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| ***Year 1: What does it mean to be British?*** | | |
| Children will be able to…   * Name and locate the four countries that make up the United Kingdom and their capital cities. * Know the names of some famous landmarks in the United Kingdom * Know the different flags of the countries which make up the United Kingdom * Compare the lives of two significant individuals (Queen Victoria and Queen Elizabeth II) * Compare the lives of children in the Victorian period to their own lives * Understand what algorithms are * Create and debug simple programs to make a Beebot move, following precise instructions * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | | |
|  | **SKILLS** Children can… | OUTCOME  (SME) |
| **ART**  Making Masks | **Exploring and developing**   * Respond to ideas * Design and make images/ artefacts |  |
| **Using materials**   * Use primary and secondary colours * Use and investigate a variety of visual and tactile materials. |  |
| **Control and Expertise**   * Mix colours randomly * Use some control when drawing and painting |  |
| **History**  Changes in the UK between times of Queen Victoria and Queen Elizabeth II. | **Chronological Understanding**   * Recognise the distinction between past and present in their own and others’ lives. * Arrange objects in order of their age. * Use simple words and phrases to describe the past- after, before, between * Begin to use very simple timelines to order some recent events. |  |
| **Historical Knowledge and Awareness**   * Recognise past/present in their own and others’ lives. * Identify some differences between past and present. * Know some of the main events and people studied in a topic. * Show some understanding of aspects of the past beyond living memory. |  |
| **Historical Enquiry**   * Find answers to some simple questions about the past from observing/ handling artefacts. * Ask questions about what they have heard and seen. |  |
| **ICT**  Programming using Beebots | **Network and Internet**   * Recognise ICT around them * Explore information from various ICT sources |  |
| **Making things happen**   * Repeat a series of actions for a purpose * Recognise things around them which respond to signals and instructions. |  |
| **GEOGRAPHY**  Maps of the UK | **Geographical Study and Fieldwork**   * Remember what they have seen and can talk about it, asking geographical questions such as where, why etc. |  |
| **Use of Maps**   * Use a map of the British Isles to identify the main features. * Identify the main features of the world using a map/ globe. * Begin to use the concepts of NSEW |  |
| **Geographical Knowledge and Understanding**   * Recognise and describe physical and human characteristics of a place. * Talk about features of different places and recognise similarities and differences. * Express views about the local area and environment. * Use vocabulary to classify size |  |