



Key Stage 1
Curriculum Grids

KS1

History	
Skills	<ul style="list-style-type: none"> • Tell stories about the past. • Talk about differences between things from the past and how they look now. • Sequence the main episodes from a famous event. • Describe things that are from the past. • Know there are several ways to find out about the past- pictures, questions, objects, the internet, television, books and stories • Ask questions of people older than me to find out about the past. • Begin to use different types of evidence to tell different things about the past. • Use a range of words to talk about the passing of time. • Know the difference between the past and now (past and present) • Use key words or phrases from the time period I am talking about. • Find out the past by looking carefully at evidence and asking questions. • Use time lines to order things. • Use labelled diagrams, recounts, stories, diaries and pictures to tell people what I know about the past. • Give clear and detailed reasons why key events happened or historical people acted as they did. • Use key dates to describe events. • Divide the past into different periods of time and present this on a timeline. • Understand that some events from the past still affect people’s lives today and talk about these matters sensitively and respectfully. • Give reasons for some of the actions of a famous person. • Look at different points of view to find out about different versions of historical events. • Use key dates to describe events. • Look at the history of key individuals
By the end of Year 1, the children will know...	By the end of Year 2, the children will know...
<ul style="list-style-type: none"> • about what life was like at the time their grandparents were young • which toys their grandparents would have played with • what schools were like when their grandparents attended primary school • about the games their grandparents played with • what their grandparents watched on television • what their grandparents did after school • what old trains, cars, buses and planes looked like 	<ul style="list-style-type: none"> • about people who stood up against discrimination • who Rosa Parks and Nelson Mandela were • how women had to fight for their rights • that children have certain rights • that people with disabilities have rights which we need to respect • in their lifetime and outside their lifetime many people have done special things that helps the world to be a better place. • who Queen Victoria was • how the lives of Victorian children were different to their lives

- that many Victorian children had to work in poor conditions from a very young age
- Victorian schools were different to schools today
- what children did when they played.
- the lives of rich Victorians were very different to lives of poor Victorians
- about the paintings of LS Lowry

Geography

Skills

- 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 [for example, 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
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- Use simple fieldwork and observational skills
- Draw maps, plans and sketches of local places.
- Draw labelled diagrams about an area using geographical language.
- Find routes using maps and find the longest and shortest routes.
- Use simple compass directions and locational and directional language
- Use basic geographical vocabulary for key human and physical geographical features. (Eg: temperature, transport, industry)
- Use the computer to draw graphs of information and use it to answer questions.
- Talk about places far away that are different to my area.
- Use aerial photographs and plans- Google Earth

By the end of Year 1, the children will know...

- their address, including their postcode
- where the UK is on a world map/atlas globe
- the names of the four countries and capital cities of the United Kingdom.
- some of the characteristics of the countries of the UK
- the names of the world's seven continents and five oceans
- the names of at least six cities in the United Kingdom
- about what happens at an airport
- about what happens at a train station
- the names of famous buildings in London
- know that London is the capital of the United Kingdom
- the differences between a village, town and city

By the end of Year 2, the children will know...

- about the lives of people who live outside Europe
- their lives are different to so many other children in the world
- what schools are like in Kenya
- the climate in England is very different to so many other places in the world
- the animals living in the wild are different in countries outside the UK
- the type of fruits and vegetables grown depends on the country's climate.
- the physical environment is different in different parts of the world
- the style of art can be different according to where you live

- where the equator is and point to it on a globe
- where the North and South Poles are and point to them on a globe
- which animals live close to the equator, North Pole and South Pole.
- how animals living in the North and South poles keep warm
- which clothes they would wear on hot or cold days
- why people tend to like hot places for their holidays
- what a hot or cold colour is

Science	
Skills	<ul style="list-style-type: none"> ask simple questions and recognising that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classifying use their observations and ideas to suggest answers to questions gather and record data to help in answering questions
By the end of Year 1, the children will know...	By the end of Year 2, the children will know...
<p>Animals, including humans</p> <ul style="list-style-type: none"> the names of a variety of common animals including fish, amphibians, reptiles, birds and mammals some animals which are carnivores, herbivores and omnivores the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) the basic parts of the human body and which part of the body is associated with each sense <p>Plants</p> <ul style="list-style-type: none"> the names of a variety of common wild and garden plants, including deciduous and evergreen trees the basic structure of a variety of common flowering plants, including trees <p>Everyday Materials</p> <ul style="list-style-type: none"> the names of a variety of objects and the materials they are made from everyday materials, including wood, plastic, glass, metal, water, and rock simple physical properties of a variety of everyday materials everyday materials can be grouped on the basis of their physical properties <p>Seasonal Changes</p> <ul style="list-style-type: none"> the weather in the four seasons changes the weathers associated with each seasons and how day length varies 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> there are differences between things that are living, dead, and things that have never been alive most living things live in habitats to which they are suited different habitats provide for the basic needs of animals and plants who depend on each other which plants and animals live in which habitats, including microhabitats animals obtain their food from plants and other animals what a simple food chain is there are a range of food sources <p>Plants</p> <ul style="list-style-type: none"> how seeds and bulbs grow into mature plants plants need water, light and a suitable temperature to grow and stay healthy <p>Use of everyday materials</p> <ul style="list-style-type: none"> everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are used for particular uses the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Animals including humans</p> <ul style="list-style-type: none"> animals, including humans, have offspring which grow into adults the basic needs of animals, including humans, for survival (water, food and air) the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Art	
Skills	<ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
By the end of Year 1, the children will know...	By the end of Year 2, the children will know...
<ul style="list-style-type: none"> • how to recognise and describe some simple characteristics of different kinds of art, craft and design • the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. • about the work of the artist Giuseppe Arcimboldo and Henri Rousseau • 	<ul style="list-style-type: none"> • that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times. • and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary • about the work of the artist L.S. Lowry, Keith Haring and Pete McKee

