing her to Florence Nightingale, children will understand that people can help in very different ways, even when working in the same historical period.
Learning Objectives
Substantive: To know that Mary Seacole was a brave Jamaican healer who travelled to the Crimean War, paid for her own journey, and set up the "British Hotel" to care for soldiers.
Disciplinary: To compare two historic figures from the same era, exploring similarities and differences in how they helped (Similarity and Difference).
Key Historical Vocabulary
Crimean War, Herbal Medicine, British Hotel, Same, Different, Courage, Independent.
Resources Needed
Projected image of Mary Seacole.
Projected or printed drawing of the **British Hotel in Crimea**.
Roleplay props: A toy teapot, plastic cups, dry bandages, and simple herbs (like mint leaves or rosemary) for sensory exploration.
"Double Bubble" Venn Diagram sheet (one per pupil).
The Historical Evidence
These primary and reconstructed visual sources help children picture Mary's unique way of helping:



Source A: Portrait of Mary Seacole. Source: Tribune Media Services



Source B: Historical illustration of the interior of the British Hotel in the Crimea (1850s). Source: Photo Researchers / Getty Images

Lesson Delivery

1. The Hook: The Traveling Doctor (10 mins)

Action: Show the children some fresh mint or rosemary. Let them gently rub the leaves to smell them.

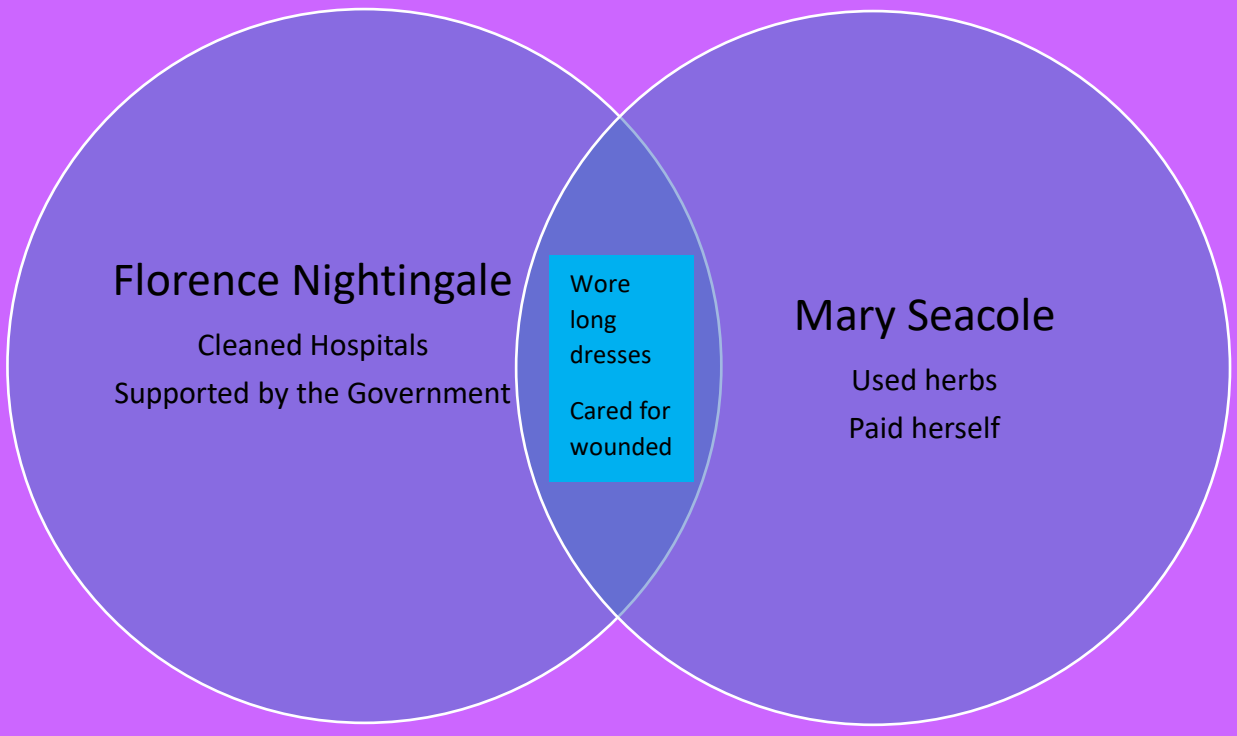
Discussion: Ask: *"If you have a sore tummy or a cough, what do you do?"* (Go to the doctor/chemist). Explain that long ago, doctors didn't have the medicines we have today. People used plants and herbs to feel better.

Introduce Mary: Tell the class about Mary Seacole. She grew up in Jamaica, where her mother taught her how to use plant-based remedies to heal people. When a war started far away in Crimea, Mary wanted to help. But when she asked the British government to send her as a nurse, they said no.

Key Historical Fact: Mary did not give up. She paid for her own ticket, sailed across the world, and built her own wooden building right near the battlefield. She called it the **British Hotel**.

2. Source Investigation: Inside the British Hotel (15 mins)
Analyse Source B (The British Hotel): Look at the illustration of Mary's hotel.
"Does this look like Florence's quiet, clean hospital ward from last week?" (No, it looks like a cosy shop or cafe!).
"What are the soldiers doing?" (Sitting, drinking tea, talking, resting).
Explore Mary's Work: Explain that the British Hotel was a place where tired, cold soldiers could buy hot soup, get warm tea, and receive herbal medicine. Mary even rode out onto the active battlefields on a donkey carrying bandages and food to help wounded soldiers. The soldiers loved her so much they called her **"Mother Seacole."**

3. Comparison Activity: Mary vs. Florence (20 mins)
Interactive Sort: Write *Florence* on one side of the whiteboard and *Mary* on the other. Read out clues and have pupils stand up if it applies to both, or point to the correct person:
"She worked in a huge military hospital." (Florence)
"She used herbal remedies and served hot soup." (Mary)
"She went to the Crimean War to help soldiers." (Both!)
"She carried a lamp at night." (Florence)
"She rode on a donkey to the battlefield." (Mary)
Independent Work: Pupils complete their Venn Diagram, sorting simple facts into *Mary*, *Florence*, or *Both*.



4. Plenary: The Bravery Badge (15 mins)
Reflective Task: Gather pupils on the carpet. Ask: *"Who was braver—Florence Nightingale or Mary Seacole?"*
The Concept of Fairness: Guide children to understand that there is no "correct" answer. Both women were incredibly brave helpers, but they faced different challenges. Florence had the support of the government to

clean up big hospitals; Mary had to use her own money and resourcefulness to help people right where they were fighting.
Consolidation: Have pupils design a simple "Helping Hero Medal" for Mary Seacole, drawing one thing on it that represents her work (e.g., a cup of warm tea, her donkey, or a medicinal herb).

KS1 History Lesson Plan: Week 4
Topic: From Buckets to Engines: How the Great Fire of London Changed Firefighting
Duration: 60 Minutes
Lesson Overview
In this lesson, pupils investigate the relationship between **cause and consequence**. They will discover that in 1666, London did not have a fire service. By acting out a "bucket relay" and examining historical artefacts, pupils will learn how the disaster of the Great Fire of London directly led to the invention of organised fire brigades and better firefighting tools.
Learning Objectives
Substantive: To know that in 1666, there was no organised fire service, which allowed the Great Fire of London to spread. To know that the fire forced people to invent fire engines and organise fire brigades.
Disciplinary: To understand cause and consequence (how a past problem led to a modern solution) and evaluate the efficiency of historical equipment.
Key Historical Vocabulary
Fire hook, Leather bucket, Hand squirt, Fire brigade, Cause, Consequence, Engine.
Resources Needed
A few clean, empty buckets.
A toy water pistol (to represent a "hand squirt").
Pictures of a **17th-century leather bucket** and an early **Victorian horse-drawn fire engine**.
"Before and After" sequencing activity sheet (one per pupil).
The Historical Evidence
These primary objects and early illustrations show how firefighting evolved because of the disaster of 1666:



Source A: A leather fire bucket used in London in the 17th century. Source: London Fire Brigade / The Great Fire of London | London Fire Brigade



Source B: A Victorian horse-drawn steam fire engine, invented to solve the problem of carrying water.
Source: ilbusca / Getty Images

Lesson Delivery

1. The Hook: The Fire alarm (10 mins)

Action: Ring a handbell or show a picture of a modern red fire alarm. Ask: *"If a fire starts in our school today, what happens?"* (The alarm rings, we walk outside, the teacher calls 999, and a massive red fire engine arrives in minutes with hoses and ladders).

Introduce the Problem: Tell the class to travel back in time 360 years to 1666. London is crowded with wooden houses. A fire starts in a bakery on Pudding Lane.

Ask: *"Who do they call? What number do they dial?"*

The Big Reveal: Explain that in 1666, **there were no fire engines, no fire stations, and no firefighters.** If a fire started, you had to try and put it out yourself with your neighbours.

2. Physical Inquiry: The Great Bucket Relay (15 mins)

Outdoor/Hall Activity: Divide the class into two teams. Give each team one empty bucket.

The Game: Line the children up. Place a bin at one end (representing the "fire") and the children at the other. They must pass the empty bucket down the line to "throw water" on the fire, then run it back.

Reflective Questions: Gather children back together. Ask:

"Was it easy or hard to get the bucket down the line?"

"If the bucket was full of heavy water, would it spill?" (Yes, a lot!).

"Would this put out a huge, roaring fire?" (No, it is too slow and the buckets are too small!).

Show Source A: Explain that they used buckets made of heavy **leather** (Source A). If a fire was too big, they used giant metal **fire hooks** on ropes to pull down wooden houses to stop the fire from spreading.

3. Deep Dive: Cause and Consequence (20 mins)

The Cause: Because they only had leather buckets and hand squirts (show the water pistol to demonstrate how little water they held), the fire destroyed almost the whole city.

The Consequence: Londoners realised they could *never* let this happen again.

First, they started building houses out of brick instead of wood.

Second, clever inventors designed **pumps on wheels** (early fire engines) that could squirt water much higher and faster.
Third, they hired brave groups of men whose only job was to wait at stations to fight fires—the very first **fire brigades**!
Independent Task: Pupils complete a "Cause and Consequence" flow chart, drawing and labelling the sequence of events.
Wood houses & leather buckets → Great Fire of London (1666) → Brick houses & Fire Engines

4. Plenary: The Helper Comparison (15 mins)
Compare Then and Now: Project Source B (the horse-drawn engine). Ask: *"How is this Victorian engine better than a leather bucket? How is it still different from a modern fire engine today?"*
Discussion: Point out that horses were used because there were no petrol engines yet, but it was still a massive step forward.
Consolidation: Have children complete this sentence starter on their boards:
"Because of the Great Fire of London, we invented..." (fire engines / fire brigades / safer houses).

KS1 History Lesson Plan: Week 5
Topic: Grace Darling and the Great Storm: Bravery at Sea
Duration: 60 Minutes
Lesson Overview
In this lesson, pupils investigate the life and bravery of **Grace Darling**, who became a national hero in 1838 after rescuing shipwreck survivors. Pupils will use historical paintings to dissect the rescue, then compare Grace's wooden coble boat and simple lighthouse tools to the high-tech equipment used by modern Royal National Lifeboat Institution (RNLI) rescue teams.
Learning Objectives
Substantive: To know who Grace Darling was, why she is remembered, and how she helped save survivors from the shipwreck of the *Forfarshire*.
Disciplinary: To compare past and present technologies used for sea rescue (Continuity and Change).
Key Historical Vocabulary
Lighthouse, Coble (wooden rowing boat), Shipwreck, Rescue, Bravery, RNLI, Lifejacket.
Resources Needed
A blue sheet or tarpaulin (for the sensory drama activity).
Sound effect clip of a howling wind/thunderstorm.
Printouts/projections of the **1838 Rescue Painting** and a **Modern RNLI Lifeboat**.
"Design a Modern Lifeboat" Worksheet (one per pupil).
Historical Sources Gallery
Use these visual sources to guide pupils' understanding of the raw physical danger Grace faced, compared to the safety gear available today:



Source A: Victorian painting depicting Grace Darling's courageous rescue in 1838. Source: Historical Picture Archive / Corbis via Getty Images



Source B: A modern RNLI inflatable lifeboat equipped with engines and GPS. Source: Petegar / Getty Images

Lesson Delivery

1. The Hook: The Stormy Lighthouse (15 mins)

Action: Turn off the classroom lights. Put on a sound clip of a howling wind and crashing waves. Gently flash a torch around the room like a lighthouse beam.

Sensory Drama: Have pupils sit on the carpet. Explain that they are inside Longstone Lighthouse on the Farne Islands in the year 1838.

The Story: *"It is 4 o'clock in the morning. A massive storm is hitting the coast. You are Grace Darling, the lighthouse keeper's daughter. You look out of your window with a telescope and spy a broken steamship (the Forfarshire) crashed on the rocks. People are clinging to the rocks in the freezing water! What should you do?"* Explain that Grace and her father did not wait for help because there was no coastguard to call. They decided to row out into the storm themselves.

2. Picture Analysis: Spot the Dangers (15 mins)

Analyse Source A (The Painting): Project the rescue painting. Have pupils point out the clues with their "magnifying fingers":

"How many people are in the boat rowing?" (Just Grace and her father).
"What is the boat made of?" (Wood. It is a coble—a lightweight open rowing boat).
"Is she wearing a lifejacket or a helmet?" (No! She is wearing her everyday dress and shawl).
"Why did she have to row?" (There were no engines or motors back then).
Introduce the Concept of Progress: Explain that Grace and her father successfully saved 9 lives. People across Britain were so amazed by her bravery that they sent her letters, money, and even wrote songs about her.

3. Comparison Activity: Wooden Coble vs. RNLI Lifeboat (20 mins)
Analyse Source B (The Modern Lifeboat): Project the image of the modern RNLI crew.
Discussion: Lead a comparative discussion. Ask: *"If Grace Darling had a time machine and saw a modern RNLI crew, what would amaze her?"*

Group the comparisons on the board:

Feature	Grace Darling's Rescue (1838)	Modern RNLI Rescue (Today)
The Boat	Wooden, open, powered by rowing	Inflatable rubber/plastic, powered by loud engines
Safety Gear	Cotton clothes, no lifejackets, no helmets	Warm wetsuits, thick lifejackets, protective helmets
How they knew	Looking through a spyglass/telescope	Radios, satellite maps, mobile phone calls (999)

Independent Task: Pupils receive a worksheet showing a blank template of a modern rescue boat. They must draw and label 3 essential safety items that modern helpers use today that Grace did not have (e.g., lifejacket, engine/propeller, radio/GPS, helmet).

4. Plenary: The Coastal Safety Message (10 mins)
Reflection: Gather the children back. Ask: *"Why is sea rescue much safer today for the helpers?"* (Because we have engines that don't get tired, warm clothing, and lifejackets to keep us afloat if we fall in).
The Big Connection: Explain that the RNLI was inspired by brave volunteers like Grace Darling. Today, the RNLI has over 400 lifeboats stationed around our coasts, run by volunteers who are still just as brave as Grace was.

KS1 History Lesson Plan: Week 6
Topic: The Great Helper Timeline: Bringing It All Together
Duration: 60 Minutes
Lesson Overview
This final unit lesson serves as a **summative assessment and celebration of learning**. Pupils will consolidate their chronological understanding by building a physical, large-scale timeline. They will visually map out where our historical heroes belong relative to each other and to the modern-day helpers they see in their own lives.
Learning Objectives
Substantive: To recall and place key historical figures (Nightingale, Seacole, Darling) and events (Great Fire of London) in chronological order.

Disciplinary: To construct a timeline using simple date intervals, demonstrating a clear understanding of "past" vs. "present" (Chronological Understanding).

Key Historical Vocabulary

Timeline, Century, Chronological, Decades, Ancient, Modern, BC/AD (conceptually introduced as 'Long, long ago').

Resources Needed

A long piece of washing line (rope) and colourful pegs, or a long roll of butcher paper taped along a classroom wall.

Timeline Portrait Cards: Laminated large photos/drawings of:

A modern nurse/doctor
Grace Darling (1838)
Florence Nightingale (Crimean War, 1854)
Mary Seacole (Crimean War, 1850s)
The Great Fire of London (1666)
A photo of the pupils' own school class (Today)

Blu-Tack or tape.

"My Helper Hero Card" worksheet (one per pupil).

Visualising Chronology

Using a timeline helps KS1 children move from seeing history as a single, vague bucket of "old stuff" to seeing it as a structured journey of time.

Lesson Delivery

1. The Hook: The Time Machine (10 mins)

Action: Tell the class that we are setting our class "Time Machine" to travel all the way back to 2026 (the present day!). Show a photo of the class or a modern doctor.

The Puzzle: Explain that the time machine is broken because our historic heroes have got completely mixed up in time!

The Goal: *"We need to build a time road—a **timeline**—to put everyone back in their rightful place, from the longest time ago to the modern helpers of today."*

2. Guided Construction: Building the Giant Rope Timeline (20 mins)

Setup: Stretch the washing line across the front of the classroom. Hang a sign on the far right that says **"TODAY (2026)"** and a sign on the far left that says **"LONG, LONG AGO"**.

Step-by-Step Sequencing:

The Present Day: Invite a child to peg the picture of the class/modern helper next to "Today".

