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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
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|  | **SKILLS** Children can… | OUTCOME (SME) |
| **ART**Making Masks | **Exploring and developing*** Respond to ideas
* Design and make images/ artefacts
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| **Using materials*** Use primary and secondary colours
* Use and investigate a variety of visual and tactile materials.
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| **Control and Expertise*** Mix colours randomly
* Use some control when drawing and painting
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| **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.
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| **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.
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| **Historical Enquiry*** Find answers to some simple questions about the past from observing/ handling artefacts.
* Ask questions about what they have heard and seen.
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| **ICT**Programming using Beebots | **Network and Internet*** Recognise ICT around them
* Explore information from various ICT sources
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| **Making things happen*** Repeat a series of actions for a purpose
* Recognise things around them which respond to signals and instructions.
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| **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.
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| **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
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| **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
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