

National Curriculum Requirements of Geography at Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

National Curriculum Requirements of History at Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Geography and History: Year 1 Overview

Key Features

Year 1	GEOGRAPHY		HISTORY		
	Human	Physical			
	<ul style="list-style-type: none"> • People who live in hot and cold countries • How the seasons and weather affect people 	<ul style="list-style-type: none"> • Features of hot and cold places • Seasonal change • Weather 	<ul style="list-style-type: none"> • Changes within living memory: When parents were young • Significant people from history • Local history 		
Specific Vocabulary	beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather: city, town, village, factory, farm, house, office, and shop: North, South, East and West; near and far		'before', 'after', 'past', 'present', 'then' and 'now'		
Possible Learning Challenges	Why can't a meerkat live in the North Pole?	Where do the leaves go to in winter?	Where do and did the wheels on the bus go?	Why is the Wii more fun than Grandma and Grandad's old toys? or What has changed since your grandparents were young?	Would the Beatles have won X Factor? or Who was famous when mum and dad were little?

Knowledge, Skills and Understanding breakdown for History

Year 1

Chronological understanding

- Can they put up to three objects in chronological order (recent history)?
- Can they use words and phrases like: old, new and a long time ago?
- Can they tell me about things that happened when they were little?
- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they know that some objects belonged to the past?
- Can they retell a familiar story set in the past?
- Can they explain how they have changed since they were born?

Knowledge and interpretation

- Do they appreciate that some famous people have helped our lives be better today?
- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as vinyl records?

Historical enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they answer questions using a artefact/ photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

Year 1 (Challenging)

- Can they put up to five objects/events in chronological order (recent history)?
- Can they use words and phrases like: very old, when mummy and daddy were little?
- Can they use the words before and after correctly?
- Can they say why they think a story was set in the past?

- Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?
- Can they tell us about an important historical event that happened in the past?
- Can they explain differences between past and present in their life and that of other children from a different time in history?
- Do they know who will succeed the queen and how the succession works?

- Can they answer questions using a range of artefacts/ photographs provided?
- Can they find out more about a famous person from the past and carry out some research on him or her?

Knowledge, Skills and Understanding breakdown for Geography

Year 1

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart? 	<ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 	<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow? 	<ul style="list-style-type: none"> • Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? 	<ul style="list-style-type: none"> • Can they name different jobs that people living in their area might do? 	<ul style="list-style-type: none"> • Can they name a few towns in the south and north of the UK?
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Year 1: Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about <a locality>? • Can they answer questions about the weather? • Can they keep a weather chart? 	<ul style="list-style-type: none"> • Can they explain the main features of a hot and cold place? • Can they describe <a locality> using words and pictures? • Can they explain how the weather changes with each season? 	<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they say something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> • Can they point out where the Equator, North Pole and South Pole are on a globe or atlas?

Year 1 (Challenging)

- Can they answer questions using a weather chart?
- Can they make plausible predictions about what the weather may be like later in the day or tomorrow?

Year 1 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Collage	Use of IT
<ul style="list-style-type: none"> • Can they draw lines of different shapes and thickness? 	<ul style="list-style-type: none"> • Can they name the colours they use, including shades? • Can they create moods in their paintings? • Can they use thick and thin brushes? • Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? 	<ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture?

Year 1 Dance Knowledge, Skills and Understanding

- Can they explore and perform basic body actions?
- Do they use different parts of the body singly and in combination?
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?
- Do they choose appropriate movements for different dance ideas?
- Can they remember and repeat short dance phrases and simple dances?
- Do they move with control?
- Do they vary the way they use space?
- Do they describe how their lungs and heart work when dancing?
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Year 1 Geography Knowledge, Skills and understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they answer questions about the weather? • Can they keep a weather chart? 	<ul style="list-style-type: none"> • Can they explain the main features of a hot and cold place? • Can they explain how the weather changes with each season? 	<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they say something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> • Can they point out where the equator, north pole and south pole are on a globe or atlas?

Year 1 (Challenging)

- Can they answer questions using a weather chart?
- Can they make plausible predictions about what the weather may be like later in the day or tomorrow?

Year 1 Art & Design Knowledge, Skills and Understanding

Drawing	Printing	Knowledge of Art	Painting
<ul style="list-style-type: none"> • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? 	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art? 	<ul style="list-style-type: none"> • Can they choose to use thick and thin brushes as appropriate? • Can they name the primary and secondary colours?

Year 1 Music Knowledge, Skills and Understanding

Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? • Can they make loud and quiet sounds? • Do they know that the chorus keeps being repeated? 	<ul style="list-style-type: none"> • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? 	<ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns?

