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| Title | Examples of Key Stage 1 History/ Geography Specific Learning Challenges |
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Introduction

- This scheme of work has been developed to ensure that you will have full coverage of the National Curriculum. It follows the programmes of study for each year very carefully and provides the right balance between using History and Geography as the main drivers but ensuring that creative and expressive arts get a fair representation across the curriculum. They need to be seen alongside the Science Learning Challenges.
- Each set of Learning Challenges then links directly to the History or Geography knowledge, skills and understanding to ensure that learning is progressive and continuous.
- As seen, there has been an attempt to link either creative or expressive arts into each learning challenge so that there is breadth and balance in the coverage as a whole.
- The Art, DT, Music and Dance knowledge, skills and understanding have been taken from the 'Weaving KSU into the new National Curriculum' book which ensures that you will have progression and continuity in these subject areas also.
- The questions outlined in the examples that follow are obviously the starting points for you to consider. The ethos that underpins the Learning Challenge approach requires teachers to check on what children already know and then invite them to think of their own questions. This approach is still highly desirable but teachers need to ensure that they are meeting the National Curriculum requirements. **Very importantly, ensure that all content absolutely meets your context.**
- Each Learning Challenge has a suggested 'wow' and its own suggested reflection. By using these you will get a more complete level of challenge for the pupils.
- You will also note that every opportunity has been taken to help children apply literacy and numeracy skills where it is possible to do so.
- Every attempt has been made to bring History and Geography to life by taking starting points from the children's context. In this way it is hoped that History and Geography will be viewed as exciting and interesting.
- Finally, where a symbol  is seen it will contain the name and author of a book recommended to be read as a class reader when using the Learning Challenge.

Learning Challenges – The Principles

What are the main principles?

- The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point.
- In designing the curriculum teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. Using the information gained from pre- learning tasks and the school's context, a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question. See how this works in the schemes of work provided.
- The subsidiary learning challenge is normally expected to last for one week but this does not need to be the case. However, initially it may be useful for the learners and indeed the staff to get used to the weekly learning challenge. The important point is that the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

Learning Challenges – The Principles

How do the Pre- Learning Tasks Work?

- Pre-Learning Tasks ensure that learners are directly involved in the planning process. Well planned pre-learning tasks should help to bring out what learners already know; what misconceptions they may have and what really interests them.
- Teachers should take account of the outcomes from pre-learning tasks to plan the subsidiary learning challenges for each major area of study. It should help teachers recognise which transferable skills learners have already developed that could be used to initiate new learning with a level of confidence.
- Pre-Learning tasks could take many different forms and can last for as long or as short as required. Some may be written tasks, others oral. Mind mapping is one method that has been used successfully by many schools. Using pre-learning tasks as part of a school's programme of home learning will help to get parents and carers directly involved in their children's learning.

Learning Challenges – The Principles

How are learners presented with opportunities to reflect on their learning?

- Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where reflection is seen as a very important part of individuals' learning programme.
- Within the Learning Challenge Curriculum it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning. The idea is that learners present their learning back to the rest of the class or another appropriate audience making the most of their oracy and ICT skills to do so. Initially, learners may require a great deal of direction so the reflection time may need to be presented in the form of a question which helps them to review their work.
- Although reflection is seen as a concluding part of the prime learning challenge, it is hoped that there will be continual opportunities for learners to reflect frequently, especially as each subsidiary learning challenge comes to an end. Ideally, there should be a good deal of learner autonomy evident during reflection time.

Geography and History Learning Challenges

Year 1

National Curriculum Requirements of Geography at Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location 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
- 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
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical 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 (e.g. 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.

National Curriculum Requirements of History at Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- 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 and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Geography and History Learning Challenges

Year 1

The examples that follow are exactly that, examples.

Consider your context without losing sight of National Curriculum coverage when making adaptations to suit your school and pupils' needs.