The Victorian Era: Show the pictures of Florence Nightingale (1854), Mary Seacole (1850s), and Grace Darling (1838).

Ask: *"Did these people live before us, or after us?"* (Before).

Explain that they lived about 170 years ago. Discuss who goes first. Point out that Grace Darling made her rescue in 1838, which is *just* slightly before Florence and Mary went to the war in the 1850s. Peg them close together in the middle-left of the line.

The Stuart Era (The Great Fire): Show the painting of the Great Fire of London (1666).

Ask: *"Is 1666 longer ago than 1850?"* (Yes, much longer ago!).

Explain that this was over 350 years ago. Place this on the far left.

Chronology Check: The Final Wall Timeline

Once assembled, your classroom timeline should follow this exact sequence:

The Great Fire of London

1666
No organised fire brigade existed. People fought the blaze with simple leather buckets and metal hooks. This event changed how we build cities and fight fires forever.
Grace Darling's Rescue
1838
Grace rowed a wooden boat out into a violent storm to save stranded survivors of a shipwreck, showing early bravery at sea before modern lifeboats existed.
Florence Nightingale & Mary Seacole
1854
The Crimean War hospital work. Florence cleaned up the Scutari wards while Mary ran her independent herbal healing hut, the British Hotel.
Modern Heroes & Helpers
Today (2026)
We have high-tech NHS hospitals, GPS-guided RNLI lifeboats, and motorised fire engines to keep us safe.

3. Application: "Who is my Hero?" (20 mins)
Task: Hand out the **"My Helper Hero Card"** worksheet.
Pupils choose their favourite helper from the entire 6-week unit (e.g., Grace Darling, Mary Seacole, Florence Nightingale, or a modern firefighter/doctor).
They draw a picture of their hero in action and write two sentences using their template:
My hero is [Name].
They helped people by [Action].
They lived in [Past / Present].

4. Plenary: Time Walk (10 mins)
Action: Have the class stand up and line up.
The Walk: Walk slowly along the physical timeline rope, starting at 1666 and ending at Today. As you pass each card, have the children call out the name of the helper and do a physical action (e.g., miming throwing a bucket of water for 1666, rowing for Grace Darling, washing hands for Florence, pouring tea for Mary).
Closing Question: *"How did the helpers of the past make our world a safer place today?"* (They taught us to clean hospitals, build fire engines, make lifeboats, and always try to be brave).

Other Information, Ideas and Resources

Focusing on Changes Over Time:
"Then and Now" of a Specific Helper:
Choose one helper, like a firefighter, police officer, or doctor/nurse.
Explore how their roles and tools have changed over time. For example:
Firefighters: Compare old hand-pumped fire engines with modern trucks, leather buckets with hoses, and simple alarms with modern communication systems. Look at old photos and illustrations.
Police Officers: Discuss early forms of policing (watchmen with rattles), compare old uniforms with modern ones, and talk about the introduction of cars and radios.
Doctors/Nurses: Contrast basic remedies and tools from the past with modern medicine and technology. Show pictures of old-fashioned hospitals or apothecaries.
Activity: Create a timeline or a "Then and Now" chart with drawings or simple labels.

Looking at Old Photographs:
Source old photographs of people in helping professions within your local community or from historical archives.

Discuss what the children observe: What are they wearing? What tools are they using? What does their workplace look like? How is it different from today?
Activity: Ask children to draw what they think that person might be doing or saying.
Toys and Games Related to Helpers:
Explore how toys and games representing "People Who Help Us" have evolved. Compare old wooden toy fire engines or simple doctor's kits with modern plastic versions or electronic games.
Activity: Have a "toy museum" where children bring in or draw pictures of old and new helper toys.

Focusing on Individuals from the Past:
Florence Nightingale (Nurse):
Introduce her as a significant historical figure who helped people.
Focus on her work during the Crimean War and how she improved hospital conditions.
Keep the information simple and age-appropriate, emphasising her care and dedication.
Activity: Role-play being nurses caring for "patients" or create simple lamps like the one she carried.

Mary Seacole (Nurse/Healer):
Another important historical figure who helped soldiers during the Crimean War.
Highlight her determination and resourcefulness in providing care.
Compare and contrast her approach with Florence Nightingale's in a simple way.
Activity: Create a timeline of her life or draw pictures of her helping soldiers.

Local Historical Figures:
Research if your local area had any notable figures in helping professions in the past (e.g., a respected local doctor, a long-serving police officer, a dedicated lifeboat crew member).
Share their stories in an age-appropriate way, focusing on their contributions to the community.
Activity: If possible, visit a local museum or historical society to learn more.

Considerations for Implementation

Making it Engaging:
Storytelling: Use engaging stories (real or fictionalised but based on historical facts) about people helping others in the past.
Role-Play: Encourage children to role-play different historical helpers, using simple props.
Simple Timelines: Introduce the concept of time passing by creating very basic timelines with just a few key events or images.
Keep it Concrete: Focus on tangible objects and actions that children can easily understand.
Use Visuals: Pictures, illustrations, and even short video clips can be very effective.
Focus on the Human Element: Emphasise the caring and helpful nature of these individuals.
Relate to the Present: Make connections between historical helpers and the people who help them today.

Music

See also Charanga Schemes of work

Substantive Knowledge

In the National Curriculum, **Substantive Knowledge** in music refers to the factual, concrete knowledge of musical elements (like pitch, tempo, and rhythm) and skills (singing, playing instruments, and notation). When taught through the popular cross-curricular Early Years and Key Stage 1 theme **"People Who Help Us"** (covering doctors, firefighters, police, coastguards, and postal workers), this knowledge comes to life. Instead of learning abstract concepts, children use real-world "helping" contexts to ground their musical understanding.

The Substantive Knowledge: What Pupils Must Know & Do
Through the **"People Who Help Us"** lens, Key Stage 1 pupils develop substantive knowledge in four core areas:

1. Interrelated Dimensions of Music (The Elements)
Pupils learn to identify and manipulate the basic building blocks of music using emergency and community helper themes:
Pitch (High/Low): Knowing how to represent a two-tone siren (e.g., an ambulance or police car) using their voices or tuned percussion (glockenspiels). They recognise that sirens alternate between a higher and a lower pitch.
Tempo (Fast/Slow): Understanding that different helpers move at different speeds. Pupils learn to play a steady beat *slowly* to represent a heavy, lumbering dustcart or postal van, and *quickly* to represent a fire engine rushing to an emergency.
Dynamics (Loud/Quiet): Learning to make music that starts very quiet (pianissimo) and gets progressively louder (crescendo) to represent a siren getting closer, and decrescendo (getting quieter) as the helper drives away.
Timbre (Sound Quality): Selecting specific classroom instruments to mimic real-world helper sounds. For example, knowing that a metal triangle sounds like a vintage fire bell, while a wooden guiro sounds like a doctor's rip-open medical tape.

2. Singing & Vocal Control
Pitch Matching: Learning to sing simple, repetitive melodies about community helpers (e.g., "The Wheels on the Ambulance," "Five Little Firefighters") while maintaining a steady pitch.
Chanting & Rhythm: Keeping a steady vocal rhythm by chanting helper patterns (e.g., *"Po-lice Of-fi-cer, Po-lice Of-fi-cer"* or *"Stop, drop, and roll"*).

3. Playing Instruments & Performance
Unpitched Percussion: Knowing how to hold and play instruments like drums, woodblocks, and shakers to represent a steady heartbeat (doctors) or the sound of water spraying from a hose (firefighters).
Tuned Percussion: Playing simple two-note patterns (intervals) on a glockenspiel or chime bars to represent the "nee-naw" of a siren.

4. Simple Notation & Representation
Graphic Score: Knowing that sounds can be written down visually. For example, drawing a wave pattern to represent a siren's sound rising and falling, or drawing big, heavy dots to represent loud, stomping firefighter boots.

Why This Substantive Knowledge Matters
Teaching music through "People Who Help Us" is not just a convenient thematic link; it is a highly effective cognitive tool for young learners:

Translating Abstract to Concrete: Music theory (like pitch, intervals, and dynamics) is incredibly abstract for five- and six-year-olds. Linking a minor third interval to an ambulance siren makes the musical distance instantly recognisable.

Enhancing Active Listening: By asking children to dissect the sounds of their community, they learn to listen to the world around them with a musical ear. They begin to hear rhythm in a flashing indicator light or pitch in a police whistle.

Building Emotional Connection and Schema: Combining PSHE (Personal, Social, Health and Economic education) with music helps children process complex feelings about emergencies. Recreating a siren's loud dynamic range through play helps demystify the sound, reducing fear and replacing it with a sense of safety and structured understanding.

Disciplinary Knowledge

While **substantive knowledge** is the *what* of music (the facts, vocabulary, and core skills), **disciplinary knowledge** in Key Stage 1 Music is the *how*. It is the practice of **acting like a musician**—how children learn to listen, compose, perform, and evaluate. When framed through the **"People Who Help Us"** topic, disciplinary knowledge is about how children use musical elements to represent, interpret, and communicate ideas about their community helpers.

The Disciplinary Knowledge: How Pupils Work as Musicians
Through this learning theme, KS1 pupils develop their disciplinary practices across four key musical processes:

1. Interpreting and Listening (Reading the Soundscape)
Critical Listening: Learning to hear a sound and explain *how* it makes them feel or what it represents.
The Practice: Listening to a piece of music (like the quick, driving rhythm of a classical piece) and deducing: *"This music sounds fast and urgent, like a fire engine rushing to help, not like a librarian walking slowly."*
Acoustic Awareness: Recognising how sounds change in different environments where helpers work (e.g., how a rescue helicopter sound echoes, or how a stethoscope isolates a quiet heartbeat).

2. Composing and Creating (Making Sound Choices)
Musical Decision-Making: Choosing specific instruments and sounds to tell a story or represent a helper's job, rather than just hitting things randomly.
The Practice: Knowing they can use a slow, steady pulse on a woodblock to represent a postman walking from house to house, and then a sudden, sharp "shhh" shaker sound to show a letter sliding through a letterbox.
Creating Graphic Notation: Inventing their own visual symbols to communicate sound to others.
The Practice: Drawing a dotted line to show the short, sharp beeps of an ambulance reversing, or a thick, dark scribble to represent the loud roar of a rescue boat engine.

3. Performing and Communicating (Working as an Ensemble)
Following a Leader: Learning how to start, stop, play louder, or play quieter based on a conductor's hand gestures (e.g., a teacher acting as a "police officer directing traffic" to control the class orchestra).
Playing Together: Maintaining their own sound part while listening to their peers.
The Practice: One half of the classroom plays a steady "heartbeat" on the drums (the doctor group), while the other half plays a steady "breathing" sound on maracas (the patient group) without losing their timing.



A graphic score allows children to 'write down' their musical ideas without traditional sheet music.. Source: Andrew Downes

4. Evaluating and Refining (Improving the Sound)
Constructive Feedback: Expressing what they like about a performance and what could be changed to make it represent the helper better.
The Practice: Reflecting on their classroom siren sound: *"We played too loudly at the beginning. If we start quietly and get louder, it will really sound like the police car is driving closer from far away."*

Why This Disciplinary Knowledge Matters
Developing disciplinary knowledge through the "People Who Help Us" theme transforms children from passive consumers of music into active, creative agents:

It Builds Empathy and Storytelling: Music is a language of emotion. By composing a "rescue piece" or a "helping song," children practice using sound to communicate feelings of worry, relief, speed, and safety. This deepens their emotional vocabulary and understanding of the helpers' roles.

It Develops Agency and Metacognition: Rather than just copying a teacher, choosing their own instruments to represent a helicopter's blades or a doctor's gentle touch teaches children *why* musicians make choices. They realise that music isn't accidental—it is designed.

It Fosters Collaboration: Performing as a class ensemble to represent a busy emergency control room or a hospital ward teaches vital social skills. Children must listen, wait for their cue, and support each other's sounds, mimicking the teamwork of the real-life heroes they are learning about.

Learning Objectives

Overarching KS1 Music Objectives:
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play tuned and untuned instruments musically.
Listen with concentration and understanding to a range of high-quality live and recorded music.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Specific Music Objectives for 'People Who Help Us'
1. Singing and Voice Work:
Objective: To use their voices expressively and creatively to explore the sounds and actions of different people who help us.

Activity Idea: Learn and sing songs about different helpers (e.g., "The Wheels on the Bus" adapted for a police car or fire engine, "Twinkle, Twinkle, Little Star" adapted to a doctor's visit, songs about firefighters or postal workers).
Activity Idea: Create vocal sounds and chants to represent the sounds associated with helpers (e.g., siren sounds, a doctor's cough, a teacher's clapping, a builder's hammering).
Activity Idea: Use different vocal dynamics (loud/quiet) and tempo (fast/slow) to reflect the work or emotions of different helpers (e.g., a quiet nurse, a busy postal worker).

2. Playing Tuned and Untuned Instruments:
Objective: To play tuned and untuned instruments to create sounds and simple patterns related to people who help us.
Activity Idea: Use untuned percussion (drums, shakers, woodblocks) to mimic sounds of helpers or their tools (e.g., "clop-clop" for a police horse, "tap-tap" for a builder, "swish-swish" for a cleaner).
Activity Idea: Use tuned percussion (glockenspiels, xylophones) to create short melodic phrases or simple tunes associated with helpers (e.g., a simple "ambulance siren" melody, a short tune for a friendly postman).
Activity Idea: Explore how different instruments could represent different helpers (e.g., a strong drum beat for a firefighter, soft chimes for a nurse).

3. Listening and Appraising:
Objective: To listen with concentration and understanding to music that depicts or represents 'People Who Help Us'.
Activity Idea: Listen to songs and identify the 'helper' being sung about. Discuss what the music tells them about that helper.
Activity Idea: Listen to different types of music (e.g., calm, energetic, busy) and discuss which type of music might represent a particular helper's job or feelings (e.g., calm music for a librarian, energetic music for a sports coach).
Activity Idea: Identify and describe the different sounds (pitch, dynamics, tempo, timbre) within music and relate them to aspects of 'people who help us'.

4. Composing and Creating:
Objective: To experiment with, create, select and combine sounds to represent different people who help us.
Activity Idea: Create short musical pieces or soundscapes to represent a day in the life of a particular helper (e.g., the sounds a police officer hears, the sounds in a hospital).
Activity Idea: Improvise simple musical responses to scenarios involving helpers (e.g., what music would you make if the fire engine was rushing past? What music would you make if the doctor made you feel better?).
Activity Idea: Choose instruments and sounds to create a musical "portrait" of a chosen helper, explaining their choices (e.g., "I used the tambourine for the postal worker because they shake their bag").

5. Performing:
Objective: To perform their own created music or learned songs about 'People Who Help Us', solo or in groups.
Activity Idea: Perform the songs and chants learned about helpers, adding actions and expressions.
Activity Idea: Share their instrumental compositions with the class, explaining their ideas.
Activity Idea: Participate in a simple 'performance' where different groups represent different helpers through music and sound.

Lesson Ideas

Here is a complete, highly structured 6-week Medium-Term Plan for Key Stage 1 Music. It integrates the National Curriculum requirements with the beloved cross-curricular topic **"People Who Help Us."**

Unit Title: Sound the Alarm! Music and Our Community Helpers
Year Group: Year 1 and Year 2
Duration: 6 Weeks (Approx. 45–60 minutes per lesson)
Unit Overview & Intent
In this unit, pupils explore the **Interrelated Dimensions of Music** (tempo, dynamics, pitch, timbre, and structure) by investigating the sounds, actions, and emotions associated with community helpers. Pupils will sing, play tuned and untuned percussion, improvise soundscapes, and represent sounds using graphic notation.

Weekly Progression Scheme
Week 1: The Urgent Engine (Tempo & Pulse)
Theme: Firefighters and Emergency Vehicles.
Substantive Knowledge:
Define **pulse** as a steady, underlying heartbeat in music.
Define **tempo** as speed (fast and slow).
Know that a fast tempo creates a feeling of urgency or rushing.
Disciplinary Knowledge:
Find and maintain a steady pulse (walking, clapping) to a firefighting chant.
Play untuned percussion (drums, woodblocks) to match a fast tempo (fire engine rushing) vs. a slow tempo (engine returning to the station).
Suggested Activity: Teach the chant *"Fire Engine, Fire Engine, rushing down the street!"* Pass a drum around to keep a steady pulse at different tempos.

Week 2: Sirens & Sounds (Pitch & Tuned Percussion)
Theme: Police Officers & Paramedics.
Substantive Knowledge:
Define **pitch** as how high or low a sound is.
Identify that emergency sirens use a **two-tone alternating high/low pitch pattern**.
Disciplinary Knowledge:
Use the voice to slide from a low pitch to a high pitch (vocal siren warm-up).
Locate and play two distinct notes (e.g., C and G) on a glockenspiel or chime bars to mimic a siren.
Suggested Activity: Use chime bars or glockenspiels. Children take turns playing a "nee-naw" pattern to match a visual cue (e.g., holding up a blue police car card).