Year 1 Geography Knowledge, Skills and understanding

Geographical Enquiry	Physical Geography	Geographical Knowledge	Challenging
<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about <a locality>? 	<ul style="list-style-type: none"> • Can they tell someone their address? • Can they describe <a locality> using words and pictures? • Can they name key features associated with a town or village, eg, church, farm, shop, house? 	<ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? 	<ul style="list-style-type: none"> • Can they name key features associated with a town or village, eg, factory, detached house, semi-detached house, terrace house? • Can they name a few towns in the south and north of the UK?

Year 1 History Knowledge, Skills and understanding

Chronological understanding	Historical enquiry	Challenging
<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: 'old', 'new' and 'a long time ago'? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them happened a long time ago? • Do they know that some objects belonged to the past? 	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? 	<ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they answer questions using a range of artefacts/ photographs provided?

Year 1 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? 	<ul style="list-style-type: none"> • Can they explain what they are making? • Which tools are they using? 	<ul style="list-style-type: none"> • Can they describe how something works? • Can they talk about their own work and things that other people have done?

Breadth of study

<u>Use of materials</u>	<u>Mechanisms</u>	<u>Construction</u>
<ul style="list-style-type: none"> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? 	<ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? 	<ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?

Year 1 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: 'old', 'new' and 'a long time ago'? • Can they tell me about things that happened when they were little? • Do they know that some objects belonged to the past? 	<ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? 	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new objects in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past?

Year 1 (challenging)

<ul style="list-style-type: none"> • Can they use words and phrases like: 'very old', 'when mummy and daddy were little'? • Can they use the words 'before' and 'after' correctly? • Can they say why they think a story was set in the past? 	<ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, eg, iron, music systems, televisions? • Can they explain differences between past and present in their life and that of other children from a different time in history? 	<ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they answer questions using a range of artefacts/ photographs provided? • Can they identify objects from the past, such as vinyl records?
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Year 1 Design technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products	Mechanisms
<ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? 	<ul style="list-style-type: none"> • Can they explain what they are making? • Can they explain which tools are they using? 	<ul style="list-style-type: none"> • Can they describe how something works? • Can they talk about their own work and things that other people have done? 	<ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts?

Year 1 Dance Knowledge, Skills and Understanding

- Can they explore and perform basic body actions?
- Do they use different parts of the body singly and in combination?
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?
- Do they choose appropriate movements for different dance ideas?
- Can they remember and repeat short dance phrases and simple dances?
- Do they move with control?
- Do they vary the way they use space?
- Do they describe how their lungs and heart work when dancing?
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Year 1 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: 'old', 'new' and 'a long time ago'? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? 	<ul style="list-style-type: none"> • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Do they appreciate that some famous people have helped our lives be better today? 	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past?

Year 1 (challenging)

<ul style="list-style-type: none"> • Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: 'very old', 'when mummy and daddy were little'? • Can they use the words 'before' and 'after' correctly? • Can they say why they think a story was set in the past? 	<ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, eg, iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? 	<ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they answer questions using a range of artefacts/ photographs provided? • Can they identify objects from the past, such as vinyl records? • Can they find out more about a famous person from the past and carry out some research on him or her?
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Geography and History: Year 2 Overview

Key Features

Year 2	GEOGRAPHY		HISTORY		
	Human	Physical			
	<ul style="list-style-type: none"> a small area of the United Kingdom, and of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Changes and events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality significant people from Britain or abroad 			
Specific Vocabulary	beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather: city, town, village, factory, farm, house, office, and shop: North, South, East and West: near and far		'before', 'after', 'past', 'present', 'then' and 'now'		
Possible Learning Challenges	What would Dora the Explorer/ Ben Ten find exciting about our town/city?	Why do we love to be beside the seaside?	Where would you prefer to live: England or Africa?	What were the people who lived here like a 100 years ago? or What was it like when the Queen came to the throne in 1953?	How have Rosa Parks and Nelson Mandela helped to make the world a better place? Why were Christopher Columbus and Neil Armstrong brave people?

Knowledge, Skills and Understanding breakdown for History

Year 2

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
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Knowledge, Skills and Understanding breakdown for Geography

Year 2

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> • Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? 	<ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world? 	<ul style="list-style-type: none"> • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<ul style="list-style-type: none"> • Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> • Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass?
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Year 2 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about their town by using different sources of evidence? • Can they find out about their town by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> • Can they describe some physical features of their town? • Can they explain what makes their town special? • Can they describe some places which are not near the school? • Can they describe the key features of a place, using words like, 'forest', 'hill', 'mountain', 'valley'? 	<ul style="list-style-type: none"> • Can they describe some human features of their town, such as the jobs people do? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> • Can they find where they live on a map of the UK?