Geography and History: Year 1 Overview

Key Features

| Year 1 | GEOGRAPHY | | HISTORY | | |
|------------------------------|---|---|---|--|--|
| | Human | Physical | | | |
| | <ul style="list-style-type: none"> • People who live in hot and cold countries • How the seasons and weather affect people | <ul style="list-style-type: none"> • Features of hot and cold places • Seasonal change • Weather | <ul style="list-style-type: none"> • Changes within living memory: When parents were young • Significant people from history • Local history | | |
| Specific Vocabulary | beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather: city, town, village, factory, farm, house, office, and shop: North, South, East and West; near and far | | 'before', 'after', 'past', 'present', 'then' and 'now' | | |
| Possible Learning Challenges | Why can't a meerkat live in the North Pole? | Where do the leaves go to in winter? | Where do and did the wheels on the bus go? | Why is the Wii more fun than Grandma and Grandad's old toys? or What has changed since your grandparents were young? | Would the Beatles have won X Factor? or Who was famous when mum and dad were little? |

Geographical and Historical Knowledge, Skills and Understanding requirements for the National Curriculum

KSU Breakdown – Year1
Geography and History

Knowledge, Skills and Understanding breakdown for History

Year 1

Chronological understanding

- Can they put up to three objects in chronological order (recent history)?
- Can they use words and phrases like: old, new and a long time ago?
- Can they tell me about things that happened when they were little?
- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they know that some objects belonged to the past?
- Can they retell a familiar story set in the past?
- Can they explain how they have changed since they were born?

Knowledge and interpretation

- Do they appreciate that some famous people have helped our lives be better today?
- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as vinyl records?

Historical enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they answer questions using a artefact/ photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

Year 1 (Challenging)

- Can they put up to five objects/events in chronological order (recent history)?
- Can they use words and phrases like: very old, when mummy and daddy were little?
- Can they use the words before and after correctly?
- Can they say why they think a story was set in the past?

- Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?
- Can they tell us about an important historical event that happened in the past?
- Can they explain differences between past and present in their life and that of other children from a different time in history?
- Do they know who will succeed the queen and how the succession works?

- Can they answer questions using a range of artefacts/ photographs provided?
- Can they find out more about a famous person from the past and carry out some research on him or her?

Knowledge, Skills and Understanding breakdown for Geography

Year 1

| Geographical Enquiry | Physical Geography | Human Geography | Geographical Knowledge |
|--|--|---|--|
| <ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart? | <ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? | <ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? | <ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas? |

Year 1 (Challenging)

| | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow? | <ul style="list-style-type: none"> • Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? | <ul style="list-style-type: none"> • Can they name different jobs that people living in their area might do? | <ul style="list-style-type: none"> • Can they name a few towns in the south and north of the UK? |
|--|---|---|---|

Year 1: Why can't a Meerkat live in the North Pole?

KS1 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

WOW: Read 'Meerkat Mail'

LC1 Why does Sunny live in the Kalahari desert?

LC2 Which animals live in cold places like the North and South Pole?

LC3 How do Polar Bears keep warm?

LC4 What do we mean by hot and cold colours?

LC5 Why do people usually like going to hot places for their holidays?

LC6 Why do we wear different clothes in summer and winter?

LC7 How can we recreate a Meerkat dance?

LC8 Reflection: Would you rather be a Meerkat or a Penguin?

Literacy Link:

- Use the book 'Meerkat Mail' to link to postcards sent home from holiday destinations.
- Exciting Vocabulary: equator; poles; centigrade; meerkats; Kalahari; freezing point, etc.

Numeracy Link:

- Possible graphs of children's holiday destinations.
- Consider temperature and how it is measured, create charts from data gathered.