Playing simple alternating intervals on tuned percussion to create siren sounds.. Source: RyersonClark / Getty Images

Week 3: Listening on the Ward (Dynamics)
Theme: Doctors, Nurses, and Dentists.
Substantive Knowledge:
Define **dynamics** as volume (loud and quiet / *forte* and *piano*).
Define **crescendo** (getting louder) and **decrescendo** (getting quieter).
Disciplinary Knowledge:
Play shaker instruments quietly to mimic a gentle heartbeat or breathing, and loudly to mimic a sudden emergency warning.
Use a crescendo to show an ambulance getting closer, and a decrescendo to show it driving away into the distance.
Suggested Activity: Conduct a "doctor's waiting room" game. Pupils tap a steady "heartbeat" on a drum. When the conductor raises their hands (tall), the volume increases; when they lower them, it gets whisper-quiet.

Week 4: Delivering the Mail (Timbre & Instrument Choice)
Theme: Postal Workers, Bin Collectors, and Delivery Drivers.
Substantive Knowledge:
Define **timbre** (pronounced *tam-ber*) as the unique quality or character of a sound (e.g., woody, metallic, scratchy, hollow).
Disciplinary Knowledge:
Listen to a sound effect and select an appropriate classroom instrument to represent it.
Example: Selecting a metal triangle for a bicycle bell, a wooden guiro for a sorting machine, or a cabasa for letters sliding through a door.
Suggested Activity: Set up a mini "sorting office" story. As the teacher reads the story of a letter's journey, children play their chosen "timbre" instrument at the exact moment of their sound effect.

Week 5: Creating a Rescue Map (Graphic Notation)
Theme: Coastguards, Mountain Rescue, and Lifeboats.
Substantive Knowledge:
Understand that music and sound can be written down using **graphic scores** (pictures, lines, and shapes) instead of traditional notes.
Disciplinary Knowledge:
Translate physical sounds (e.g., waves, wind, a helicopter rotor, a siren) into visual drawings.
Read and perform a classmate's graphic score from left to right.

Suggested Activity: Draw a collective class "Rescue Map" on a large roll of paper. Children use wavy lines for wind (vocal hums), big dots for heavy rain (shakers), and spirals for helicopter blades (slap-claps).

Week 6: The Grand Emergency Soundscape (Ensemble Performance)
Theme: Joint Emergency Response (Synthesis).
Substantive Knowledge:
Understand the role of a **conductor** in starting, stopping, and balancing different groups of sounds.
Define **structure** (how a piece of music is organised with a beginning, middle, and end).
Disciplinary Knowledge:
Perform as part of a cooperative group, keeping their part steady while listening to others.
Respond to a conductor's hand gestures to control dynamics and entry cues.
Suggested Activity: Create a 3-part soundscape story: *1. The Storm at Sea (Week 5 skills) → 2. The Siren Call (Week 2/3 skills) → 3. Safe Back at Station (Week 1/4 skills).* Film the final class performance.

Assessment Indicators (What to Look For)

Working Towards	Expected Standard (KS1)	Working Above
Struggles to keep a steady pulse. Plays instruments randomly without matching the helper's tempo or dynamic cues.	Can keep a steady pulse. Changes dynamics (loud/quiet) and tempo (fast/slow) to match the chosen helper. Plays simple intervals on tuned percussion.	Confidently maintains a solo rhythm within an ensemble. Invents expressive graphic notation. Leads or conducts peers during performances.

Other Information, Ideas and Resources

Singing & Action Songs:
"The Helper Song" (Original or Adapted): Create a simple song with verses about different helpers (police officer, firefighter, doctor, nurse, teacher, etc.). Each verse could describe what they do and have a simple, repeated chorus. Actions can be added for each helper (e.g., siren sound and arm movements for a firefighter, pretending to give an injection for a nurse).
"Thank You, Helpers": A gentle song expressing gratitude to those who help us. This could be a call-and-response song or have simple harmonies for some KS1 children.
"If You See a..." Song Adaptation: Adapt the tune of "If You're Happy and You Know It" to include actions related to different helpers (e.g., "If you see a police officer, wave hello!").
Rhyming Songs: Simple songs with rhyming couplets describing the actions of helpers (e.g., "The doctor helps us feel much better, she might even write you a letter!").

Movement & Drama:
"Helper Parade": Play different styles of music (e.g., a march for police officers, a faster tempo for paramedics) and have the children move like the helpers. They could use props like toy stethoscopes or pretend hoses.
"Guess the Helper": Play a short piece of music that you think evokes a particular helper (e.g., a siren sound effect, a gentle, caring melody). Children guess who it might be and act out their role.
"Musical Scenarios": Create short musical scenarios where children act out situations involving helpers. For example, a child pretends to be hurt, and others act as paramedics to help, with appropriate sound effects and perhaps a simple musical accompaniment.

Instrumental Exploration:

Sound Effects: Explore how different instruments can create sounds associated with helpers (e.g., shakers for rain for a farmer, a triangle for a bicycle bell for a post person, a whistle for a lifeguard).

Creating Rhythms: Use percussion instruments to create rhythms that match the actions of different helpers (e.g., a steady beat for walking, a faster rhythm for running).

"Helper Band": Divide children into groups, each representing a different helper. They can choose instruments and create a short musical piece that they feel represents their helper.

Listening Activities:

Identifying Sounds: Play recordings of sounds associated with different helpers (sirens, ambulance sounds, a school bell, a telephone ringing in a doctor's office) and ask children to identify them.

Music and Emotion: Discuss how different pieces of music might make us feel – brave like a firefighter, calm like a nurse, helpful like a librarian.

Exploring Songs about Community: Listen to songs that celebrate community and people working together.

Considerations for Implementation

Cross-Curricular Links:

Literacy: Create songs based on stories about people who help us.

PSHE: Discuss the importance of different helpers and how they contribute to our community.

Keep it Simple: Focus on clear, repetitive musical ideas that are easy for Key Stage 1 children to grasp.

Use Visual Aids: Pictures or props can help children understand the different roles.

Encourage Creativity: Allow children to contribute their own ideas and interpretations.

Physical Education

Substantive Knowledge

In Key Stage 1 PE, **substantive knowledge** consists of the physical movements, rules, safety practices, and foundational physical skills that pupils must learn and perform. By linking these elements to the **"People Who Help Us"** learning theme, the abstract mechanics of movement are translated into imaginative, narrative-driven physical play. Running, balancing, throwing, and jumping become active "rescue missions," making physical development engaging and memorable for young children.

The Substantive Knowledge: What Pupils Must Know and Do

When teaching through "People Who Help Us," the KS1 PE curriculum focuses on mastering three key pillars of substantive physical development:



Fundamental Movement Skills form the core substantive knowledge in KS1 PE.. Source: The Go 2 Teacher | Teaching Advice and Tips for Teachers

1. Fundamental Movement Skills (FMS)
These are the physical "building blocks" of all sports and physical activities. Under this theme, pupils must know how to perform and apply:

Locomotor Skills (Moving from A to B):
Running: How to pump arms and stay on the balls of the feet (e.g., *sprinting quickly like a police officer chasing a suspect or a firefighter responding to an alarm*).
Side-stepping/Galloping: How to move laterally while maintaining balance (e.g., *navigating a narrow space to deliver mail or escaping a simulated hazard*).
Jumping and Landing: How to bend knees to absorb shock safely (e.g., *jumping over "puddles" or leaping from a "rescue ledge" onto a safety mat*).

Stability/Non-Locomotor Skills (Balance and Control):
Static Balance: How to hold the body perfectly still, focusing eyes on a fixed point and tightening the core (e.g., *standing on one leg to balance on a narrow "sea wall" like a coastguard*).
Dynamic Balance: How to move across uneven surfaces (e.g., *balancing along a low bench to cross a "rickety bridge" during a search-and-rescue mission*).

Manipulative/Object Control Skills:
Throwing (Underarm/Overarm): How to step forward with the opposite foot to aim and release a soft object (e.g., *throwing a "life ring" beanbag to a stranded survivor on a blue mat*).
Catching: How to make "cup hands" with relaxed fingers to pull an object toward the chest (e.g., *catching "supplies" dropped by a rescue helicopter*).

2. Simple Rules and Spatial Awareness
Finding Space: Knowing how to find "empty space" to avoid colliding with others (e.g., *driving a "fire engine" hoop without bumping into other vehicles*).
Following Boundaries: Understanding and respecting physical limits, such as staying within a coned-off "safe zone" or stepping behind a line to throw.

3. Rules of Healthy Living and Safety

Warm-ups and Cool-downs: Knowing that warming up prepares the body for action, and cooling down helps it recover (e.g., *miming "checking rescue gear" to warm up muscles*).
Physical Changes: Recognising basic physical signs of exercise, such as a faster heartbeat, warmer skin, and deeper breathing.

Why This Substantive Knowledge Matters
Using the "People Who Help Us" theme to anchor PE substantive knowledge is highly effective for several reasons:

Lowers Barriers to Physical Performance: For many young children, direct, repetitive athletic drills (e.g., "run to that cone and turn around") can feel intimidating or boring. Turning a running drill into a "fire rescue mission" shifts their focus from self-consciousness to imaginative play, which naturally coaxes out better physical effort and biomechanical form.

Develops Critical Spatial Intelligence: In emergency-response tag games, children are forced to constantly scan their surroundings to avoid obstacles. This rapidly develops spatial awareness, lateral movement control, and peripheral vision in a safe, structured environment.

Reinforces Cross-Curricular Empathy: When children physically act out the challenging, physically demanding movements of a paramedic carrying a stretcher or a coastguard rowing a boat, they build a deep, bodily appreciation for the hard work community helpers do to keep us safe.

Disciplinary Knowledge

In Key Stage 1 PE, **disciplinary knowledge** is the understanding of how to *think, act, and progress like an athlete or physical collaborator*. It goes beyond just performing a physical action (substantive) and focuses on the **cognitive, social, and tactical decisions** children make during physical activity. Under the theme of **"People Who Help Us,"** disciplinary knowledge shifts the focus to **teamwork, problem-solving, tactical communication, and self-reflection**. Children learn *how* to apply their physical skills strategically in helper-based scenarios.

The Disciplinary Knowledge: How Pupils Work in PE
Through the "People Who Help Us" framework, KS1 pupils develop disciplinary practices across three key areas:

1. Tactical Decision-Making (Solving Physical Problems)
Rather than just running or jumping in a straight line, children learn how to evaluate a situation and make a choice to solve a problem.
Evaluating Paths: In a "rescue obstacle course" (representing mountain rescue or coastguards), children decide the safest or fastest route over equipment.
The Practice: Choosing to step carefully across a low bench (staying balanced) instead of rushing and slipping, because *"the rescue needs us to be safe."*
Using Space Tactically: Understanding how to dodge "hazards" or "smoke" (represented by soft balls or taggers) by scanning the room and changing direction quickly.

2. Collaboration and Social Cooperation (Working as a Crew)
Real community helpers never work alone. Disciplinary PE knowledge teaches children how to collaborate physically with peers to achieve a shared objective.
Cooperative Movement: Moving together in unison to transport an object or support a classmate.

The Practice: Working in pairs to carry a "stretcher" (a gym mat with a soft toy on it) across a series of obstacles, communicating verbally to synchronise their steps (*"One, two, step..."*).
Supporting Roles: Playing different roles in cooperative games, such as acting as the "rescuer" who pulls a classmate in a hoop, or the "helper" who feeds them beanbag "life rings" to throw.



Designing and navigating a physical 'rescue route' teaches children collaboration and tactical thinking.. Source: Stratford St Mary Primary School

3. Evaluation and Self-Improvement (Reflecting on Movement)
Learning how to look at their own movements and those of their peers to identify what worked and what didn't.
Identifying Success: Explaining *why* a rescue team was successful.
The Practice: "Our rescue team saved the toy quickly because we didn't drop the stretcher. We walked slowly and watched each other's feet."
Giving Simple Feedback: Observing a classmate balancing and offering a tip using basic physical language (e.g., *"If you keep your arms out wide like a helicopter, it is easier to stay on the line"*).

Why This Disciplinary Knowledge Matters
Developing disciplinary understanding alongside physical skills is crucial for holistic development at this early stage:

It Promotes Executive Function: When children play a "paramedic" tag game where they must dodge taggers to deliver a beanbag, they are exercising rapid executive planning. They must process spatial data, assess risk, and control their physical speed simultaneously.

It Transitions PE from 'Drills' to 'Real-Life Social Dynamics': Standard sports drills can sometimes isolate or discourage less confident pupils. Framing activities around helping others changes the class climate. The focus moves away from "who is the fastest runner" to "how can our rescue crew work together to save the day," fostering safety, inclusion, and positive social bonding.

It Teaches Metacognition (Learning How to Learn): By reflecting on their performance (*"We fell off the balance beam because we were running too fast"*), children learn that failure is just a data point. They learn to adapt their physical actions based on self-evaluation—a critical skill that transfers directly to the classroom and life.

Learning Objectives

Core PE Objectives (from National Curriculum)
These are the overarching objectives that 'People Who Help Us' activities can help achieve:

Master basic movements: Including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination.
Apply basic movements: Begin to apply these fundamental movements in a range of activities.
Participate in team games: Develop simple tactics for attacking and defending.
Perform dances: Use simple movement patterns.
Engage in competitive and co-operative activities: In a range of increasingly challenging situations.
Be physically active for sustained periods of time.
Develop competence and confidence in a broad range of physical activities.
Lead healthy, active lives.

'People Who Help Us' Specific PE Objectives (Linked to Theme)
Here's how to adapt the core objectives to the theme:

1. Developing Fundamental Movement Skills through Role Play and Scenario-Based Activities:
Objective: To master basic movements (running, jumping, throwing, catching, balance, agility, coordination) by simulating actions of various community helpers.
Examples:
Firefighters: Running to "fires," jumping over obstacles (like hoses), aiming and "throwing" water from a hose (e.g., throwing beanbags at a target), balancing on a "ladder" (e.g., walking along a beam).
Police Officers: Running to catch "runaways" (tag games), jumping over "obstacles," crawling through "tunnels," developing agility to navigate a "crime scene" (obstacle course).
Paramedics/Doctors: Carefully moving a "patient" (beanbag or small toy) on a "stretcher" (e.g., blanket carry with a partner), using fine motor skills for "bandaging" (e.g., wrapping a scarf around a cone), demonstrating controlled movements.
Postal Workers: Running to deliver "letters," navigating a "route" (agility drills), balancing when carrying "parcels" (e.g., balancing a beanbag on their head).
Builders: Lifting and carrying "bricks" (e.g., light foam blocks), balancing on "scaffolding" (low benches), hammering motions (throwing activities).

2. Participating in Themed Games and Co-operative Activities:
Objective: To participate in team games and co-operative activities, developing simple tactics for attacking and defending, by working together as a team of helpers.
Examples:
"Rescue Mission" Game: Children work in small "emergency service" teams (fire, police, ambulance) to "rescue" items or "people" (soft toys) from a designated area, requiring communication and teamwork.
"Community Clean-Up" Relay: Teams of "refuse collectors" work together in a relay race to collect "litter" (e.g., beanbags) and sort it into "recycling bins," focusing on passing and receiving.
"Doctor's Surgery" Role Play: Children take on roles of doctors, nurses, and patients, demonstrating gentle and controlled movements while interacting collaboratively.
"Build a House" Team Challenge: Small groups work together to build a structure using soft play equipment or large blocks, demonstrating cooperation and problem-solving.

3. Performing Themed Dances and Expressive Movement:
Objective: To perform dances using simple movement patterns, expressing the actions and emotions of people who help us.

Examples:
"Action Heroes" Dance: Children create movements to represent different helpers (e.g., strong, sweeping movements for a cleaner; quick, precise movements for a surgeon; slow, steady movements for a crossing guard).
"Emergency Services" Sequence: Create a simple movement sequence that tells a story of an emergency, with different children taking on roles and movements (e.g., siren sounds and fast movements, then careful "rescue" movements).
"Helping Hands" Circle Dance: A simple group dance where children mimic actions of helping others, promoting coordination and group synchronisation.

4. Developing Health and Fitness Awareness:
Objective: To understand how physical activity helps people who help us perform their jobs, and how being active supports their own health.
Examples:
Discussing how police officers need to be fit to run and chase, firefighters need strength to carry equipment, and paramedics need stamina.
Children reflecting on how their bodies feel after different "helper" activities (e.g., "My heart is beating fast like a firefighter's!").
Talking about the importance of healthy eating and exercise for all people, including themselves and community helpers.

5. Promoting Social and Emotional Development:
Objective: To develop fairness, respect, and communication skills by working cooperatively and sensitively with others as "helpers."
Examples:
Emphasising fair play and turn-taking in all activities.
Encouraging children to communicate clearly and respectfully during team games.
Discussing how helpers rely on each other and teamwork.

Lesson Ideas

Here is a complete, structured 6-week Medium-Term Plan for Key Stage 1 PE. It seamlessly weaves the **"People Who Help Us"** learning theme into the development of **Fundamental Movement Skills (FMS)**, balanced with the cognitive and social aspects of **disciplinary physical practice**.

Unit Title: Heroes in Training: Community Rescue Missions
Year Group: Year 1 or Year 2
Duration: 6 Weeks (Approx. 45–60 minutes per lesson)
Unit Intent
To develop pupils' **Fundamental Movement Skills** (running, jumping, balancing, throwing, and catching) and **cognitive-social capabilities** (teamwork, spatial strategy, self-assessment, and safety). By framing physical challenges as community helper tasks, pupils are motivated to master movement control while working collaboratively.

