

Key Stage 1: Curriculum	Year 1			Year 2		
	Fire of London	All aboard	Hot Hot Hot Cold,Cold,Cold	Four Nations	Castles	Where would you prefer to live, England or Kenya?
KS1 Geography Curriculum						
I can understand subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their locational awareness.						
Locational Knowledge						
I can name and locate the world’s seven continents and five oceans.						
I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.						
Place Knowledge						
I can 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						
I can 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.						
I can 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.						
I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.						
Geography Skills and Fieldwork						
I can 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.						
I can 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.						
I can 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.						
I can 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.						
KS1 History Curriculum						
I can show an awareness of the past, using common words and phrases relating to the passing of time						
I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods						
I can identify similarities and differences between ways of life in different periods						
I can use a wide vocabulary of everyday historical terms						
I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events						
I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented						
I can describe changes within living memory and aspects of change in national life						
I can describe 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.]						
I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some 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 Nightengale and Edith Cavell]						
I can describe significant historical events, people and places locally						
KS1 Art Curriculum						
I can use a range of materials creatively to design and make products						
I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination						
I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space						
I know 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						
KS1 DT Curriculum						
Design						
I can design purposeful, functional, appealing products for themselves and other users based on design criteria						
I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.						
Make						
I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]						
I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.						
Evaluate						
I can explore and evaluate a range of existing products						
I can evaluate their ideas and products against design criteria.						
Technical Knowledge						
I can build structures, exploring how they can be made stronger, stiffer and more stable						
I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.						

Festivals to be celebrated/taught: Diwali, Ramadam, Holi, Passover, Chinese New Year, Hanukkah, Eid, Burns Night (Four Nations), Bonfire Night and Guy Fawkes and Remembrance Day.  
All Christian Festivals should also be celebrated.