Additional Geography Link:

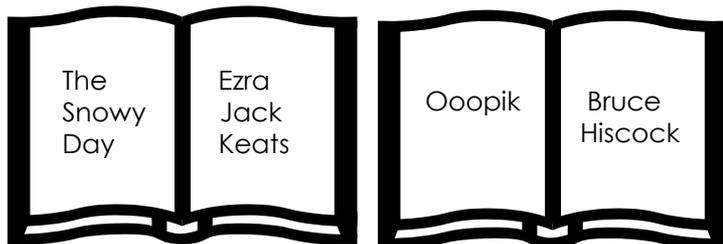
- Keep an on-going record of the weather in their locality; they could include rainfall, temperature, cloud cover, etc.
- In addition, more able pupils could find out the temperature in certain parts of the world.

Creative Art Link:

- LC4 Mixing paint to create hot and cold paintings.

Expressive Art Link:

- LC7 Movement work focusing on the way Meerkats move. Parents pick up their children 15 minutes early on the Friday so that class can perform to them.



Year 1: Geography Knowledge, Skills and Understanding

| Geographical Enquiry | Physical Geography | Human Geography | Geographical Knowledge |
|---|---|--|--|
| <ul style="list-style-type: none"> • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about <a locality>? • Can they answer questions about the weather? • Can they keep a weather chart? | <ul style="list-style-type: none"> • Can they explain the main features of a hot and cold place? • Can they describe <a locality> using words and pictures? • Can they explain how the weather changes with each season? | <ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they say something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? | <ul style="list-style-type: none"> • Can they point out where the Equator, North Pole and South Pole are on a globe or atlas? |

Year 1 (Challenging)

- Can they answer questions using a weather chart?
- Can they make plausible predictions about what the weather may be like later in the day or tomorrow?

Year 1 Art & Design Knowledge, Skills and Understanding

| Drawing | Painting | Collage | Use of IT |
|--|--|--|--|
| <ul style="list-style-type: none"> Can they draw lines of different shapes and thickness? | <ul style="list-style-type: none"> Can they name the colours they use, including shades? Can they create moods in their paintings? Can they use thick and thin brushes? Can they name the primary and secondary colours? | <ul style="list-style-type: none"> Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need? | <ul style="list-style-type: none"> Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture? |

Year 1 Dance Knowledge, Skills and Understanding

- Can they explore and perform basic body actions?
- Do they use different parts of the body singly and in combination?
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?
- Do they choose appropriate movements for different dance ideas?
- Can they remember and repeat short dance phrases and simple dances?
- Do they move with control?
- Do they vary the way they use space?
- Do they describe how their lungs and heart work when dancing?
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Year 1: Where do the leaves go to in winter?

KS1 Geography: identify seasonal and daily weather patterns in the United Kingdom

WOW: Someone comes into the classroom dressed as Mr/s Autumn (leaf suit). Children to prepare questions to ask him or her.

LC1 Why are there so many leaves on the ground?

LC2 What changes do we see in our country with each season?

LC3 What would you need to do to become the next weather presenter?

LC4 How can you create patterns using leaves in the style of William Morris?

LC5 After listening to music entitled the 'Four Seasons', can you create your own music which captures different weather patterns?

LC6 Why are so many of the things you enjoy doing dependent on the time of year and the weather?

LC7 Reflection: In small groups create a typical weather forecast summary which will be filmed.

Literacy Link: There are many opportunities provided for pupils to develop their oracy skills. These are especially provided within LC3 and during the reflection

Numeracy Link: Lots of opportunity to set things out in charts, especially in relation to the weather. Children will be dealing with centigrade and also measuring rainfall.

Creative Art Link: Having looked at the work of William Morris children should be invited to create their own print and drawing based on the leaves they have found.

Expressive Art Link: There is an opportunity for children to listen to and appreciate classical music.

They will then create their own music based on different elements of weather.