Weekly Progression Scheme
Week 1: Firefighters to the Rescue! (Agility, Pace & Spatial Awareness)
Theme Focus: Firefighters responding to emergency calls.
Substantive Knowledge:
Movement: How to change speed (sprint vs. jog) and direction quickly while staying on the balls of the feet.

Concepts: Defining "empty space" as an area with no people or obstacles.
Disciplinary Knowledge:
Tactics: Scanning the room constantly to identify open pathways and dodge "hazard" cones or other "fire engines" (peers).
Rules: Stopping immediately and freezing safely when the "siren" whistle blows.
Suggested Activity: *The Fire Engine Tag Game.* Pupils run inside hoops ("fire engines") to find open spaces. When the teacher calls out obstacles (e.g., "fallen tree!"), pupils must pivot and change direction safely.

Week 2: Paramedic Stretcher Run (Cooperative Movement & Carrying)
Theme Focus: Paramedics and Doctors transporting patients safely.
Substantive Knowledge:
Movement: Side-stepping, sliding, and coordinated walking in pairs while holding an object.
Concepts: Knowing that carrying a load requires a lower centre of gravity (bending knees slightly) for stability.
Disciplinary Knowledge:
Collaboration: Communicating verbally with a partner (e.g., chanting *"one, two, step, step"*) to synchronise movement.
Evaluation: Discussing why a toy "patient" fell off their stretcher (e.g., *"We ran too fast and didn't talk to each other"*).
Suggested Activity: *The Paramedic Relay.* In pairs, pupils carry a small flat mat (or piece of cardboard) with a soft toy sitting on it. They must navigate a winding pathway around cones without letting the toy fall off.

Week 3: Coastguard Rescue Rings (Target Throwing & Aiming)
Theme Focus: Coastguards and Lifeboat Crews saving stranded swimmers.
Substantive Knowledge:
Movement: The mechanics of an underarm throw: stepping forward with the opposite foot, pointing the throwing hand toward the target, and releasing.
Concepts: Understanding that throwing with too much force makes an object overshoot, while too little force makes it drop short.

Disciplinary Knowledge:
Self-Adjustment: Modifying the strength and angle of a throw based on where the previous throw landed.
Peer Coaching: Giving a friend a helpful tip (e.g., *"Step forward when you throw"*).
Suggested Activity: *Save the Swimmer.* Pupils stand behind a line and throw soft beanbags ("rescue rings") into hula-hoops ("stranded swimmers") placed at varying distances across the floor.

Week 4: Mountain Rescue Path (Balance & Level Changes)
Theme Focus: Mountain Rescue Teams navigating tricky, uneven terrain.
Substantive Knowledge:
Movement: Static balance (holding a shape still on one foot) and dynamic balance (moving along a raised, narrow bench).
Concepts: Extending arms out wide to the sides acts like helicopter blades to help stabilise the body.
Disciplinary Knowledge:
Risk Assessment: Deciding when to move slowly and carefully on high/narrow equipment versus when it is safe to speed up on flat ground.
Focus: Keeping eyes fixed on a point ahead rather than looking straight down at the feet.

Suggested Activity: *The Ridge Trail.* Set up low benches, stepping stones (mats), and balancing lines on the floor. Pupils navigate the trail to "rescue" a toy at the far end of the hall, maintaining their balance the entire way.

Week 5: Police Helicopter Drop (Jumping & Landing Safely)
Theme Focus: Police and Air Rescue jumping from emergency vehicles to help.
Substantive Knowledge:
Movement: Jumping off a low bench and performing a "safe landing": bending knees deeply, keeping feet shoulder-width apart, and reaching arms forward to absorb the impact.
Concepts: Knowing that landing with straight legs sends a harsh shock up the body, whereas bent knees act like soft springs.
Disciplinary Knowledge:
Self-Evaluation: Checking their own landing pose. Did they wobble? Did they make a loud thud, or was it a quiet, springy landing?
Application: Practicing a quiet, "stealthy" landing so they don't disturb the imaginary rescue scene.



Pupils learn to land safely on soft mats, bending their knees to absorb the impact like a professional rescue jumper.. Source: Beemat

Week 6: The Grand Emergency Course (Thematic Synthesis)
Theme Focus: All community helpers working together in a major rescue operation.
Substantive Knowledge:
Combined application of running, jumping, balancing, and throwing under time-friendly, cooperative conditions.
Disciplinary Knowledge:
Tactical Teamwork: Dividing roles fairly within a group (e.g., who is the thrower, who is the carrier, who is the builder).
Performance Reflection: Sharing a team success story during the cool-down (e.g., *"Our crew worked well because we waited for our turn and cheered each other on"*).

Suggested Activity: *The Ultimate Community Rescue.* A giant, multi-station obstacle course combining the skills from Weeks 1–5. In "helper crews" of four, pupils complete the rescue circuit together, ensuring every crew member finishes safely.

Assessment Indicators: Physical & Cognitive Progress

Working Towards	Expected Standard (KS1)	Working Above
Struggles to balance on low benches. Throws objects wildly without aiming. Struggles to move cooperatively with a partner.	**Runs and changes direction safely.** **Lands on two feet with bent knees.** **Throws accurately to a close target.** **Works well in pairs.**	Moves with high agility and speed. Consistently adjusts throwing power to hit distant targets. Actively coaches peers and organises group rescue tactics.

Other Information, Ideas and Resources

Focusing on Movement Skills & Roles:

Firefighter Fitness:

Running to the Rescue: Set up cones or markers as "emergencies." Children run to the emergency when you call it out (e.g., "The cat is stuck in a tree!").

Hosepipe Handling: Use skipping ropes or beanbags as "hoses." Children practice aiming and "spraying" targets (like hoops on the ground).

Climbing the Ladder: Use climbing frames or mats for children to practice safe climbing or crawling movements. You can even have them reach for a "rescue" item at the top.

Carrying Equipment: Have children carry lightweight objects (like soft toys or small beanbag-filled bags) to simulate carrying equipment. Emphasise good posture and teamwork if they work in pairs.

Police Officer Agility:

Obstacle Course Challenge: Create a simple obstacle course that involves stepping over low objects, crawling under things, and weaving in and out of cones – simulating navigating different environments.

Traffic Control: Use different coloured cones or beanbags to represent traffic lights. Children practice moving (walking, jogging, stopping) according to the "lights."

Catch the "Baddie": A gentle game of tag where one or two children are "police officers" trying to tag the others (the "baddies"). Focus on safe tagging and running.

Doctor/Nurse Movement:

Emergency Stretches: Lead the children in simple stretches and explain how doctors and nurses need to be flexible.

Balancing Act: Have children practice balancing on one leg or walking along a line, pretending to carefully carry medicine or equipment.

Responding to Calls: When you call out a pretend ailment ("Someone has a tummy ache!"), children move quickly but carefully to a designated "patient" (a beanbag or a partner) and gently "check" on them.

Postal Worker Delivery:

Letter Delivery Run: Set up hoops or marked areas as "houses." Children carry beanbags or small soft items ("letters") and deliver them to the correct "houses."

Sorting the Mail: Use different coloured beanbags or small objects and have children sort them into designated containers, practicing their throwing and aiming skills.

Builder Balance and Coordination:
Carrying Bricks: Children can practice walking while balancing beanbags on their heads or in their hands, pretending to carry bricks.
Building Towers: Use soft blocks or cones and have children work together to build towers, focusing on teamwork and controlled movements.

Incorporating Games and Activities:
"People Who Help Us" Tag: Adapt tag so that when tagged, a child has to call out the name of a "person who helps us" before they can be freed by another player.
Role-Playing Circuits: Set up different stations representing different helpers (firefighter, police officer, doctor, etc.). At each station, children perform a simple movement related to that role for a set time before moving to the next.
"What Job Am I Doing?" Charades: Act out simple movements related to different helpers, and have the children guess the job.
Team Rescue Challenge: Divide the class into teams. Each team has to work together to move objects from one point to another using specific methods (e.g., carrying them on a mat like a stretcher). This encourages teamwork and problem-solving.

Considerations for Implementation

Science

Substantive Knowledge

In Key Stage 1 Science, **substantive knowledge** consists of the established scientific facts, vocabulary, and concepts that pupils must learn. When framed around the learning theme **"People Who Help Us"** (e.g., doctors, firefighters, police, veterinarians, and refuse collectors), science transitions from abstract academic ideas into highly practical, real-world solutions. Children learn *how* and *why* these community heroes rely on science to do their jobs.

The Substantive Knowledge: What Pupils Must Know

Under the National Curriculum for KS1 Science, the "People Who Help Us" theme directly contextualises three major biology and chemistry topics:

1. Everyday Materials and Their Properties (Chemistry)

Pupils learn to identify, name, and describe a variety of everyday materials and explain why they are chosen for specific helper equipment based on their physical properties:

Firefighters: Knowing that a firefighter's uniform must be made of materials that are **fire-resistant**, **waterproof**, and **strong** (heavy-duty fabrics), rather than absorbent or melting materials (like plastic or polyester).
Police & Road Workers: Knowing that their high-visibility vests must be **reflective** (to return light in the dark) and **flexible** (for easy movement).
Coastguards & Lifeguards: Knowing that life jackets and rescue boats must be made of **buoyant** (floating) and **waterproof** materials like plastic and foam, rather than absorbent wood or heavy metal.



Firefighter uniforms are carefully engineered from fire-resistant and highly reflective materials to protect rescue crews.. Source: Nur Fandilah / Getty Images

2. Animals, Including Humans (Biology)
Pupils learn about the human body, physical health, and basic animal needs through the lens of medical and veterinary helpers:

Doctors & Nurses (Our Bodies and Senses):
Naming basic external parts of the body (e.g., head, chest, limbs) that doctors examine.
Knowing the **five human senses** (sight, hearing, touch, taste, smell) and their corresponding body parts (eyes, ears, skin, tongue, nose). They learn how doctors use tools like stethoscopes to amplify the sense of hearing to listen to heartbeats.
Vets & Animal Rescuers (Animal Needs and Offspring):
Knowing that all animals, including humans, need **water, food, and air** to survive.
Understanding that animals have offspring that grow into adults (e.g., a vet helping a sheep deliver a lamb).

3. Seasonal Changes & Weather (Earth & Space)
Pupils learn how changing weather conditions affect how emergency services operate:
Knowing how weather changes across the four seasons (e.g., ice/snow in winter makes roads slippery, requiring gritters to help us).
Understanding how helpers adapt their clothing and tools to different seasons (e.g., coastguards wearing thick dry suits in freezing winter waters vs. light uniforms in summer).

Why This Substantive Knowledge Matters
Connecting KS1 science facts to the people who keep us safe serves a powerful educational purpose:

It Answers the "Why Do We Need to Learn This?" Question: Young children often struggle to find relevance in categorising materials (e.g., classifying plastic vs. metal). When they learn that choosing the *wrong* material for a firefighter's helmet or a lifeguard's raft could put lives at risk, they instantly grasp the immense, real-world value of material science.
It Demystifies Medical Procedures: When children learn about the five senses alongside how a doctor uses a stethoscope (hearing), an otoscope (seeing inside ears), or a thermometer (feeling temperature), it removes

the fear of medical visits. It shifts a child's perspective of a check-up from a scary event to a fascinating scientific investigation.

It Builds Foundational Schema for Future Science: Understanding simple material properties (e.g., waterproof vs. absorbent) and basic survival needs in KS1 builds a robust cognitive foundation. When pupils move to Key Stage 2 and begin studying states of matter, thermal insulation, and complex organ systems, they can easily retrieve and build upon the concrete examples they mastered in their early "helper" units.

Disciplinary Knowledge

In Key Stage 1 Science, **disciplinary knowledge** is defined as "Working Scientifically." It is not the *facts* themselves, but the **skills and practices** pupils use to discover and understand those facts. It teaches children how to think, investigate, and communicate like real scientists. When applied to the **"People Who Help Us"** learning theme, **disciplinary knowledge** shifts children from passive listeners into active investigators. They step into the shoes of community helpers to solve physical problems, test materials, and ask scientific questions.

The Disciplinary Knowledge: How Pupils "Work Scientifically"
Under the National Curriculum, KS1 disciplinary science is broken down into five key inquiry skills. Here is how they are practiced through the lens of community helpers:

1. Asking Questions and Raising Hypotheses
Pupils learn to ask simple questions about how things work and recognise that they can be answered in different ways.
The Helper Scenario: Act like a **veterinarian** or **doctor** diagnosing an issue.
The Practice: Asking, *"Why is the puppy shivering?"* or *"What will happen if we don't keep the medicine in the fridge?"* Pupils generate basic predictions (hypotheses) to test.

2. Observing Closely and Using Simple Equipment
Pupils learn to use their senses and basic tools (such as magnifying glasses, timers, or thermometers) to gather data.
The Helper Scenario: Act like a **police forensic team** or **paramedic**.
The Practice: Using a magnifying glass to look at different fabric fibres to see which is strongest for a police uniform, or using a digital thermometer to measure "patient" temperatures.

3. Performing Simple Tests (Comparative Testing)
Pupils learn how to set up simple, hands-on tests to compare things.
The Helper Scenario: Act like an **emergency equipment designer**.
The Practice: Testing different materials to find the best waterproof fabric for a firefighter's hose or coat. Children pour equal amounts of water onto plastic, paper, and cotton, observing which ones let water through.



Pupils gather and classify material samples to find the best options for rescue equipment..
Source: Delph Side Community Primary School

4. Identifying, Classifying, and Sorting
Pupils group objects and materials based on their properties or characteristics.
The Helper Scenario: Act like a **refuse collector (bin collector) / recycling helper**.
The Practice: Sorting household waste items into different bins (bins for plastic, paper, metal, or glass) by looking closely at and feeling the materials.

5. Gathering and Recording Data to Answer Questions
Pupils record their observations in simple ways, such as drawing pictures, filling in pre-made tables, or building simple pictograms.
The Helper Scenario: Act like a **weather forecaster** helping the community prepare for storms.
The Practice: Measuring and drawing daily weather symbols (rain, sun, wind) to help coastguards decide if it is safe for boats to go out to sea.
Why This Disciplinary Knowledge Matters
Teaching children how to "work scientifically" using a familiar, heroic theme is incredibly impactful:

It Makes Abstract Scientific Methods Concrete: For a five- or six-year-old, the concept of a "fair test" is highly abstract. However, if you frame it as: *"We must test these fabrics fairly because if we pick the wrong one, the firefighter will get wet and cold,"* the logic of keeping variables the same (using the same amount of water, testing for the same duration) makes perfect sense.

It Builds Critical Thinking and Problem-Solving: Disciplinary science teaches children that science isn't a book of static answers—it is a way of solving problems. By testing, sorting, and evaluating, pupils learn to base their conclusions on real, observed evidence rather than guesses.

It Fosters Agency and Empathy: Placing pupils in the role of the helper gives their science investigations immediate purpose. They aren't just doing a classroom task; they are "helping the vet" or "saving the

stranded sailor." This builds a strong emotional connection to learning, driving deeper engagement and curiosity.

Learning Objectives

Working Scientifically (General Objectives applicable to all areas)

These objectives are crucial for children to develop scientific skills through investigation and exploration related to the theme:

Asking simple questions and recognising that they can be answered in different ways:
Example: "What job helps us when we are hurt?" "How do firefighters know where a fire is?"
Observing closely, using simple equipment:
Example: Using magnifying glasses to look at different materials in a builder's kit, or different textures in a doctor's uniform.
Performing simple tests:
Example: Testing which material is most waterproof for a firefighter's coat, or which material is strongest for a builder's helmet.
Identifying and classifying:
Example: Grouping tools used by different helpers (e.g., medical tools, building tools, cleaning tools). Classifying materials used in different uniforms.
Using their observations and ideas to suggest answers to questions:
Example: After testing, explaining why a particular material is good for a paramedic's gloves.
Gathering and recording data to help in answering questions:
Example: Drawing pictures of observations, tallying preferences, creating simple charts of materials and their properties.

Animals, including Humans

This area has strong links to the "People Who Help Us" theme, especially healthcare professionals.

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Example: Discussing how doctors and nurses need to know body parts, or how a paramedic uses their senses to assess a patient.

Notice that animals, including humans, have offspring which grow into adults.
Example: Discussing how vets help animal offspring, or how health visitors help human babies grow.
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
Example: Linking this to the role of doctors and nurses in ensuring people get the right nutrition and care, or how farmers provide food.
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Example: Discussing how doctors and nurses advise on healthy lifestyles, or how dentists help us keep our teeth clean and healthy.

Everyday Materials

Many "People Who Help Us" use specific materials in their work, providing excellent opportunities for investigation.

Distinguish between an object and the material from which it is made.

Example: A firefighter's helmet (object) is made of plastic (material).
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Example: Identifying materials in a police car, ambulance, building, or school.
Describe the simple physical properties of a variety of everyday materials.
Example: Discussing whether a firefighter's uniform is waterproof, a builder's tools are strong, or a doctor's gloves are flexible.
Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Example: Sorting materials used by different helpers based on properties like hardness, flexibility, transparency, etc.
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.[2]
Example: Exploring how plastic or metal can be shaped to make different tools or equipment for various helpers.

