**Key Stage 1**

By the end of Key Stage 1, the children will need the following key skills:

**History**

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| Area of study | Skills |
| Chronology | * Sequence events, objects from different periods in chronological order. * Know where the people and events they study fit within a chronological framework. |
| Range and Depth of Historical Knowledge | * Find out about key people and events. * Identify similarities and differences between ways of life in different periods. * 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, Florence Nightingale and Edith Cavell]. * Significant historical events, people and places in their own locality. |
| Interpretations of History | * Understand some of the ways in which we find out about the past and identify different ways in which it is represented. * Describe similarities and differences of artefacts. |
| Historical Enquiry | * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. |
| Organisation and Communication | * Use a wide vocabulary of everyday historical terms. * Use of time lines and annotated photographs. |

**Geography**

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| Area of study | Skills |
| Locational 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 |
| Geography 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 [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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| **Foundation Stage** | | | |
| History | | | |
| Reception | Understanding the world | The world | * To look closely at similarities, differences, patterns and change. |
| ELG | Understanding the world | People and communities | * To talk about past and present events in their own lives and in the lives of family members, * To know about similarities and differences between themselves and others, and among families, communities and tradition. |
| The world | * To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. |
| Geography | | | |
| Reception | Understanding the world | * Draw information from a simple map. * Recognise some similarities and differences between this country and life in other countries. * Explore the natural world around them. * Recognise some environments that are different to the one in which they live. | |
| ELG | Understanding the world | People, culture and communities | * Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps. |
| The natural world | * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons. |

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| **Year 1** | **Term 1- Castles** | **Term 2- Wright Brothers** | **Term 3- Moon Landing and Space** | **Term 4- Mary Seacole** | **Term 5- Seaside** | **Term 6- Grace Darling** |
| Chronology | Sequence events or objects in chronological order.  Timeline to be expanded for period of history using.  At the end of unit class teacher to photograph for evidence and put into knowledge organiser. | | | | | |
| Range and Depth of Historical Knowledge | Begin to describe similarities and differences in artefacts.  Use a range of sources to find out characteristic features of the past. | | | | | |
| Interpretations of History | Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) | | | | | |
| Historical Enquiry | Sort artefacts into ‘then’ and ‘now’.  Use as wide a range of sources as possible.  To ask and answer questions related to different sources and objects. | | | | | |
| Organisation and Communication | Time lines (3D with objects/sequential pictures)  Drawing  Drama/role play  Writing (reports, labelling, simple recount)  Use of ICT | | | | | |
| History Vocabulary | Archaeology, artefacts, calendar, century, change, continuity, decade, interpretation, monarch, significance. | | | | | |
| Locational Knowledge | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. | | | | | |
| Place Knowledge | Understand geographical similarities and differences through studying human and physical geography of the United Kingdom. | | | | | |
| Human and physical Geography | Identify seasonal and daily weather patterns in the United Kingdom. | | | | | |
| Geography skills and fieldwork | * Use world maps, atlases and globes to identify the United Kingdom and its countries. * Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. * 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. | | | | | |
| Geography Vocabulary | Beach, City, Cliff, Coast, Environment, Factor, Far, farm, Forest, Harbour, Hill, House, Key human features, Left, Local, Mountain, Near, Ocean, Office, Port, Right, River, Sea, Season, Shop, Soil, Town, Valley, Vegetation, Village, Weather. | | | | | |

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| **Year 2** | **Term 1- National events: Great fire of London and Gun powder plot** | **Term 2- Global celebration: Christmas around the world and from the past** | **Term 3- Brunel** | **Term 4- Amy Johnson** | **Term 5- Titanic** | **Term 6- Florence Nightingale** |
| Chronology | Sequence artefacts closer together in time.  Sequence events using photos.  Describe memories of key events in their lives  Timeline to be expanded for period of history using.  At the end of unit class teacher to photograph for evidence and put into knowledge organiser. | | | | | |
| Range and Depth of Historical Knowledge | Find out about people and events in other times.  Collections of artefacts – confidently describe similarities and differences.  Drama – develop empathy and understanding (hot seating, speaking and listening) | | | | | |
| Interpretation of History | Compare pictures or photographs of people or events in the past.  Able to identify different ways to represent the past. | | | | | |
| Historical Enquiry | Use a source – why, what, who, how, where to ask questions and find answers.  Sequence a collection of artefacts.  Use of time lines.  Discuss the effectiveness of sources. | | | | | |
| Organisation and Communication | Class display/museum.  Annotated photographs.  Use of ICT. | | | | | |
| History Vocabulary | AD, Archaeology, Artefact, Calendar, Century, Change, Chronology, Continuity, Decade, Democracy, Interpretation, Monarchy, Parliament, Primary evidence, Secondary evidence and Significance. | | | | | |
| Locational Knowledge | * Name and locate the world’s seven continents and five oceans. * Name the surrounding seas of the U. K | | | | | |
| 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 | The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | | | | | |
| Geographical skills and field work | * Use world maps, atlases and globes to identify 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. | | | | | |
| Geography Vocabulary | Beach, City, Cliff, Coast, **Continent, Country, East,** Environment, **Equator, Europe,** Factor, Far, farm, Forest, Harbour, Hill, House, Key human features, Left, Local, **Map,** Mountain, Near, **North, North Pole,** Ocean, Office, Port, Right, River, Sea, Season, Shop, Soil, **South, South Pole,** Town, Valley, Vegetation, Village, Weather, **West**. | | | | | |