Year 1 Geography Knowledge, Skills and understanding

| Geographical Enquiry | Physical Geography | Human Geography | Geographical Knowledge |
|--|---|--|--|
| <ul style="list-style-type: none"> • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they answer questions about the weather? • Can they keep a weather chart? | <ul style="list-style-type: none"> • Can they explain the main features of a hot and cold place? • Can they explain how the weather changes with each season? | <ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they say something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? | <ul style="list-style-type: none"> • Can they point out where the equator, north pole and south pole are on a globe or atlas? |

Year 1 (Challenging)

- Can they answer questions using a weather chart?
- Can they make plausible predictions about what the weather may be like later in the day or tomorrow?

Year 1 Art & Design Knowledge, Skills and Understanding

| Drawing | Printing | Knowledge of Art | Painting |
|---|---|--|---|
| <ul style="list-style-type: none"> • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? | <ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? | <ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art? | <ul style="list-style-type: none"> • Can they choose to use thick and thin brushes as appropriate? • Can they name the primary and secondary colours? |

Year 1 Music Knowledge, Skills and Understanding

| Performing | Composing | Appraising |
|---|--|--|
| <ul style="list-style-type: none"> • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? • Can they make loud and quiet sounds? • Do they know that the chorus keeps being repeated? | <ul style="list-style-type: none"> • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? | <ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? |

Year 1: Where do, and did, the wheels on the bus go?

KS1 Geography: use world maps, atlases and globes to identify the United Kingdom and its countries

KS1 History: Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present

WOW: Take a bus tour of the immediate area and go to two contrasting places: village and a town or city.

LC1 Where do we live and what's so special about it?

LC2 How far have you travelled around the United Kingdom?

LC3 How many different ways could you travel around our country?

LC4 Has it always been easy to travel around our country?

LC5 How have cars, buses, trains and bicycles changed since your grandparents were little?

LC6 Can you design and make a vehicle that can move?

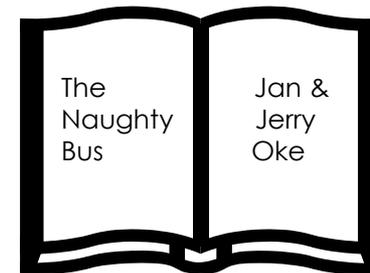
LC7 Reflection: Work in groups to put together a presentation on what they know about their country.

Literacy Link: Many opportunities through descriptive writing occur in LC1, LC3, LC5. There are also many opportunities to carry out research about old and new vehicles presented in LC3 and LC4 and 5.

Numeracy Link: There could easily be an opportunity to carry out a traffic survey during LC3.

Creative Art Link: Children will be provided with opportunities to design and make a vehicle in LC6.

Computing Link: During the reflection children should be encouraged to put together a presentation using ICT.



Year 1 Geography Knowledge, Skills and understanding

| Geographical Enquiry | Physical Geography | Geographical Knowledge | Challenging |
|--|--|--|---|
| <ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about <a locality>? | <ul style="list-style-type: none"> • Can they tell someone their address? • Can they describe <a locality> using words and pictures? • Can they name key features associated with a town or village, eg, church, farm, shop, house? | <ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? | <ul style="list-style-type: none"> • Can they name key features associated with a town or village, eg, factory, detached house, semi-detached house, terrace house? • Can they name a few towns in the south and north of the UK? |

Year 1 History Knowledge, Skills and understanding

| Chronological understanding | Historical enquiry | Challenging |
|---|---|---|
| <ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: 'old', 'new' and 'a long time ago'? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them happened a long time ago? • Do they know that some objects belonged to the past? | <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? | <ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they answer questions using a range of artefacts/ photographs provided? |

Year 1 Design Technology Knowledge, Skills and Understanding

| Developing, planning and communicating ideas | Working with tools, equipment, materials and components to make quality products | Evaluating processes and products |
|--|---|--|
| <ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? | <ul style="list-style-type: none"> • Can they explain what they are making? • Which tools are they using? | <ul style="list-style-type: none"> • Can they describe how something works? • Can they talk about their own work and things that other people have done? |

Breadth of study

| <u>Use of materials</u> | <u>Mechanisms</u> | <u>Construction</u> |
|--|---|---|
| <ul style="list-style-type: none"> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? | <ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? | <ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? |

Year 1: Why is the Wii more fun than Grandma and Grandad's old toys?