Plants (Possible Links)
While less direct, some links can be made:

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
Example: Discussing the role of a gardener or park keeper in caring for plants.
Identify and describe the basic structure of a variety of common flowering plants, including trees.
Example: If a "helper" is a florist, discussing the parts of flowers they use.

Seasonal Changes (Less direct, but could be a minor link)
Observe changes across the four seasons.
Example: Discussing how some "people who help us" jobs might change with the seasons (e.g., road gritters in winter, lifeguards in summer).

Lesson Ideas

Here is a complete, highly structured 6-week Medium-Term Plan for Key Stage 1 Science. It integrates core curriculum topics with hands-on "Working Scientifically" (disciplinary) skills, all framed around the roles of community helpers.
Unit Title: Science to the Rescue: How Our Helpers Use Science
Year Group: Year 1 or Year 2
Duration: 6 Weeks (Approx. 45–60 minutes per lesson)
Unit Intent
To develop pupils' understanding of **Everyday Materials**, **Animals (including Humans)**, and **Seasonal Changes** (substantive knowledge) while training them to ask questions, perform simple tests, observe closely, and record data (disciplinary knowledge).

Weekly Progression Scheme
Week 1: Firefighter Uniforms (Material Properties)
Theme Focus: Firefighters requiring protective clothing.
Substantive Knowledge:
Some materials are waterproof, while others are absorbent.
Materials can be described by their properties (e.g., strong, flexible, stiff, smooth, rough).
Disciplinary Knowledge (Working Scientifically):

Performing a Simple Test: Setting up a fair test to drip water onto different fabrics (cotton, plastic, wool) to see which is waterproof.
Observing Closely: Looking at how water pools on or sinks into different materials.
Suggested Activity: *The Firefighter's Coat Test.* Pupils test fabric swatches using pipettes of water. They record their findings by colouring a simple "waterproof / not waterproof" chart to recommend the best coat material for a firefighter.

Week 2: Paramedics & Doctors (The Five Senses)
Theme Focus: How medical professionals check our health.
Substantive Knowledge:
Humans have five senses: sight (eyes), hearing (ears), touch (skin), smell (nose), and taste (tongue).
Doctors use specialised tools to help or amplify these senses (e.g., stethoscopes for hearing, penlights for sight).
Disciplinary Knowledge (Working Scientifically):
Using Simple Equipment: Using cardboard tubes (as mock stethoscopes) to listen to a partner's heartbeat before and after exercise.
Gathering Data: Recording physical changes observed (e.g., "My heart sounded faster/louder after running").
Suggested Activity: *Doctor's Clinic.* Pupils rotate through "sensory diagnostic stations" (blind taste tests, mystery sound boxes, textured touch bags) to learn how doctors gather sensory clues to help patients.

Week 3: Veterinarians (Animal Needs & Groups)
Theme Focus: Vets caring for different types of sick or injured animals.
Substantive Knowledge:
All animals (including humans) need water, food, and air to survive.
Animals can be grouped into broad categories based on physical features (e.g., mammals, birds, fish, reptiles, amphibians).
Disciplinary Knowledge (Working Scientifically):
Identifying and Classifying: Sorting a collection of toy animals into groups (e.g., "furry/mammals" vs. "scaly/reptiles") so the vet knows which clinic ward to send them to.
Asking Questions: Discussing what different animals need to stay healthy in a vet's care.
Suggested Activity: *Vet Triage.* Pupils act as vet receptionists, sorting animal patient cards into their correct biological groups and matching each patient with its correct diet and care checklist.

Week 4: Mountain Rescue Teams (Seasonal Changes & Weather)
Theme Focus: Mountain Rescue and Coastguard teams working in extreme weather.
Substantive Knowledge:
The four seasons are Spring, Summer, Autumn, and Winter.
Weather changes across seasons (e.g., ice, snow, heavy rain, extreme heat), and daylight hours vary.
Disciplinary Knowledge (Working Scientifically):
Observing and Recording: Observing weather patterns and matching weather conditions with the appropriate safety gear needed.
Communicating Findings: Expressing how weather changes create hazards (e.g., winter ice makes paths slippery).
Suggested Activity: *Winter Rescue Prep.* Pupils are given different "rescue emergency weather reports" (e.g., snowy blizzard, summer heatwave). They must select and draw the correct scientific gear and clothing the rescue team needs to survive the mission.

Week 5: Refuse Collectors & Recyclers (Sorting Materials)
Theme Focus: Bin collectors and recycling plant workers keeping our environment clean.
Substantive Knowledge:
Everyday objects are made from materials like wood, metal, plastic, glass, paper, and cardboard.
Many materials can be recycled and repurposed if sorted correctly.
Disciplinary Knowledge (Working Scientifically):
Classifying and Sorting: Grouping physical clean waste items based on the material they are made from.
Explaining Reasoning: Explaining why an item belongs in a specific recycling bin based on its physical properties.
Suggested Activity: *The Recycling Depot.* Set up sorting stations using hoops representing different recycling bins. Pupils sort a variety of clean classroom trash (plastic bottles, cardboard boxes, metal tin cans) and justify their choices.

Week 6: Emergency Shelter Designers (Combined Material Science)
Theme Focus: Disaster relief workers building emergency tents and shelters.
Substantive Knowledge:
Physical properties determine how a material is used.
A successful shelter must be waterproof, sturdy, and wind-resistant.
Disciplinary Knowledge (Working Scientifically):
Designing and Testing: Working in small groups to build a miniature "emergency shelter" for a toy using a selection of materials.
Evaluating: Testing the shelters with a watering can ("heavy rain") and a hairdryer/fan ("strong wind") and observing which materials held up best.
Suggested Activity: *The Great Shelter Challenge.* Pupils construct small shelters over toy figures using sticks, cardboard, plastic wrap, and foil. They test them live under simulated wind and rain, recording which material designs successfully kept the toy dry and safe.

Assessment Indicators: Substantive & Disciplinary

Working Towards	Expected Standard (KS1)	Working Above
Struggles to name common materials. Cannot identify the five senses. Struggles to sort objects without direct help.	**Correctly identifies simple material properties (e.g., waterproof).** **Names the five senses and body parts.** **Sorts animals and materials into simple groups.** **Makes basic predictions in tests.**	Explains *why* specific materials are chosen based on physical properties. Suggests how to make a test fair. Makes detailed observations and notices patterns in data.

Other Information, Ideas and Resources

Focusing on the Body and Health:
The Doctor's Tools:
Science Link: Observation, senses, simple measurements.
Activity: Explore a doctor's kit (real or pretend). Discuss what each tool is used for (stethoscope for listening to heartbeats and breathing, thermometer for measuring temperature). Children can practice using their senses to observe and compare. You could even introduce the concept of a "healthy" range for temperature.

Extension: Talk about how our bodies tell us when we're not well (feeling hot, tummy ache) and how doctors use science to help us get better.

The Dentist and Keeping Teeth Healthy:
Science Link: Materials (toothbrush, toothpaste), changes (decay), living things (bacteria - very simple introduction).
Activity: Investigate different toothbrushes and toothpaste. Discuss how they help clean our teeth. You could do a simple experiment to see what happens to an eggshell (representing a tooth) when left in different liquids (water, sugary drink) to introduce the idea of decay.
Extension: Discuss the importance of a balanced diet for healthy teeth and how dentists use tools to check our teeth.

The Paramedic and First Aid:
Science Link: The human body (basic understanding of injuries like cuts and bruises), materials (bandages, ice packs).
Activity: Role-play simple first aid scenarios. Discuss how bandages protect cuts and how ice can help with swelling (linking to temperature change).
Extension: Talk about how paramedics use their knowledge of the human body to help people in emergencies.

Exploring Forces and Movement:
The Firefighter and Their Equipment:
Science Link: Forces (pushing, pulling), materials (hoses, ladders), changes of state (water to steam - very basic).
Activity: Investigate how a hose works to spray water (pushing force). Explore how ladders help firefighters reach high places. You could even demonstrate how water can put out a pretend "fire" (linking to the idea of changing the environment).
Extension: Discuss the protective clothing firefighters wear and why it's important (materials that resist heat).

The Police Officer and Keeping Us Safe:
Science Link: Sound (sirens), light (flashing lights), forces (opening doors, using equipment).
Activity: Discuss how sirens and flashing lights help police officers get to emergencies quickly (linking to how we use our senses to be aware of our surroundings). Explore simple mechanisms like levers (e.g., opening a door).
Extension: Talk about how police officers use different tools and their knowledge to help people and keep things safe.

Investigating Materials and Their Properties:
The Builder and Construction:
Science Link: Materials (wood, bricks, metal), properties (strong, weak, hard, soft), shapes (stability).
Activity: Provide different building materials (blocks, cardboard, straws) and challenge children to build a stable structure. Discuss why certain shapes (like triangles) are strong.
Extension: Talk about the different jobs builders do and how they use their knowledge of materials to create buildings.

The Farmer and Growing Food:
Science Link: Living things (plants), what plants need to grow (water, light, soil), changes over time (seeds to plants).
Activity: Plant seeds and observe their growth over time. Discuss what the plants need to stay healthy. Explore different types of soil and their properties (e.g., holding water).
Extension: Talk about how farmers help us by growing the food we eat and the different stages involved in food production.

Considerations for Implementation

Real-Life Connections: Link the science concepts directly to the roles of the people who help us.
Sensory Exploration: Encourage children to use all their senses (where appropriate and safe) to investigate.

English

Book/Text Ideas

https://www.booksfortopics.com/booklists/topics/eyfs-topics/people-who-help-us-topic/

Using high-quality literature is the best way to develop both **substantive vocabulary** and **disciplinary comprehension skills** (like retrieval and prediction) in Key Stage 1. The curated list of books below has been split into **Fiction** and **Non-Fiction** categories. They are selected for their rich vocabulary, engaging illustrations, and direct links to the **"People Who Help Us"** learning theme.

High-Quality Fiction Books

These stories are brilliant for teaching story structures, predicting rescues, and identifying character roles.

Zog and the Flying Doctors by Julia Donaldson
The Help Focus: Doctors, nurses, and emergency air transport.
Why it's great for reading lessons: Written in rich, rhythmic rhyme, this book introduces pupils to characters who care for others (including a sunburnt mermaid and a distressed unicorn).
Key Vocabulary: *Distress, cure, medicine, treatment, transport.*

Traction Man is Here by Mini Grey
The Help Focus: Everyday bravery, rescue missions, and helpers.
Why it's great for reading lessons: Traction Man goes on a series of imaginative domestic rescue missions (saving farm animals from the sink, rescue missions in the garden). It is excellent for teaching pupils about the *concept* of being a helper.
Key Vocabulary: *Rescue, courage, dynamic, equipment, protect.*

Mog and the V.E.T. by Judith Kerr
The Help Focus: Vets and veterinary surgeries.
Why it's great for reading lessons: A relatable, humorous story about a classic character visiting the vet. It's perfect for addressing children's fears of the doctor or vet, and analysing how characters behave in medical settings.
Key Vocabulary: *Vet, surgery, examine, bandage, soothe.*

High-Quality Non-Fiction Books

These texts are essential for teaching pupils how to navigate facts, labels, captions, and structural layouts.

Busy People Series (e.g., *Doctor*, *Firefighter*, *Police Officer*) by Lucy M. George
The Help Focus: Targeted daily routines of specific helpers.

Why it's great for reading lessons: Each book follows a single day in the life of a real-world helper. The language is simple but introduces critical Tier 3 terms, making it a perfect tool for teaching **retrieval skills** (e.g., *"What tool did Doctor Miranda use to check the baby's ears?"*).
Key Vocabulary: *Stethoscope, siren, uniform, inspect, emergency.*

Real-Life Heroes (e.g., *National Geographic Readers: Real Dragons!* or community helper guides)
The Help Focus: Real emergency response figures.
Why it's great for reading lessons: Featuring real, high-quality photographs, these readers use clear headings and index pages. They are fantastic for teaching disciplinary reading skills like locating information using a contents page.
Key Vocabulary: *Community, response, vehicle, hazard, protect.*

Peep Inside How a Fire Engine Works by Usborne
The Help Focus: Firefighters, rescue equipment, and teamwork.
Why it's great for reading lessons: The interactive, layered flaps teach pupils to look *closely* at diagrams. It is brilliant for teaching children how to read labels, diagrams, and cross-sections.
Key Vocabulary: *Hose, ladder, engine, safety, compartment.*

Suggested Reading Activities for the Classroom
Prediction with Book Covers: Show the cover of *Zog and the Flying Doctors*. Ask: *"What tools can you see? Who do you think they are going to help?"*
Label the Helper: Copy a page from one of the *Busy People* non-fiction books. Have pupils work in pairs to add their own labels to the helper's equipment (e.g., pointing to a police belt or firefighter's boots).
Retrieval Hunt: Using a non-fiction book, display 3 questions on the board (e.g., *"Name two things a paramedic carries in their bag"*). Have children hunt through the pages to retrieve the facts.

Fiction:
Doctorsaurus by Emi-Lou May & Leire Martin Picture book
Topsy and Tim: Meet the Police by Jean Adamson & Belinda Worsley Picture book
You Can't Call an Elephant in an Emergency by Patricia Cleveland-Peck & David Tazzyman Picture book
A Superhero Like You by Dr. Ranj Singh & Liam Darcy Picture book
Cops and Robbers by Allan Ahlberg Picture book
Mr Tick the Teacher by Allan Ahlberg & Faith Jaques Picture book
A Practical Present for Philippa Pheasant by Briony May Smith Picture book
The Jolly Postman or Other People's Letters by Allan Ahlberg & Janet Ahlberg Picture book
Mog and the V.E.T. by Judith Kerr Picture book

Non-fiction:
When You're Fast Asleep – Who Works at Night-Time? By Peter Arrhenius & Ingela P Arrhenius Non-fiction Picture book
I'm The Bin Lorry Driver by Oxford Children's Books & David Semple Non-fiction Picture book
Peep Inside How a Recycling Truck Works by Lara Bryan & Giovana Medeiros Non-fiction Picture book
Busy Day: Firefighter by Dan Green Non-fiction Picture book
Life Savers: Spend a day with 12 real-life emergency service heroes by Eryl Nash & Ana Albero
Real Superheroes By DK & Julia Seal
Amazing Machines: Awesome Ambulances by Tony Mitton & Ant Parker Non-fiction Picture book

Substantive Knowledge
In Key Stage 1 English, **substantive knowledge** is the foundational "what"—the specific linguistic building blocks, phonetic codes, grammar rules, vocabulary, and structural formats children must commit to memory. When aligned with the learning theme **"People Who Help Us,"** this **substantive knowledge** becomes alive and functional. Rather than learning phonics, vocabulary, or sentence structures in isolation, children acquire them to communicate real-life scenarios, describe real occupations, and write narrative and non-narrative texts about rescue and care. **The Substantive Knowledge: Oracy, Reading, and Writing** Under the National Curriculum for KS1 English, the substantive elements are divided across the three core domains: **1. Oracy (Speaking & Listening)** Oracy is the foundation of literacy. Under this theme, pupils acquire the substantive vocabulary and spoken structures required to communicate clearly and play collaborative roles. **Tier 2 & Tier 3 Vocabulary:** Learning the specific nouns, verbs, and adjectives associated with community helpers. *Nouns:* Stethoscope, siren, uniform, emergency, hazard, equipment, bandage. *Verbs:* Rescue, assist, protect, defend, extinguish, examine, heal. **Social & Instructional Talk Formulae:** Memorising how to ask polite questions, give clear instructions, and roleplay structural exchanges (e.g., *"How can I help you today?"* or *"First, please sit down so I can check your arm"*). **2. Reading (Word Reading & Comprehension)** Reading focuses on decoding written symbols into sounds and understanding the meaning of texts. **Phonic Decoding:** Recognising and blending Grapheme-Phoneme Correspondences (GPCs) in theme-specific words (e.g., blending /r/-/e/-/s/-/c/-/ue/ or /a/-/ss/-/i/-/s/-/t/). **Common Exception Words (CEWs):** Instantly reading irregular words that appear frequently in helper texts (e.g., *people*, *police*, *school*, *house*, *water*, *should*). **Text Features:** Identifying the structural differences between: *Fiction:* Narrative story arcs featuring a helper hero (beginning, middle, problem, rescue/resolution). *Non-Fiction:* Layouts of information texts (headings, subheadings, labels, and bullet points) that describe what a job entails.



3. Writing (Transcription & Composition)
Writing is the physical and cognitive acts of spelling, handwriting, and structuring thoughts into sentences.

Transcription (Spelling & Handwriting):
Using phonics to segment and spell words (e.g., segmenting *helmet* into /h/-/e/-/l/-/m/-/e/-/t/).
Forming lower-case and capital letters correctly, starting and finishing in the right place.
Composition (Sentence Structure & Grammar):
Structuring a complete sentence with a **capital letter** at the start and a **full stop** (or **exclamation mark** for emergencies!) at the end.
Using the coordinating conjunction **and** to join two ideas (e.g., *"The doctor listens to my heart and she gives me a plaster"*).
Using consistent past tense for stories (*"The firefighter ran"*), and present tense for information sheets (*"The police officer helps people"*).

Why This Substantive Knowledge Matters
Applying these structural English building blocks to a supportive, community-based theme is highly effective for several reasons:

Contextualises Abstract Grammar Rules: Teaching a six-year-old about exclamation marks can feel highly abstract. But when they write: *"Help! The cat is stuck!"*, they instantly understand how punctuation alters the voice and conveys real-life urgency.