DT	
Skills	<p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products
By the end of Year 1, the children will know...	By the end of Year 2, the children will know...
<ul style="list-style-type: none"> • about the simple working characteristics of materials and components • about the movement of simple mechanisms such as levers, sliders, wheels and axles • how freestanding structures can be made stronger, stiffer and more stable • that food ingredients should be combined according to their sensory characteristics • the correct technical vocabulary for the projects they are undertaking • that food has to be farmed, grown elsewhere (e.g. home) or caught • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 	<ul style="list-style-type: none"> • about the simple working characteristics of materials and components • about the movement of simple mechanisms such as levers, sliders, wheels and axles • how freestanding structures can be made stronger, stiffer and more stable • that a 3-D textiles product can be assembled from two identical fabric shapes • the correct technical vocabulary for the projects they are undertaking • that all food comes from plants or animals • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day

Computing

Skills	KEY SKILLS <ul style="list-style-type: none">• Name a range of digital devices in the home and at school.• Explain what the basic parts of a computer are used for, e.g. mouse, screen, and keyboard.• Understand that you can find information on a website, and use a simple password when logging on.• Understand that you can share digital content.• Use a simple password when logging on, where relevant• Understand that you can share digital content• Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen• Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen• Recognise that a range of devices contain computers, e.g. washing machine, car, laptop• Know where to save and open work• Understand that work saved on a computer at school can be opened on a different computer• Understand that you can use a search engine to find information using keyword searches• Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks
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By the end of Year 1, the children will know...

By the end of Year 2, the children will know...

COMMUNICATION: TEXT & IMAGES

- how to apply simple edits to digital content to achieve a particular effect, e.g. change the font of text for a reason.
- How to combine media with support to present information, e.g. they choose images to accompany text from a selection.
- that digital images belong to the person that created them, and save and reuse content found online.* Pupils recognise what is personal information and understand the need to keep it private.*

COMMUNICATION: TEXT & IMAGES

- how to plan out digital content, and present ideas and information by combining media independently.
- How to edit digital content to improve it.
- what makes a good online friend and the need to be kind and thoughtful online as in the real world.*
- how to identify rules to add to an acceptable use policy for the class.*
- that the digital content we make belongs to us and others need to ask permission to use it.*

COMMUNICATION: MULTIMEDIA

- how to combine media with support to present information, e.g. text and images, and select basic options to change the appearance of digital content.
- that you can share digital content online.*
- that digital images belong to the person that first created them.*
- what personal information is and the need to keep it private.
- who to tell if concerned about content or contact online.*

COMMUNICATION: MULTIMEDIA

- how to plan out digital content and present ideas and information by combining media independently
- How to apply edits to digital content to achieve a particular effect.
- what makes digital content good or bad and edit it to improve it.
- that the digital content we make belongs to us and others need to ask permission to use it.*

UNDERSTANDING & SHARING DATA

UNDERSTANDING & SHARING DATA

- how to collect data and present it in a pictogram independently.
- How to explain information shown in a simple chart, pictogram or infographic.

COMPUTATIONAL THINKING & PROGRAMMING

- How to create a simple algorithm, and understand that the order of instructions is important.
- How to debug an error in a simple algorithm, and predict the outcome of an algorithm or simple program.
- that computers have no intelligence and we have to program them to do things.
- How to identify and explain patterns in groups of objects.
- How to create a simple program (Scratch Jnr).
- what an algorithm is and they understand that the order of instructions is important.
- that computers have no intelligence and we have to program them to do things.
- How to create a simple program e.g. to control a floor robot.
- How to debug an error in and predict the outcome of a simple program.

- how to plan out and create a simple branching database to identify a set of objects.
- that the questions you ask when collecting data are important.
- How to evaluate a given branching database and suggest improvements.
- how different formats e.g. text, images, audio, communicate information and their benefits.
- that our personal information belongs to us and why we shouldn't share it with everybody.*
- who to tell if concerned about content or contact online.*

COMPUTATIONAL THINKING & PROGRAMMING

- that instructions need to be clear and unambiguous in an algorithm.
- How to evaluate the success of an algorithm or program, and identify and correct errors (debugging).
- How to use the language if... then to describe the relationship between two actions.
- How to evaluate the success of an algorithm or program.
- How to identify and correct errors in a given algorithm or program.
- that we can decompose a problem into smaller steps to make it simpler