KS1 History: Changes within living memory - revealing aspects of change in national life

WOW: Set up 4 Wii consoles in the classroom and invite 6 grandparents to come in and challenge the learners on four different Wii games.

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| LC1 | Who will win the Wii challenge? |
| LC2 | What was on Grandma and Grandad's Christmas and birthday list? |
| LC3 | Would there have been a Toys R Us around when Grandad was a boy? |
| LC4 | How can you make a moving toy? |
| LC5 | Which toy will you be in Toy Story? |
| LC6 | What would your Christmas have been like without batteries? |
| LC7 | Reflection: Would you choose your toys before your grandparents' toys? |

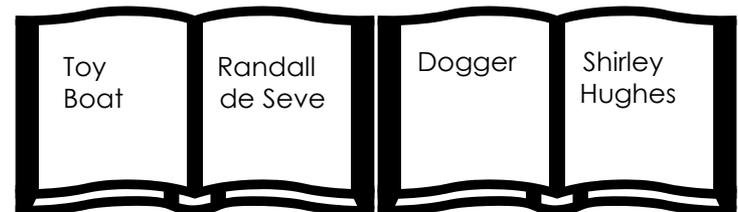
Numeracy Link: Children could keep a record of the points accumulated by each child and grandparent. This could lead to graph work.

Literacy Link: Children could think of a range of questions they would like to ask their grandparents and then interview them. Their recording would be used back in school for research.

Creative Art Link: Opportunities here for children to design and make a moving toy.

Expressive Art Link: Children will perform dances related to toys coming to life.

Science Link: Children will have an opportunity to link with the Science LC 'Why isn't everyone afraid of the dark?'



Year 1: What has changed since my grandparents were young?

KS1 History

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

WOW: Invite grandparents in to talk to the pupils about their schooldays.

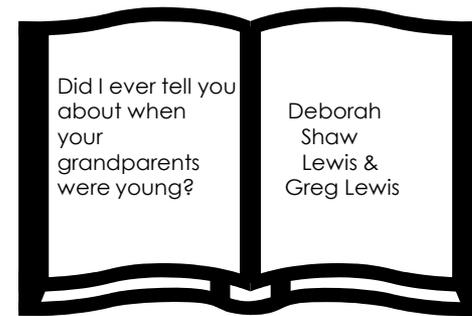
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| LC1 | What was grandma and grandad's day like at school? |
| LC2 | What sort of phone did our grandparents use? |
| LC3 | Were the Beatles really better than 'One Direction'? |
| LC4 | What sort of television programmes would grandparents have watched? |
| LC5 | Would my grandparents have gone to McDonalds for their birthday parties? |
| LC6 | What would have been on my grandparents' Christmas list? |
| LC7 | What style of clothes would your grandparents have worn when they were your age? |
| LC8 | Reflection: Have all the changes been for the better? |

Literacy Link: Children will carry out research on different school days in the 60s (LC1); phones over the past 50 years (LC2). They will also research who the Beatles were and their influence over music in the 60s and 70s

Numeracy Link: Children to work out a time line for various events that are recalled by their grandparents.

Expressive Arts: This LC is linked to appraising and performing a piece of music from the 60s.

Creative Art Link: This LC will see children create sketches from photographs, attempting to capture the fashion of the time.