Reduces Cognitive Load: When children write stories about familiar figures (like a doctor or firefighter), they don't have to spend precious cognitive energy inventing complex fantasy worlds. Because they already know what a doctor does, their working memory is freed up to focus entirely on the mechanics of writing: spelling, spacing, handwriting, and punctuation.

Fosters Real-World Literacy and Empathy: Reading and writing about community helpers shows children how written and spoken language is used to organise, protect, and care for society. It builds empathy by encouraging them to imagine what it feels like to be helped, or to be the person doing the helping.

Disciplinary Knowledge

While **substantive knowledge** provides the foundational codes, spelling rules, and vocabulary, **disciplinary knowledge** in Key Stage 1 English is about learning **how to behave like a communicator, a reader, and a writer**. It is the practical application of literacy: how a child interprets meaning, shapes an audience's feelings, adopts a persona, and refines their own work. When taught through the **"People Who Help Us"** learning theme, **disciplinary knowledge** shifts English from passive worksheets to active, purposeful, and creative communication.

The Disciplinary Knowledge: Oracy, Reading, and Writing
Through this thematic lens, pupils develop the critical, active habits of young linguists across the three core areas:

1. Oracy: Thinking and Communicating in Character
In KS1, disciplinary oracy is about learning how to listen actively, ask purposeful questions, and adapt spoken language to suit different social situations or imaginary roles.
Active Listening & Questioning: Learning how to ask open questions to gather details, just like a police officer or doctor investigating an event (e.g., *"What did you see first?"* or *"How did your arm feel when you fell?"*).
Hot-Seating and Roleplaying: Adopting the physical stance, tone, and authority of a helper character. A pupil learns that a doctor speaks calmly and reassuringly, while a firefighter might speak with urgency and clear direction during a rescue.



Hot-seating activities teach pupils the disciplinary skill of adopting a persona, speaking in character, and formulating targeted questions.. Source: Plazoom

2. Reading: Behaving Like an Active, Critical Reader
Disciplinary reading goes beyond basic decoding (sounding out words). It focuses on how a reader extracts meaning, makes predictions, and navigates different text types.

Retrieving & Inferring: Finding clues in text or illustrations. For instance, looking at a picture of a vet looking worried and inferring that the animal is very sick, or scanning a non-fiction index to find the page about "Police Dogs."

Predicting Based on Structure: Knowing how stories work to guess what happens next. If a rescue story starts with a cat climbing too high in a tree, the young reader applies their knowledge of narrative structures to predict: *"The character will call for help, and a firefighter will arrive with a ladder."*

3. Writing: Writing with Purpose and Audience in Mind
Disciplinary writing is the understanding of *why* we write and *how* to make our writing effective for the person reading it.

Writing for a Specific Purpose: Understanding that different jobs require different styles of writing.
Writing to Instruct: A paramedic writing emergency steps needs to be direct, numbered, and clear.
Writing to Inform: A police report must stick to clear, objective facts.
Writing to Entertain: A rescue story needs exciting verbs and suspenseful adjectives to keep the reader hook-and-line engaged.
The Editing Process: Developing the habit of reading their own work aloud to check that it makes sense, identifying where they missed a full stop, or choosing a more powerful verb (e.g., changing *"The police officer went to the car"* to *"The police officer rushed to the police car"*).

Why This Disciplinary Knowledge Matters
Developing these active, critical communication habits through the "People Who Help Us" theme has profound benefits for young learners:

It Gives Writing an Immediate, Real-World Purpose: Writing simple sentences just to practice handwriting can feel tedious. But when a child writes a letter to thank a local paramedic, or drafts a safety poster to stop people from littering, they realise that **writing is a tool of influence and care**. The audience is real, which makes the accuracy of their grammar and spelling matter to them.

It Builds Vital Social Empathy and Theory of Mind: When children practice disciplinary oracy through roleplaying doctors, patients, firefighters, or calling 999, they must step outside of their own perspective. They have to think: *"How does a scared person talk?"* or *"How can I use my voice to make them feel safe?"* This builds emotional intelligence alongside language skills.

It Prevents Passive Reading: By teaching children to actively search for clues and structures in non-fiction books about doctors or police officers, we prevent "word calling" (where a child can read the words but doesn't absorb the meaning). They learn that reading is an active puzzle-solving process.

Learning Objectives

Spoken Language

Listen and respond appropriately:

Listen to and respond appropriately to adults and peers when discussing different 'people who help us' and their roles.

Show active listening during presentations or stories about community helpers.

Ask relevant questions:

Ask relevant questions to extend their understanding about the jobs and responsibilities of various helpers (e.g., "What tools does a firefighter use?", "How does a doctor make people feel better?").

Build vocabulary:

Use relevant strategies to build their vocabulary related to different occupations and their equipment (e.g., uniforms, tools, places of work).

Discuss and clarify the meaning of new words encountered (e.g., 'community', 'emergency', 'paramedic').

Articulate and justify answers, arguments, and opinions:

Articulate their opinions about which helpers they find most interesting or important and why.

Justify their answers when asked about the actions or importance of different helpers.

Give well-structured descriptions, explanations, and narratives:

Give clear descriptions of different helpers, including their appearance, actions, and where they work.

Explain how different people help them or others in the community.

Retell simple narratives or events involving community helpers (e.g., a time they saw an ambulance).

Participate in collaborative conversations and role-play:
Actively participate in class discussions about 'people who help us', taking turns and staying on topic.
Engage in role-play scenarios related to different helping professions (e.g., a doctor's surgery, a fire station), taking on roles and responding to others.
Use spoken language to imagine and explore ideas about what it might be like to be a particular helper.

Reading
Word Reading (Phonics & Decoding):
Apply phonic knowledge and skills to decode new words encountered in texts about 'people who help us' (e.g., words like 'uniform', 'hospital', 'firefighter').
Read common exception words related to the theme (e.g., 'police', 'doctor', 'teacher').
Read words with common prefixes and suffixes found in the topic (e.g., 'helper', 'teaching', 'protected').

Comprehension:
Develop pleasure in reading by listening to and discussing a wide range of stories, poems, and non-fiction texts about 'people who help us'.
Link what they read or hear to their own experiences (e.g., "Have you ever seen a police car?").
Identify key information about different helpers from non-fiction texts (e.g., what their job is, where they work).
Make inferences about characters' feelings or motives in stories involving helpers (e.g., "How do you think the patient felt when the doctor helped them?").
Predict what might happen next in stories or scenarios involving people who help us.
Participate in discussions about what is read to them, explaining their understanding clearly.

Writing
Transcription (Spelling & Handwriting):
Form lower-case and capital letters correctly when writing about helpers (e.g., 'Doctor Smith', 'Firefighter Fred').
Spell words containing taught phonemes relevant to the theme.
Spell common exception words (e.g., 'the', 'was', 'of') accurately in their writing.
Begin to use appropriate spacing between words.

Composition (Articulating Ideas & Structuring):
Say out loud what they are going to write about before writing sentences or short narratives about helpers.
Compose simple sentences orally before writing them.
Write simple sentences about different helpers, ensuring they make sense (e.g., "The doctor helps sick people.").
Sequence sentences to form short narratives or information texts about a specific helper or a scenario where someone needs help.

Re-read their writing to check that it makes sense and self-correct where necessary.

Write for different purposes related to the theme, such as:
Descriptions: Describing a specific helper's uniform, tools, or place of work.
Fact files/Information texts: Creating short non-fiction pieces about different jobs.
Thank you letters/cards: Writing a letter to a specific helper to express gratitude.
Short narratives: Creating a simple story about a situation where a helper is needed.

Vocabulary, Grammar, and Punctuation:
Use capital letters at the beginning of sentences and for proper nouns (e.g., names of people or specific places like 'Holt Police Station').
Use full stops, question marks, and exclamation marks correctly at the end of sentences.
Begin to use the conjunction 'and' to join words or clauses in sentences about helpers (e.g., "The firefighter wears a helmet and holds a hose.").
Use descriptive adjectives to enhance their writing about helpers (e.g., 'brave firefighter', 'kind nurse').

Lesson Ideas

Here is a complete, highly structured 6-week Medium-Term Plan for Key Stage 1 English. This plan systematically embeds **Oracy, Reading, and Writing**, ensuring that pupils build foundational linguistic building blocks (**substantive**) while practicing the skills of a speaker, reader, and writer (**disciplinary**).

Unit Title: Words to the Rescue: Communicating Like Our Community Helpers
Year Group: Year 1 or Year 2
Duration: 6 Weeks (Approx. 4-5 hours of English per week)
Unit Intent
To master core spelling, sentence structures, and thematic vocabulary (substantive knowledge) while developing the active habits of a collaborative speaker, a critical reader of fiction and non-fiction, and a purposeful writer (disciplinary knowledge) using the **"People Who Help Us"** learning theme.

Weekly Progression Scheme
Week 1: Firefighters (Reading Fiction & Adjective Writing)
Core Focus: Building description and exploring story structures.
Core Text: *Firefighter* themed stories (or local library equivalents).
Substantive Knowledge:
Oracy/Vocabulary: Nouns (*helmet, siren, engine*), Adjectives (*blazing, brave, loud*).
Reading: Identifying a simple story arc (Beginning → Middle/Problem → End/Rescue).
Writing: Writing a simple sentence using an adjective before a noun (e.g., *"The brave firefighter ran to the loud engine."*).
Disciplinary Knowledge:
Reading: Making predictions about how a character will be rescued based on illustrations.
Writing: Editing a sentence by reading it aloud to check for a missing full stop.
Key Activity: Pupils draft a "Hero Profile" for a firefighter, using descriptive adjectives to label their uniform and personality.

Week 2: Doctors & Paramedics (Instructional Writing & Dialogue)
Core Focus: How to give clear directions and write commands.
Core Text: *Busy People: Doctor* by Lucy M. George.
Substantive Knowledge:
Oracy/Vocabulary: Imperative "bossy" verbs (*sit, hold, wash, press*), Adverbs (*carefully, gently*).
Reading: Recognising the features of instructional text (numbered steps, bullet points).
Writing: Writing a simple command sentence starting with a capital letter and ending with a full stop (e.g., *"Put a clean plaster on the cut."*).
Disciplinary Knowledge:
Oracy: Adopting a doctor's calm, reassuring tone of voice in a roleplay station.
Writing: Writing with a clear purpose—giving direct instructions to a patient to help them heal.

Key Activity: *The Teddy Bear Clinic.* Pupils act as doctors and write a 3-step numbered guide instructing a patient's family on how to care for a "broken arm."

Week 3: Vets & Animal Rescuers (Retrieving Facts & Questioning)
Core Focus: Navigating non-fiction and asking investigative questions.
Core Text: *Mog and the V.E.T.* by Judith Kerr or similar non-fiction animal care books.
Substantive Knowledge:
Oracy/Vocabulary: Interrogative words (*Who, What, Why, How*).
Reading: Navigating non-fiction book features (headings, labels, captions).
Writing: Correctly using a **question mark (?)** at the end of a sentence (e.g., *"Does the puppy have a sore paw?"*).
Disciplinary Knowledge:
Oracy: Actively questioning a partner in a "vet interview" to diagnose an animal's illness.
Reading: Retrieving a specific fact from a labelled diagram of an animal shelter.
Key Activity: *Hot-Seating the Vet.* One pupil sits in the hot seat acting as the vet; the rest of the class must formulate and write down "who, what, where" questions to ask them.

Week 4: Police Officers (Fact vs. Fiction & Report Writing)
Core Focus: Writing objectively and coordinating sentences.
Core Text: *Busy People: Police Officer* by Lucy M. George.
Substantive Knowledge:
Oracy/Vocabulary: Connectives/Coordinating conjunctions (**and, but**).
Reading: Discerning the difference between a real police report (factual) and a story book (fiction).
Writing: Joining two clauses using **and** (e.g., *"The police officer drove the car and he turned on the blue light."*).
Disciplinary Knowledge:
Reading: Inferring how a character feels in a story by looking at facial clues in the illustrations.
Writing: Separating subjective opinions from objective facts when writing a witness statement.
Key Activity: *The Case of the Missing Toy.* Pupils observe a mock "crime scene" (e.g., a classroom teddy bear has gone missing) and draft a simple, factual police log joining their observations with the conjunction "and."

Week 5: Recyclers & Street Cleaners (Persuasive Writing)
Core Focus: Writing to change minds and protect the community.
Core Text: *Clean Up!* by Nathan Bryon.
Substantive Knowledge:
Oracy/Vocabulary: Persuasive vocabulary (*must, must not, help, clean, save*).
Reading: Recognising exclamation marks and reading them aloud with emphasis.
Writing: Writing an exclamation sentence starting with a capital letter and ending with an **exclamation mark (!)** (e.g., *"Do not litter!"*).
Disciplinary Knowledge:
Oracy: Delivering a short, persuasive rallying call to peers about recycling.
Writing: Selecting strong verbs to persuade a specific reader (local residents).
Key Activity: Pupils design a "Keep Our School Clean" poster for the school hallway, using bold lettering, exclamation marks, and clear commands.

Week 6: Emergency Operators / 999 (Story Writing & Action)
Core Focus: Constructing a complete narrative of a rescue.

Core Text: *Zog and the Flying Doctors* by Julia Donaldson.
Substantive Knowledge:
Oracy/Vocabulary: Time connectives (*First, Next, Suddenly, Finally*).
Reading: Reviewing how a crisis is resolved in stories.
Writing: Structuring a 3-part short story using past tense verbs consistently (*ran, helped, called*).
Disciplinary Knowledge:
Oracy: Practicing the flow of a structured telephone exchange (operator and caller).
Writing: Building dramatic tension by using short, punchy sentences followed by a resolution.
Key Activity: *The Great Rescue Story.* Pupils write their own short, illustrated narrative booklet describing a citizen calling 999 and a helper saving a stranded character.

Assessment Indicators
Working Towards: Struggles to punctuate sentences consistently.
Oracy remains limited to single words or simple repetition of phrases.
Cannot retrieve obvious details from a page.
Expected Standard (KS1): Writes complete sentences with capital letters, full stops, and occasional conjunctions.
Speaks clearly in character during roleplays.
Successfully retrieves explicit facts from non-fiction.
Working Above: Consistently uses a variety of punctuation (! and ?).
Varies vocabulary choices for dramatic effect in writing.
Infers character motives and predicts outcomes with clear reasoning.

Other Information, Ideas and Resources

Speaking and Listening:
"Guess the Helper": Describe a job (e.g., "I wear a uniform and drive a big red vehicle with flashing lights") and have the children guess who it is. They can then explain *how* that person helps us.
Role-Playing Interviews: Children can take on the roles of different helpers (police officer, doctor, firefighter, teacher, shopkeeper) and interview each other about their jobs. Provide simple props like hats or badges to enhance the experience.
"Thank You" Circle: After learning about different helpers, sit in a circle and have each child say thank you to a specific helper and explain why they are grateful.
Storytelling with Puppets: Use or make simple puppets representing different helpers and encourage children to create short stories about how they assist people in the community.
"What If?" Scenarios: Present simple "what if" scenarios (e.g., "What if you lost your way?") and discuss which helper would be best to ask for help and why.

Reading:
Picture Books: There are many lovely picture books about people who help us. Focus on books with clear illustrations and simple text. Discuss the roles of the characters and how they help others.
Labelling Activities: Provide pictures of different helpers and have children label them. Extend this by labelling the tools they use.
Simple Fact Sheets: Create very basic fact sheets about different helpers with one or two simple sentences about their job. Read these together as a class.
Matching Games: Create cards with pictures of helpers and matching cards with their job titles or tools.
Reading Comprehension: After reading a story about a helper, ask simple questions like "Who was the helper in the story?" or "How did they help someone?"

Writing:
Thank You Notes: After learning about different helpers, have children write simple thank you notes or draw pictures for someone who has helped them (real or imagined).
Sentence Starters: Provide sentence starters like "A firefighter helps us by..." or "A doctor looks after us when..." and have children complete the sentences.
List Making: Create lists of different helpers, things they do, or tools they use.
Simple Stories: Encourage children to draw a picture of a helper and write a very short sentence or two about what they are doing.
Labelling Diagrams: Provide diagrams of a police car, fire engine, or doctor's surgery and have children label the different parts.

Considerations for Implementation

Connecting with the Community (if possible and appropriate):
Inviting a Visitor: If feasible, invite a local helper (e.g., a police officer, nurse, or librarian) to talk to the children about their job. Prepare simple questions beforehand.
Virtual Visits: If a real visit isn't possible, look for online videos or virtual tours related to different helping professions.
Pupils create questions to ask and then

Maths

We use White Rose Maths for day-to-day maths the ideas below are for enhanced provision.