Year 2 (Challenging)

- Can they find the longest and shortest route using a map?
- Can they use a map, photographs, film or plan to describe <a contrasting locality> outside Europe?
 - Can they point out the North, South, East and West associated with maps and compass?

Year 2 Art & Design Knowledge, Skills and Understanding

Painting	Drawing	Knowledge	Sketch Books
<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they say how other artists have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?

Year 2 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about the seaside by using different sources of evidence? • Can they find out about the seaside by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> • Can they describe some physical features of own locality? • Can they explain what makes the seaside special? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'? 	<ul style="list-style-type: none"> • Can they describe some human features of the seaside, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?

Year 2 (Challenging)

- Can they find the longest and shortest route using a map?
- Can they explain how the weather affects different people?
- Can they point out the North, South, East and West associated with maps and compass?

Year 2 Design Technology Knowledge, Skills and Understanding

- Can they think of ideas and plan what to do next?
- Can they choose the best tools and materials? Can they give a reason why these are best?
- Can they describe their design by using pictures, diagrams, models and words?
- What went well with their work?
- If they did it again, what would they want to improve?
- Can they make sensible choices as to which material to use for their constructions?
- Can they develop their own ideas from initial starting points?
- Can they incorporate some type of movement into models?
- Can they consider how to improve their construction?
- Can they measure materials to use in a model or structure?
- Can they join material in different ways?
- Can they use joining, folding or rolling to make it stronger?

Year 2 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a contrasting locality like Africa by using different sources of evidence? • Can they find out about Africa by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like Africa? 	<ul style="list-style-type: none"> • Can they explain what makes a locality special? • Can they describe a place outside Europe using geographical words? • Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'? 	<ul style="list-style-type: none"> • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? 	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they make plausible predictions about what the weather may be like in different parts of the world? 	<ul style="list-style-type: none"> • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe Africa? 	<ul style="list-style-type: none"> • Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> • Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass?
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Year 2 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Knowledge	Sketch books
<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours and predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artists have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?

Year 2 Music Knowledge, Skills and Understanding

- Can they listen out for particular things when listening to music?
- Can they order sounds to create a beginning, middle and end?
- Can they create music in response to <different starting points>?
- Can they choose sounds which create an effect?
- Can they use symbols to represent sounds?
- Can they make connections between notations and musical sounds?

Year 2 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use words and phrases like: 'before I was born', 'when I was younger'? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' correctly? • Can they use a range of appropriate words and phrases to describe the past? 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as 1953? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary?
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Year 2 Additional Geography Knowledge, Skills and Understanding

- Can they name the continents of the world and find them in an atlas?
- Can they name the world's oceans and find them in an atlas?
- Can they name the major cities of England, Wales, Scotland and Ireland?
- Can they find where they live on a map of the UK?

Year 2 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use words and phrases like: 'before I was born', 'when I was younger'? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' correctly? • Can they use a range of appropriate words and phrases to describe the past? 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later? • Can they recount some interesting facts from an historical event? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history, e.g. 100 years ago? • Can they explain why someone in the past acted in the way they did? • Can they explain how their local area was different in the past? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
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Year 2 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products	Use of materials
<ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? 	<ul style="list-style-type: none"> • Can they join things (materials/ components) together in different ways? 	<ul style="list-style-type: none"> • What went well with their work? • If they did it again, what would they want to improve? 	<ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger?

Year 2 Music Knowledge, Skills and Understanding

- Do they sing and follow the melody (tune)?
- Do they sing accurately at a given pitch?
- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they perform with others?
- Can they sing/clap a pulse increasing or decreasing in tempo?
- Can they listen out for particular things when listening to music?

Year 2 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use words and phrases like: 'before I was born', 'when I was younger'? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' correctly? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they recount some interesting facts from an historical event? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous non-Briton from the past using different resources to help them?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> • Can they explain why someone in the past acted in the way they did? • Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
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Year 2 Art & Design Knowledge, Skills and Understanding breakdown

Drawing	Painting	Knowledge	Sketch books
<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? 	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artists have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?

Year 2 Music Knowledge, Skills and Understanding breakdown

- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they perform with others?
- Can they play simple rhythmic patterns on an instrument?
- Can they sing/clap a pulse increasing or decreasing in tempo?
- Can they create music in response to <different starting points>?
- Can they choose sounds which create an effect?
- Can they use symbols to represent sounds?
- Can they make connections between notations and musical sounds?