Year 1 History Knowledge, Skills and Understanding

| Chronological understanding | Knowledge and interpretation | Historical enquiry |
|---|---|--|
| <ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: 'old', 'new' and 'a long time ago'? • Can they tell me about things that happened when they were little? • Do they know that some objects belonged to the past? | <ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? | <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new objects in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? |

Year 1 (challenging)

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Can they use words and phrases like: 'very old', 'when mummy and daddy were little'? • Can they use the words 'before' and 'after' correctly? • Can they say why they think a story was set in the past? | <ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, eg, iron, music systems, televisions? • Can they explain differences between past and present in their life and that of other children from a different time in history? | <ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they answer questions using a range of artefacts/ photographs provided? • Can they identify objects from the past, such as vinyl records? |
|--|--|--|

Year 1 Design technology Knowledge, Skills and Understanding

| Developing, planning and communicating ideas | Working with tools, equipment, materials and components to make quality products | Evaluating processes and products | Mechanisms |
|--|--|--|---|
| <ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? | <ul style="list-style-type: none"> • Can they explain what they are making? • Can they explain which tools are they using? | <ul style="list-style-type: none"> • Can they describe how something works? • Can they talk about their own work and things that other people have done? | <ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? |

Year 1 Dance Knowledge, Skills and Understanding

- Can they explore and perform basic body actions?
- Do they use different parts of the body singly and in combination?
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?
- Do they choose appropriate movements for different dance ideas?
- Can they remember and repeat short dance phrases and simple dances?
- Do they move with control?
- Do they vary the way they use space?
- Do they describe how their lungs and heart work when dancing?
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Year 1: Would The Beatles have won 'X Factor'?

KS1 History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements

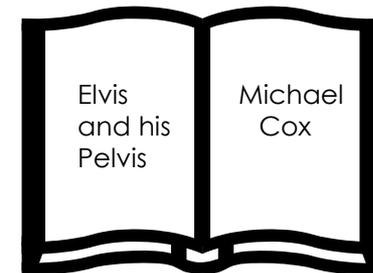
WOW: Show a brief montage of The Beatles in action and get children to discuss their music in comparison with 'One Direction'.

| | |
|-----|--|
| LC1 | Who were The Beatles and why does almost every adult in Britain know them? |
| LC2 | Who else was famous in Britain because of their music? |
| LC3 | If you were in a musical group, what would your music sound like? |
| LC4 | Has Britain always had talent and who would your parents and grandparents say were famous in their day? |
| LC5 | Who are the famous people that have lived in our town/ city/county and what can you find out about them? |
| LC6 | What would you like to become famous for and why? |
| LC7 | Reflection: Can you create a history 'X Factor' show which tells everyone about famous Britons? |

Literacy Link: There are many opportunities for children to carry out research. These opportunities should occur during LC1, LC2, LC4 LC5.

Numeracy Link: Opportunities will arise for children to create graphs and tables of favourite musical and other artists. These should occur during LC2, LC3, LC4

Expressive Art Link: During the reflection children should be provided with opportunities to appreciate the talents of others which would almost certainly include appreciation of music.



Year 1: Who was famous when my mum and dad were little?

KS1 History:

the lives of significant individuals in the past who have contributed to national and international achievements.

WOW: Teacher to deliberately discriminate in favour of children with blue eyes without letting anyone know that they are doing so before getting children to discuss how they felt.

LC1 What does famous mean and can you find out who your parents would say that they admire?

LC2 Why do we still remember Princess Diana?

LC3 Why was Princess Diana known as 'the people's princess'?

LC4 Who is Nelson Mandela and what would you ask him if you met him?

LC5 How are Nelson Mandela and Princess Diana similar?

LC6 How have famous photographers and artists captured Diana?

LC7 Reflection: What would you like to be famous for and why?

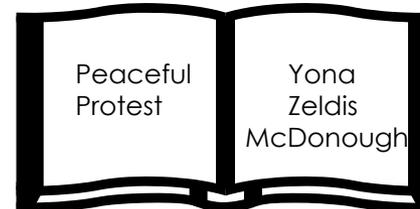
Literacy Link: LC4 provides children with an opportunity to devise their own questions to ask Nelson Mandela.