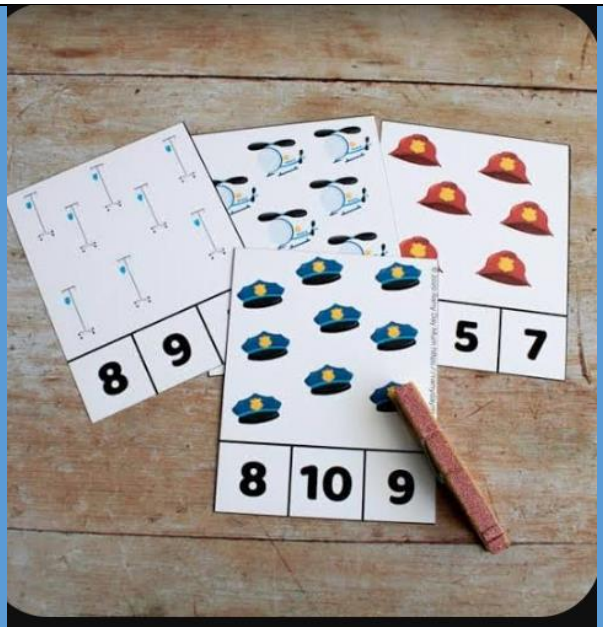
Substantive Knowledge

In Key Stage 1 Mathematics, **substantive knowledge** is the fundamental, factual mathematical content—the "what" of maths. It includes number facts, mathematical symbols, geometric properties, measurement units, and calculation algorithms that pupils must commit to their long-term memory. When framed around the learning theme **"People Who Help Us,"** these abstract mathematical concepts are grounded in clear, real-world context. Rather than solving disconnected equations, pupils learn to use maths as an active, practical tool just like our community helpers do.

The Substantive Knowledge: KS1 Maths
Under the National Curriculum, the essential substantive knowledge to master is organised into several key domains, mapped directly to community helper scenarios:

1. Number, Place Value & Cardinality
The Substantive Content: Counting forwards and backwards (up to 100 in Year 1, beyond 100 in Year 2); reading and writing numbers in numerals and words; understanding "tens and ones" (place value); using comparative language (<, >, =).

Learning Theme Application:
Police Officers/Paramedics: Counting out emergency equipment or sorting vehicles (e.g., "There are 24 police officers and 18 police cars").
Post workers: Reading and comparing house numbers on a street to understand odd/even patterns and ordering values.



Using concrete helper–themed objects assists pupils in mastering early cardinality, counting, and subitising (instantly recognising a quantity).. Source: Rainy Day Mum

2. Addition, Subtraction & Fact Fluency

The Substantive Content: Number bonds to 10 and 20 (e.g., 7 + 3 = 10, 14 + 6 = 20); the addition (+), subtraction (-), and equals (=) symbols; part-whole relationships.

Learning Theme Application:

Hospital Triage: Solving patient arithmetic. *"There are 8 patients in the waiting room. 3 are treated and leave. How many are left?"* (8 - 3 = 5).

Fire Station Dispatch: Adding different resources using part-whole bar models. *"5 fire engines are at a fire, and 3 are at the station. There are 8 fire engines altogether."*

3. Measurement (Time, Money & Mass)

The Substantive Content: Telling the time to the hour/half-hour (Year 1) and nearest five minutes (Year 2); recognising the value of different coins and notes; measuring length, mass, or volume using standard units (cm, m, g, kg, ml, l).

Learning Theme Application:

The Vet: Measuring the weight of domestic pets (e.g., *"The kitten weighs 450 grams"*). Measuring out liquid medicine doses in millilitres (ml).

999 Call Handlers: Telling the time when a call is received and tracking elapsed time.

Bus Drivers & Shopkeepers: Recognising coins, combining values, and calculating change for fares or goods.

4. Geometry & Statistics

The Substantive Content: Identifying 2D and 3D shapes; interpreting and constructing simple pictograms, tally charts, and block diagrams.

Learning Theme Application:

Emergency Signage/Street Planning: Recognising 2D shapes on road safety signs (e.g., octagonal stop signs, triangular hazard signs).

Recycling Centre: Constructing a class tally chart and pictogram to show how many plastic, metal, and glass items the refuse collectors gathered.

Why This Substantive Knowledge Matters

Teaching early mathematics through the "People Who Help Us" lens has two major pedagogical advantages:

It Eradicates "Maths Anxiety" by Providing Purpose: Abstract calculations (12 - 4) can intimidate young minds. However, when presented as: *"A vet has 12 bandages. They use 4 on a puppy. How many are left?"*, the arithmetic feels helpful, compassionate, and logical. It shows pupils that maths is not just a desk chore; it is a life skill used to solve real human and animal problems.

It Builds Concrete-Pictorial-Abstract (CPA) Pathways: In KS1, maths must move from concrete objects to abstract symbols. The helper theme is exceptionally rich in concrete models (e.g., using toy figures, bandage strips, medicine syringes, or coins in a pretend doctor's surgery/shop). These physical interactions act as vital cognitive stepping stones to help children internalise abstract numerals.

Disciplinary Knowledge

In Key Stage 1 Mathematics, **disciplinary knowledge** is about learning **how to think, behave, and problem-solve like a mathematician**. While substantive knowledge provides the facts (like 5 + 2 = 7), disciplinary knowledge is the cognitive toolkit that allows a child to apply that fact, represent it visually, reason about it, and explain *why* it works. When mapped to the **"People Who Help Us"** learning theme, maths shifts from passive calculation to active community problem-solving. Pupils practice using mathematical reasoning to manage emergencies, care for animals, and organise community resources.

The Disciplinary Knowledge: KS1 Maths

The National Curriculum for Mathematics aims to ensure all pupils develop **fluency, mathematical reasoning, and problem-solving**. Through the "People Who Help Us" theme, these disciplinary skills are brought to life:

1. Representing and Modelling Problems

The Disciplinary Skill: Learning that a real-world scenario can be translated into a mathematical model (such as a part-whole model, a bar model, or a ten-frame) to make it easier to solve.

Learning Theme Application:

If a vet clinic has 10 kennel spaces, and 7 are full of dogs, the child learns to represent this visually.
They learn that the "whole" is 10 and the "parts" are 7 and 3. By drawing a bar model, they systematically find the missing number of empty spaces (10 - 7 = 3) to help incoming injured animals.

2. Conjecturing and Reasoning ("How do you know?")

The Disciplinary Skill: Developing mathematical vocabulary to explain thoughts, justify answers, and spot mistakes or patterns rather than just guessing.

Learning Theme Application:

The Post worker's Delivery: A child is sorting parcels. They notice house numbers on one side of the street are 1, 3, 5, 7 and reason: *"The next house must be number 9 because the pattern is adding 2 each time, and these are all odd numbers."*

The Firefighter's Hose: Comparing two different hose lengths. A child must justify their choice: *"I need to use the 15-meter hose because the 10-meter hose is too short to reach the window which is 12 meters away (10 < 12 < 15)."*

3. Systematic Thinking and Categorisation

The Disciplinary Skill: Sorting data logically and presenting it clearly so that others can interpret it instantly.

Learning Theme Application:

Application:
The Recycling Collector: Sorting waste is an exercise in data classification. Pupils learn to systematically group items by material (plastic, glass, paper), tally them, and construct a simple pictogram.
They ask disciplinary questions of their data: *"Which material did we collect the most of? How does this chart help us plan our next recycling trip?"*

4. Estimating and Checking for Accuracy
The Disciplinary Skill: Making sensible guesses before calculating and using the inverse operation to check if an answer is reasonable.

Learning Theme Application:
Application:
The Pharmacist / Doctor: When preparing a dose of liquid medicine, pupils estimate whether a syringe holds closer to 5ml or 50ml. They learn that in medical jobs, checking for accuracy is crucial for safety.
If they calculate 15 - 8 = 7 bandage packets remaining, they check their work using addition: 7 + 8 = 15.

Why This Disciplinary Knowledge Matters
It Connects Abstract Numbers to Physical Realities: Children often view maths as a set of arbitrary rules to find "the right answer." When they act out being a paramedic calculating medicine, or a shopkeeper handing back change, they realise that **maths is a language of reality**.

It Develops Resilience and Systematic Trial-and-Error: Emergency workers rarely find instant solutions; they assess, try a strategy, and adapt. Disciplinary maths teaches children to do the same. If a bar model doesn't work to solve a word problem, they learn to try a number line or concrete counters instead.

It Prepares Children for Future STEM Learning: Real scientific and mathematical inquiry relies entirely on representation, data analysis, and logical justification. Introducing these inquiry habits at KS1 ensures that children do not just memorise arithmetic, but begin thinking like scientists and engineers from age five.

Learning Objectives

Year 1 Objectives
Number and Place Value
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count the number of firefighters in a team (e.g., "1, 2, 3...").
Count the number of police cars, ambulances, or fire engines seen on a drive or in pictures.
Count steps a postman takes or the number of letters in a pile.
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
Count pairs of wellies for firefighters (counting in 2s).
Count money in 5p or 10p coins for a shopkeeper selling items.
Count the number of wheels on different emergency vehicles (e.g., "2, 4, 6..." for fire engines with many wheels).
Given a number, identify one more and one less.
"If there are 5 doctors, and one more comes, how many are there now?"
"If there are 4 police officers, and one goes on a break, how many are left?"
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Use counters or toy people to represent different groups of helpers (e.g., 3 doctors, 2 nurses). Compare which group has "more" or "fewer".

Order pictures of helpers by the number of tools they have (e.g., a builder with many tools vs. a librarian with few).
Use a number line to show how many items a postal worker delivers over a street.
Read and write numbers from 1 to 20 in numerals and words.
Label drawings of helpers with the number of items they have (e.g., '5 bandages' for a nurse).

Year 2 Objectives:
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
Count in 3s for sets of tools a builder might use.
Count the number of items delivered by a postal worker in groups of 5 or 10.
Recognise the place value of each digit in a two-digit number (tens, ones).
Discuss quantities for a chef: "We need 25 apples. That's 2 tens and 5 ones."
Look at numbers on uniform badges or vehicle numbers and discuss their place value.
Compare and order numbers from 0 to 100.
Compare the number of calls received by the police station on different days.
Order the number of patients seen by doctors in a week.
Use place value and number facts to solve problems.
"A baker bakes 30 cakes, and then 10 more. How many altogether?" (using knowledge of tens).

Year 1 Objectives:
Addition and Subtraction
Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
"2 doctors + 3 nurses = 5 helpers."
"4 firefighters – 1 firefighter = 3 firefighters."
Represent and use number bonds and related subtraction facts within 20.
"If a chef needs 10 eggs, and has 7, how many more does he need? (7 + ? = 10)"
"A police officer has 8 keys, and uses 3. How many are left? (8 – 3 = ?)"
Add and subtract one-digit and two-digit numbers to 20, including zero.
"A postman delivers 12 letters in the morning and 5 in the afternoon. How many letters altogether?"
"A builder lays 15 bricks, but 3 fall off. How many are left?"
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Use toy vehicles to act out problems: "There are 3 ambulances. 2 more arrive. How many now?"
Draw pictures of nurses and doctors to solve problems.

Year 2 Objectives:
Addition and Subtraction
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
"If a paramedic used 8 bandages and then 7 more, how many in total? (8+7=15). So if they had 18 bandages, and used 7, they would have 11 left (18-7=11)."
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
"A shopkeeper starts with 45 apples and sells 10. How many are left?"
"There are 24 books in one library trolley and 13 in another. How many books altogether?"

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
"A doctor has 27 patients booked for the morning and 15 for the afternoon. How many patients in total?" (using a number line or partitioning).
Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.
"A builder uses some bricks, and has 15 left from 30. How many did he use? (30 - ? = 15 or 15 + ? = 30)."

Year 1 Objectives:
Multiplication and Division
Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
"Each paramedic needs 2 gloves. If there are 3 paramedics, how many gloves are needed?" (using pairs of gloves, or drawing arrays)
"There are 6 biscuits for 2 firefighters. How many biscuits each?" (sharing out concrete objects).

Year 2 Objectives:
Multiplication and Division
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
"If each police officer has 2 walkie-talkies, and there are 6 officers, how many walkie-talkies are there?" (6 x 2).
"There are 20 cakes to be shared equally among 5 firefighters. How many cakes does each firefighter get?" (20 ÷ 5).
Identify if numbers on uniforms or vehicles are odd or even.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.
Use arrays of "medicine bottles" to represent multiplication problems.

Year 1 Objectives
Fractions
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Cut a "pizza" for the fire station into two equal halves.
Share a quantity of "medicine" (e.g., cubes) into two equal groups for two patients.
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Divide a cake into four equal quarters for four police officers.
Find a quarter of a group of "tools" for a builder.

Year 2 Objectives:
Fractions
Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
Share food items (e.g., sandwiches for a picnic for helpers) into thirds or quarters.
Find 1/3 of a set of 9 tools.
Understand that 2/4 is equivalent to 1/2 when sharing resources.

Year 1 Objectives

Measurement

Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time.

Length/Height: Compare the height of different helpers (e.g., "The firefighter is taller than the paramedic"). Measure the length of a fire hose or a builder's tape measure.

Mass/Weight: Compare the weight of a doctor's bag and a builder's toolbox (e.g., "The toolbox is heavier"). Use balance scales.

Capacity/Volume: Compare how much water different containers (e.g., a watering can for a gardener, a jug for a chef) can hold.

Time: Sequence events in a day for a helper (e.g., "First, the doctor arrived, then saw patients, then went home"). Use language like "before," "after," "earlier," "later."

Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).

Measure the length of various tools using non-standard units (e.g., blocks, paperclips) and then standard units (cm).

Use sand or water to measure and record capacity.

Tell the time to the hour and half past the hour for helper activities (e.g., "The police officer starts work at 9 o'clock," "Lunch break is at half past 12").

Recognise and know the value of different denominations of coins and notes.

Set up a "shop" for helpers to buy items needed for their jobs, using real coins.

Practise combining coins to make a given amount (e.g., "How many ways can we make 10p for the postman to buy a stamp?").

Year 2 Objectives:

Measurement

Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Measure the height of different vehicles using metres and centimetres.

Measure the ingredients a chef uses (e.g., 200g of flour).

Measure the temperature in a hospital ward.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value; find different combinations of coins that equal the same amounts of money; solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

"A customer buys a toy ambulance for £5.50 and gives the shopkeeper £10. How much change do they get?"

Explore different ways to pay for a "fire station tour" or a "doctor's check-up" (pretend play).

Compare and sequence intervals of time; tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times; know the number of minutes in an hour and the number of hours in a day.

Create a timetable for a busy day for a helper (e.g., "The postman starts delivering at 8:00, then has a break at 10:15").

Work out how long a fire drill lasts.

Year 1 Objectives

Geometry: Properties of Shapes

Recognise and name common 2-D and 3-D shapes.

Identify 2-D shapes in the uniforms or tools of helpers (e.g., a circular badge, rectangular first aid kit).

Identify 3-D shapes in emergency vehicles or buildings (e.g., a cuboid ambulance, a cylindrical fire extinguisher, a spherical helmet).
Sort common 2-D and 3-D shapes and everyday objects.
Sort pictures of objects related to helpers by their shape properties.

Year 2 Objectives
Geometry: Properties of Shapes
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
Identify 2-D shapes in signs used by helpers (e.g., a triangular 'give way' sign, a rectangular 'hospital' sign).
Discuss lines of symmetry in uniforms or tools.
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Describe the properties of a 'first aid box' (cuboid: 6 faces, 12 edges, 8 vertices).
Identify 2-D shapes on the surfaces of 3-D objects (e.g., a circular face on a cylinder, a triangular face on a pyramid).
Compare and sort common 2-D and 3-D shapes and everyday objects.
Sort a collection of everyday objects (e.g., a tin of food, a book, a ball) by their 3-D shape properties and link them to helpers (e.g., a tin for a chef, a book for a librarian, a ball for a sports coach).
Geometry: Position and Direction
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Give directions to an emergency vehicle using directional language (e.g., "Turn right at the fire station, go straight ahead past the hospital").
Describe turns a police officer makes on their patrol route (quarter turn, half turn, clockwise/anti-clockwise).

Year 2 Objectives:
Statistics
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Create a tally chart of how many times different helpers are mentioned in a story.
Draw a pictogram to show the number of different emergency vehicles seen.
Construct a block diagram to compare the number of patients seen by different doctors.
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.
"How many more firefighters are there than police officers?"
"What is the total number of letters and parcels delivered?"

Lesson Ideas

This 6-week Medium-Term Plan is designed for Key Stage 1. It blends **substantive mathematical facts** (calculations, place value, shapes, measures) with **disciplinary mathematical habits** (representing, reasoning, estimating, and systematically proving answers) using the engaging real-world context of community helpers.

Unit Title: Maths to the Rescue: Solving Problems with Our Community Helpers
Year Group: Year 1 & Year 2
Duration: 6 Weeks (Approx. 4-5 hours of Mathematics per week)
Unit Intent

To master foundational calculation, place value, and measurement skills (substantive knowledge) while training pupils to represent problems visually, explain their reasoning using mathematical vocabulary, and work systematically (disciplinary knowledge).

Weekly Progression Scheme
Week 1: Police Officers & Postal Workers (Place Value & Number Lines)
The Help Focus: Reading house numbers, organising patrols, and sorting mail.
Substantive Knowledge:
Reading and writing numbers to 50 (Year 1) and 100 (Year 2) in numerals and words.
Identifying "tens" and "ones" using Base 10 blocks (e.g., 34 = 3 tens and 4 ones).
Identifying odd and even numbers (Year 2).
Disciplinary Knowledge:
Representing: Placing random house numbers onto a blank number line.
Reasoning: Explaining why a postal worker can deliver to house 23 but must cross the street for house 24 based on odd/even patterns.
Key Learning Activity: *The Post worker's Delivery Route.* Pupils sort letters into "odd" and "even" mailbags and organise them in ascending order to map out the quickest delivery route.

