

# Year 1 Knowledge and Skills

## History



<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic Title</b>	<b>WHERE I LIVE</b>		<b>EXTINCTION!</b>		<b>MEMORY BOX</b>	

<b>Areas of study AOS</b>	<p><b>AOS-1 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b></p> <p><b>AOS-2 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] Remembrance Day</b></p> <p><b>AOS-3 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] – Mary Anning</b></p> <p><b>AOS-4 Significant historical events, people and places in their own locality.</b></p>
<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Say why people may have acted the way they did in the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Also use evidence to describe buildings and their uses of people from the past</p>
<b>Historical enquiry</b>	<p>Explore events and look at pictures to ask questions about the topic. E.g. “Which things are old and which are new?” or “What do you think is happening in this picture?”</p> <p>Look at objects from the past and ask questions. E.g. “What do you think this object is used for?”</p>
<b>Chronological Understanding</b>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p> <p>Use a timeline to place important events in chronological order. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>
<b>Historical interpretation</b>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>

## Year 1 Knowledge and Skills Geography



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Pupils will develop their knowledge of their local area. 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.

<b>Locational Knowledge</b>	LK2 name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
<b>Place Knowledge</b>	PK1 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a different area which is local.
<b>Human &amp; Physical Geography</b>	HPG1: Identify seasonal and daily weather patterns in the United Kingdom. HPG2: use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>- key physical features: including: <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b></li> <li>- key human features, including: <b>city, town, village, factory, farm, house, office, port, harbour and shop</b></li> </ul>
<b>Geographical Skills &amp; Field work</b>	GSF1: 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. GSF3: 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 GSF4: 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.

<b>Objectives to be weaved throughout KS1 &amp; LKS2</b>	GES1: Ask geographical questions [i.e. 'What is it like to live in this place?'] GES2: Observe and record [i.e. identify buildings in street and complete a chart] GES3: Express their own views about people, places and environments [i.e. about litter in the school] GES4: Communicate in different ways including through numerical and quantitative skills, maps and pictures. GES5: Communicate understanding through writing at length. GES6: Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] GES7: Use fieldwork skills [i.e. recording info on a school plan or local area map] GES8: Use globes, maps, plans at a range of scales [i.e. following a route on a map] GES9: Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] GES10: Make maps and plans [i.e. a pictorial map of a place in a story].
<b>Geographical enquiry</b>	

## Year 1 Knowledge and Skills

### Art



<u>Year 1</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Work of Artists</b>	A1 study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms A2 evaluate and analyse creative works using the language of art, craft and design.
<b>Exploring and evaluating ideas</b>	E1 record and explore ideas from first hand observations E2 ask and answer questions about starting points for their work E3 develop and share their ideas, try things out and make changes E4 describe the differences and similarities between different practices and disciplines, and making links to their own work. E5 think critically about their art and design work.
<b>Drawing</b>	D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks D2 draw lines and shapes from observations using different surfaces D3 invent lines and shapes in drawing
<b>Digital media</b>	
<b>3D design</b>	3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading 3D2 explore sculpture with a range of malleable media 3D3 work safely with materials and tools 3D4 experiment with constructing and joining recycled, natural and manmade materials
<b>Painting</b>	P1 use a variety of tools and techniques i.e. brush sizes and types P2 mix and match colours to artefacts and objects P3 work on different scales P4 experiment with tools and techniques e.g. layering, mixing P5 name and mix primary colours. P6 create textured paint by adding material, i.e. sand or plaster
<b>Printing</b>	PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables PR2 take simple prints i.e. mono-printing PR3 design and build repeating patterns and recognise pattern in the environment PR4 create simple printing blocks for press print PR5 experiment with overprinting motifs and colour
<b>Textiles</b>	
<b>Collage</b>	C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc C2 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour C3 arrange and glue materials to different backgrounds C4 fold, crumple, tear and overlap papers

# Year 1 Knowledge and Skills



## Design & Technology

<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Designing – Understanding contexts, users and purposes</b>	D1 work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment D2 state what products they are making D3 say whether their products are for themselves or other users D4 describe what their products are for D5 say how their products will work D6 say how they will make their products suitable for their intended users D7 use simple design criteria to help develop their ideas
<b>Designing - Generating, developing, modelling and communicating ideas</b>	D8 generate ideas by drawing on their own experiences D9 use knowledge of existing products to help come up with ideas D10 develop and communicate ideas by talking and drawing D11 model ideas by exploring materials, components and construction kits and by making templates and mockups D12 use ICT, where appropriate, to develop and communicate their ideas
<b>Making - Planning</b>	M1 plan by suggesting what to do next M2 select from a range of tools and equipment, explaining their choices M3 select from a range of materials and components according to their characteristics
<b>Making – Practical skills and Activities</b>	M4 follow procedures for safety and hygiene M5 use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components M6 measure, mark out, cut and shape materials and components M7 assemble, join and combine materials and components M8 use finishing techniques, including those from art and design
<b>Technical knowledge – Making products work</b>	T1 about the simple working characteristics of materials and components T2 about the movement of simple mechanisms such as levers, sliders, wheels and axles T3 how freestanding structures can be made stronger, stiffer and more stable T4 that a 3-D textiles product can be assembled from two identical fabric shape T5 that food ingredients should be combined according to their sensory characteristics T6 the correct technical vocabulary for the projects they are undertaking
<b>Evaluating – Own Ideas and Products</b>	E1 talk about their design ideas and what they are making E2 make simple judgements about their products and ideas against design criteria E3 suggest how their products could be improved
<b>Evaluating – Existing Products</b>	E4 explore what products are and who or what they are for. E5 explore how products work and how or where they might be used. E6 explore what materials products are made from E7 explore what they like and dislike about products
<b>Cooking and Nutrition – Where food comes from</b>	C1 that all food comes from plants or animals C2 that food has to be farmed, grown elsewhere (e.g. home) or caught