There are huge opportunities to help develop children's oracy skills, especially in LC1 and LC3 and during the reflection.

LC2 and LC5 provides additional opportunities for children to research about Princess Diana and Nelson Mandela.

Numeracy Link: Opportunities in LC1 for children to collect data and present it in a variety of forms.

Creative Art Link: LC6 provides children with an opportunity to find out the work of other artists and then to create their own self-portrait using the media that they have been looking at.



Year 1 History Knowledge, Skills and Understanding

| Chronological understanding | Knowledge and interpretation | Historical enquiry |
|--|--|---|
| <ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: 'old', 'new' and 'a long time ago'? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? | <ul style="list-style-type: none"> • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Do they appreciate that some famous people have helped our lives be better today? | <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? |

Year 1 (challenging)

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: 'very old', 'when mummy and daddy were little'? • Can they use the words 'before' and 'after' correctly? • Can they say why they think a story was set in the past? | <ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, eg, iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? | <ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they answer questions using a range of artefacts/ photographs provided? • Can they identify objects from the past, such as vinyl records? • Can they find out more about a famous person from the past and carry out some research on him or her? |
|---|---|---|

Geography and History Learning Challenges

Year 2

The examples that follow are exactly that, examples.

Consider your context without losing sight of National Curriculum coverage when making adaptations to suit your school and pupils' needs.

Geography and History: Year 2 Overview

Key Features

| Year 2 | GEOGRAPHY | | HISTORY | | |
|------------------------------|---|--|--|--|--|
| | Human | Physical | | | |
| | <ul style="list-style-type: none"> a small area of the United Kingdom, and of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom 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. | <ul style="list-style-type: none"> Changes and events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality significant people from Britain or abroad | | | |
| Specific Vocabulary | beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather: city, town, village, factory, farm, house, office, and shop: North, South, East and West: near and far | | 'before', 'after', 'past', 'present', 'then' and 'now' | | |
| Possible Learning Challenges | What would Dora the Explorer/ Ben Ten find exciting about our town/city? | Why do we love to be beside the seaside? | Where would you prefer to live: England or Africa? | What were the people who lived here like a 100 years ago? or What was it like when the Queen came to the throne in 1953? | How have Rosa Parks and Nelson Mandela helped to make the world a better place? Why were Christopher Columbus and Neil Armstrong brave people? |

Geographical and Historical Knowledge, Skills and Understanding requirements for the National Curriculum

KSU Breakdown – Year 2
Geography and History

Knowledge, Skills and Understanding breakdown for History

Year 2

| Chronological understanding | Knowledge and interpretation | Historical enquiry |
|---|---|--|
| <ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? | <ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? | <ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? |

Year 2 (Challenging)

| | | |
|--|---|---|
| <ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? | <ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? | <ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time? |
|--|---|---|

Knowledge, Skills and Understanding breakdown for Geography

Year 2

| Geographical Enquiry | Physical Geography | Human Geography | Geographical Knowledge |
|--|---|---|---|
| <ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? | <ul style="list-style-type: none"> • Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? | <ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? | <ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK? |

Year 2 (Challenging)

| | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world? | <ul style="list-style-type: none"> • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? | <ul style="list-style-type: none"> • Can they explain how the weather affects different people? | <ul style="list-style-type: none"> • Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass? |
|--|---|--|---|

Year 2: What would **Dora the Explorer* find exciting about our town/city?

KS1 Geography: 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.