Week 2: Doctors & Nurses (Addition, Subtraction & Part-Whole Models)
The Help Focus: Patient triage, bed spaces, and counting medical supplies.
Substantive Knowledge:
Number bonds to 10 and 20 (e.g., 6 + 4 = 10, 16 + 4 = 20).
Using addition (+), subtraction (-), and equals (=) symbols.
Fact families (e.g., if 12 + 3 = 15, then 15 - 3 = 12).
Disciplinary Knowledge:
Representing: Translating a hospital waiting room story into a Part-Whole bar model.
Checking Accuracy: Using the inverse operation (addition to check subtraction) to make sure no patient is left uncounted.
Key Learning Activity: *The A&E Waiting Room.* Pupils use red and blue counters on ten-frames to track patients arriving and leaving, writing out corresponding addition and subtraction equations.

Week 3: Firefighters (Length, Height & Inequalities)
The Help Focus: Choosing the right ladders and hoses for high-up rescues.
Substantive Knowledge:
Measuring and recording length and height using non-standard units (cubes) and standard units (centimetres and metres).
Using inequality symbols to compare lengths (<, >, =).
Disciplinary Knowledge:
Estimating: Predicting whether a window is higher or lower than 3 metres before measuring.
Reasoning: Justifying why a 5m hose is too short to reach a cat stuck 8m up a tree (5m < 8m).
Key Learning Activity: *The Toy Building Rescue.* Children use rulers to measure different toy ladders and match them to block-towers of varying heights, writing comparative statements like Ladder A (15cm) > Tower B (12cm).

Week 4: The Veterinary Surgery (Mass & Volume)
The Help Focus: Weighing animals and measuring out doses of medicine.
Substantive Knowledge:

Measuring and comparing mass using grams (g) and kilograms (kg).
Measuring and comparing capacity and volume using millilitres (ml) and litres (l).
Disciplinary Knowledge:
Systematic Thinking: Reading scales and measuring cylinders accurately by looking at the markings at eye level.
Reasoning: Explaining why a heavy dog needs its mass measured in kilograms rather than grams.
Key Learning Activity: *The Vet's Pharmacy.* Pupils use water dyed with food colouring and syringes to measure out precise doses of medicine (e.g., 5ml, 10ml) into small animal cups, and weigh toy animals on balance scales.

Week 5: Shopkeepers & Bus Drivers (Money & Making Change)
The Help Focus: Helping citizens buy groceries and pay for bus tickets.
Substantive Knowledge:
Recognising and knowing the value of different coins (1p, 2p, 5p, 10p, 20p, 50p, £1, £2) and notes.
Finding different combinations of coins that equal the same amount.
Calculating simple change (Year 2).
Disciplinary Knowledge:
Problem-Solving: Selecting the most efficient combination of coins to pay for an item (e.g., using a 10p and 5p coin instead of fifteen 1p coins).
Key Learning Activity: *The Bus Ticket Station.* Pupils roleplay as bus drivers and passengers. Passengers must buy a ticket for 15p or 45p and calculate what change they are owed from a 50p coin.

Week 6: Refuse Collectors & Recyclers (Statistics & Data Classification)
The Help Focus: Sorting, counting, and presenting data about the school's recycling.
Substantive Knowledge:
Interpreting and constructing simple tally charts, pictograms, and block diagrams.
Asking and answering simple questions about totalling and comparing categorical data.
Disciplinary Knowledge:
Systematic Sorting: Grouping raw data into clear, non-overlapping categories (e.g., plastic, paper, metal).
Reasoning: Explaining what a pictogram tells us about the community's recycling habits (e.g., *"We recycled 10 more plastic bottles than tin cans"*).
Key Learning Activity: *The Class Recycling Audit.* Pupils clean and sort a pile of clean classroom recycling, fill out a tally chart, and convert their tallies into a colourful bar chart or pictogram to present to the school.

Assessment Indicators

Working Towards	Expected Standard	Greater Depth
• Counts and writes numbers up to 20. • Solves addition and subtraction using concrete counters but struggles to relate them to real-world word problems. • Recognises coins but cannot combine them to pay for items.	• Consistently reads, writes, and partitions numbers to 100. • Selects appropriate operations (+ or -) to solve "People Who Help Us" word problems. • Measures mass, length, and volume using standard units accurately.	• Quickly spots errors in calculations and explains why they happened (e.g., *"The vet calculated the wrong dose because..."*). • Uses the inverse operation automatically to prove their calculations are correct. • Mentally calculates change.

Other Information, Ideas and Resources
Counting and Number Recognition: **Counting Helpers:** Show pictures or toy figures of different helpers (police officers, firefighters, doctors, nurses, teachers, etc.). Ask children to count how many of each type there are. **Emergency Number Recognition:** Focus on the numbers 999 or 112. Practice writing them, finding them on number lines, and saying them aloud. You could even create simple matching games with the number and a picture of an emergency service. **Equipment Count:** If you have toy medical kits, fire trucks, or police cars, count the number of items in them (bandages, hoses, cones, etc.). **Telephone Number Practice:** If appropriate and safe, use pretend telephone numbers for different helpers and practice saying and writing them. Keep it simple with 3 or 4 digit numbers. **Number of Helpers in a Story:** Read a story about people who help us and count how many different helpers are mentioned. **Addition and Subtraction:** **Helpers Joining:** "Two firefighters arrived in the truck, then one more came to help. How many firefighters are there now?" (Use objects or drawings to represent this). **Equipment Given Out:** "A nurse had 5 bandages and gave 2 to a patient. How many bandages does she have left?" **Sharing Resources:** "A teacher had 6 pencils to share equally between 2 helpers. How many pencils does each helper get?" (Introduction to simple division). **People Waiting:** "There were 4 people waiting to see the doctor, then 2 more arrived. How many people are waiting now?" **Helpers Leaving:** "There were 7 police officers at the scene, then 3 had to leave. How many are left?" **Shape and Space:** **Shape Sorting of Equipment:** If you have toy equipment, sort them by shape (e.g., round wheels on a fire truck, rectangular bandages). **Building a Hospital/Police Station:** Use building blocks to create different structures for helpers. Discuss the shapes used (cubes, cuboids, triangles for roofs). **Mapping the Route:** Create a simple map of the classroom or outdoor area and pretend to be a helper following a route to an emergency. Use positional language (next to, behind, in front of). **Traffic Light Shapes:** Discuss the shapes and colours of traffic lights (circles - red, yellow, green). **Ambulance Shape:** Talk about the rectangular shape of an ambulance. **Measurement:** **Measuring Lengths:** Use non-standard units (e.g., toy cars, blocks) to measure the length of a toy fire truck or a pretend stretcher. **Comparing Heights:** Compare the heights of different toy figures of helpers. Use comparative language (taller than, shorter than). **Time-Related Discussions (Introduction):** Talk about things helpers do that take longer or shorter amounts of time (e.g., putting on a helmet is quick, helping someone in hospital might take a long time). Use simple vocabulary like "before" and "after." **Ordering Events:** Use picture cards showing a sequence of events a helper might do (e.g., a doctor examining a patient, giving medicine, the patient feeling better). Ask children to put them in order. **Data Handling:**

Favourite Helper: Ask children to choose their favourite person who helps us and create a simple bar chart or pictograph to show the results.
Types of Transport: Discuss the different vehicles helpers use (ambulances, fire trucks, police cars) and count how many pictures or models you have of each. Create a simple chart.

Problem Solving:
Sharing Equally: "If 4 patients need help and there are 2 nurses, how many patients can each nurse help if they share equally?"
Missing Equipment: "A firefighter needs 3 tools, but they can only find 1. How many more tools do they need?"
Following Instructions: Give simple instructions related to helpers that involve numbers or shapes (e.g., "Put 2 red blocks next to the police car.").

Considerations for Implementation

Courageous Advocacy

Here are some ideas, focusing on how they can take action, even in small ways, to show their appreciation and support for people who help us:

Focusing on Appreciation and Saying Thank You:
Thank You Notes/Pictures: Children can create cards, letters, or drawings for local helpers like firefighters, police officers, paramedics, nurses, doctors, librarians, refuse collectors, or school staff. This teaches them to actively acknowledge the work others do.
"Thank You Wave" Campaign: Encourage children to wave and smile at people who help them in their daily lives (e.g., bus drivers, shop assistants). This simple act can brighten someone's day.
Creating a "Helpers' Heroes" Display: As a class, create a display showcasing different people who help us. Children can contribute drawings and short descriptions of their roles and why they are important. This raises awareness within the school community.
"Kindness Rocks" for Helpers: Decorate small stones with messages of thanks or pictures and leave them in places where helpers might see them (with permission, of course!).

Focusing on Understanding and Raising Awareness:
"A Day in the Life" Role-Play: Children can role-play different helping professions, gaining a deeper understanding of the tasks and challenges involved. This fosters empathy and respect.
Guest Speaker Invitations (if feasible): Invite local helpers to briefly talk to the class about their job. Children can prepare thoughtful questions beforehand.
Creating Information Posters: Year 2 children could create simple posters about the importance of different helping roles, perhaps focusing on how they keep us safe or healthy.
Sharing Stories: Read stories and watch short videos about people who help us, discussing the qualities of a good helper (e.g., kindness, bravery, responsibility).

Focusing on Small Acts of Support:
Classroom "Helping Hands" Chart: Create a chart where children can volunteer to help with small tasks in the classroom, understanding the concept of contributing to a community.
Fundraising for a Local Charity: Choose a local charity that supports people who help others (e.g., a local hospital or emergency services charity) and organise a simple fundraising activity like a sponsored walk or a bake sale.

Collecting Items for a Cause: Organise a collection of items needed by a specific group of helpers (e.g., toiletries for hospital patients or treats for therapy dogs).
"Be a Helper Day": Dedicate a day where children focus on being helpful to others in the school and at home. They can then share their experiences.

Important Considerations:
Emphasise the "Why": Discuss *why* these people are important and how their actions make a difference.
Focus on Action: Encourage children to *do* something, even if it's small.
Connect to Values: Link the activities to school values like kindness, respect, and responsibility.

Developing Spirituality

Developing Spirituality ideas, keeping in mind the developmental stage of Key Stage 1 children:

Focusing on Appreciation and Gratitude:
"Thank You" Jar or Tree: After discussing different people who help them (teachers, parents, doctors, firefighters, etc.), provide small slips of paper or leaf cut-outs. Encourage the children to draw a picture or write (with help if needed) one thing they are thankful for about a helper. These can be placed in a special "Thank You" jar or hung on a "Gratitude Tree" made from a branch. This fosters an awareness of the positive impact of others.
"Helper of the Week" Reflection: Each week, focus on a different "helper" role. Discuss what they do and how they help. Encourage children to share stories of times they were helped by someone in that role. This can lead to a deeper understanding and appreciation.
Creating "Thank You" Cards or Pictures: Engage the children in creating cards or drawings for people who help them in the school or local community. This tangible act of gratitude helps solidify the feeling of appreciation.

Exploring Kindness and Compassion:
"Invisible Backpack" Activity: Explain that everyone carries an "invisible backpack" filled with feelings. When people are kind and helpful, they put positive feelings into our backpacks. Discuss examples of kind actions and how they might make someone feel. This helps children understand the emotional impact of helping others.
Storytelling with a Spiritual Twist: Share simple stories (real or fictional) about people helping each other. After the story, discuss the feelings of the characters and how the act of helping made a difference. You can gently introduce the idea that helping others can make the world a better place.
Role-Playing "Helpers": Set up simple role-play scenarios where children can act as different helpers (nurse, teacher, friend helping a classmate). Encourage them to focus on the feelings involved in helping and receiving help.

Connecting to Community and Belonging:
"Our Community Web": On a large piece of paper, draw a circle representing the class or school. Ask children to name different people who help them within this community and draw lines connecting them to the circle. This visually demonstrates the interconnectedness and support within their environment.
Visiting Helpers (if possible): If feasible, invite a local "helper" (e.g., a school nurse, a librarian, a police officer) to briefly talk to the children about their role and how they help. This provides a real-world connection.

"Caring for Our Classroom": Extend the idea of "helpers" to include the children themselves. Discuss how they can help each other and care for their classroom environment. This fosters a sense of responsibility and belonging.

Nurturing Reflection and Wonder:
Quiet Reflection Time: After discussing a "helper" or engaging in a related activity, provide a short period of quiet reflection. Encourage children to think about how they have been helped or how they can help others. You can play calming music during this time.
Exploring the "Why": Gently guide discussions beyond just *what* helpers do to explore *why* they do it. Introduce simple ideas like wanting to make things better, caring for others, or using their special skills to help.
Important Considerations for Implementation:
Keep it Concrete: Young children learn best through tangible experiences and examples.
Focus on Feelings: Explore the emotions associated with helping and being helped.
Use Simple Language: Avoid abstract concepts and use language that is easy for them to understand.
Make it Interactive: Engage them through stories, role-play, and creative activities.
Be Inclusive: Ensure all children feel valued as both recipients and givers of help.

Other Ideas

Extra-curricular activities are fantastic for bringing a learning theme to life for Key Stage 1 children. Here are some activity ideas for **'People Who Help Us'**:

Visits and Visitors
Visit from a Community Helper:
Police Officer: They can talk about their uniform, equipment (safe items!), and how they help keep us safe. They might show the children a police car.
Firefighter: Similar to police, they can bring a uniform, equipment, talk about fire safety, and even show a fire engine if feasible.
Nurse/Doctor: They can talk about looking after people, show a stethoscope, bandages, and discuss healthy habits.
Lollipop Person: Discuss their role in keeping children safe when crossing the road. They could visit during a time when children are arriving or leaving school.
Postal Worker: Explain how letters and parcels are delivered, maybe show a mail bag or a postman's uniform.
Librarian: Visit the school library and talk about how they help people find books and learn.
Local Baker/Chef: They could talk about making food, safe kitchen practices, and even bring a treat!
Vet: Talk about caring for animals, show some vet tools (like a toy stethoscope for animals).

Field Trips (if feasible and safe):
Local Fire Station: A truly memorable experience! Children can see the fire engines, equipment, and meet firefighters.
Police Station: A visit could involve seeing the front desk, perhaps a police car, and learning about their role in the community.
Local Library: A structured visit focusing on how librarians help people and how to borrow books.
Post Office: See how letters are sorted and stamps are sold.
Doctor's Surgery/Dentist: A quick tour (respecting patient privacy) to see the waiting room, reception, and some equipment.

Local Shop/Supermarket: Focus on the role of shopkeepers and how they help us buy food and other necessities.

Role Play
Role Play Areas: Set up dedicated role-play corners that can be used during breaks or after-school clubs.
Emergency Services Hub: Combine a police station, fire station, and ambulance bay. Provide dress-up uniforms, toy vehicles, walkie-talkies, first aid kits, etc.
Doctor's Surgery/Hospital: Beds, stethoscopes, bandages, doctor's coats, patient forms.
Post Office: Stamps (make your own!), envelopes, postcards, a post box, scales for weighing parcels.
Supermarket/Bakery: Empty food packets, tills, shopping baskets, baker's hats, aprons.
Construction Site: Hard hats, high-vis vests, toy tools, building blocks.

"Dress Up as Your Favourite Helper" Day: A fun day where children come to school dressed as a person who helps us. They can talk about their chosen helper and what they do.

Creative & Practical Activities
Thank You Card/Letter Writing:
Have children write or draw thank you cards for real local helpers (e.g., the school crossing guard, the local police, fire station, or even their own teachers). This teaches appreciation and reinforces literacy.
"What's My Job?" Charades:
Children act out different helper jobs, and others guess. Great for non-verbal communication and reinforcing understanding of roles.
Community Helper "Show and Tell":
Children bring in an item related to a community helper or describe a helper they know.
Designing Helper Uniforms/Tools:
Provide materials for children to design and create their own helper uniforms, badges, or specific tools.
Build a Community:
Using large blocks, cardboard boxes, or even junk modelling, children can work together to build a model of their local community, including key buildings where helpers work (fire station, hospital, school, shop).
Problem-Solving Scenarios (Role Play):
Present simple scenarios and have children act out how different helpers would respond. E.g., "Someone has fallen over in the playground – who helps? What do they do?"
Cooking/Baking:
Link to chefs/bakers. Children could bake simple biscuits or cakes and perhaps decorate them with helper themes. Discuss hygiene and safety in the kitchen.
Garden/Nature Helpers:
Explore how gardeners help the environment or how vets help animals. Children could help plant seeds or care for school plants.

Performance & Storytelling
Puppet Show:
Children create puppets of different community helpers and put on a show depicting how they help people.
Songs and Rhymes:
Teach or create songs about different helpers and their roles. "The Wheels on the Bus" can be adapted easily.
Story Time with a Twist:
Read books about community helpers, and then have children re-tell the story from a different helper's perspective.

Connecting to the Wider World

"Helpful Hands" Project:

A small charity project where children contribute to helping others, even in a small way (e.g., collecting food for a local food bank, making cards for elderly residents). This reinforces the idea of being helpful citizens.

Family Tree of Helpers:

Children can explore what jobs their family members do and discuss how those jobs help others.