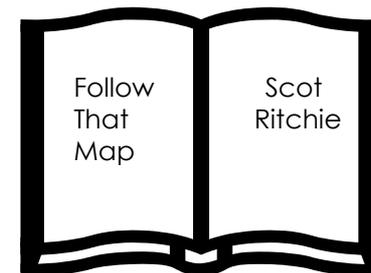
WOW: Children receive a visit from Dora or Ben and they need to have a range of questions to ask them about where they want to visit.

| | |
|-----|---|
| LC1 | Where could I take <i>*Dora</i> on a special outing in our town? |
| LC2 | Why would <i>*Dora</i> need to know my postcode to find my house? |
| LC3 | Where could I take <i>*Dora</i> for a special holiday in the United Kingdom? |
| LC4 | How would <i>*Dora</i> use her map to find her way to school? |
| LC5 | What would appear on <i>*Dora's</i> map of our town? |
| LC6 | How can we create paintings from our photographs of special places in our town? |
| LC7 | Reflection: How could Dora use our town in one of her TV adventures? |

Literacy Link: Children will have to think of a number of questions they would ask Dora if she appeared in their classroom.

Numeracy Link: Links with addresses and number.

Creative Art Link: Children will take photographs of famous landmarks/ buildings in their town and then look at the work of a range of artists before creating their own painting/ drawing.



N.B. **Dora* could be replaced by any well-known character that all your class are familiar with. Dora has good geographical links because of her association with maps.

Year 2 Geography Knowledge, Skills and Understanding

| Geographical Enquiry | Physical Geography | Human Geography | Geographical Knowledge |
|--|--|--|---|
| <ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about their town by using different sources of evidence? • Can they find out about their town by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? | <ul style="list-style-type: none"> • Can they describe some physical features of their town? • Can they explain what makes their town special? • Can they describe some places which are not near the school? • Can they describe the key features of a place, using words like, 'forest', 'hill', 'mountain', 'valley'? | <ul style="list-style-type: none"> • Can they describe some human features of their town, such as the jobs people do? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? | <ul style="list-style-type: none"> • Can they find where they live on a map of the UK? |

Year 2 (Challenging)

- Can they find the longest and shortest route using a map?
- Can they use a map, photographs, film or plan to describe <a contrasting locality> outside Europe?
 - Can they point out the North, South, East and West associated with maps and compass?

Year 2 Art & Design Knowledge, Skills and Understanding

| Painting | Drawing | Knowledge | Sketch Books |
|---|---|--|---|
| <ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? | <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? | <ul style="list-style-type: none"> • Can they say how other artists have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? | <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? |

Year 2: Why do we love to be beside the seaside?

KS1 Geography: identify seasonal and daily weather patterns in the United Kingdom
 — human and physical features of a small area of the United Kingdom

WOW: A visit to a local seaside resort.

LC1 Where do you go to on holiday and why?

LC2 What attracts visitors to seaside resorts?

LC3 What do you notice about the coast and how is it different to your town?

LC4 What can we learn about lifeboats and lighthouses?

LC5 What was *Blackpool like in the past?

LC6 Can you create your own digital postcards?

LC7 What can you find in rock pools?

LC7 Reflection: Working in groups children will create a presentation on 'What makes a seaside special?'

Literacy Link: Opportunities in LC3 for descriptive writing and further opportunities in LC5 and 6 for research and postcard style writing.

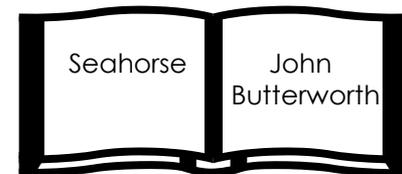
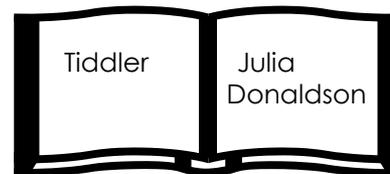
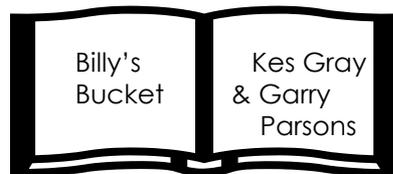
Numeracy Link: LC1 provides opportunities for children to carry out research about their favourite holiday destinations and create graphs and charts

Creative Arts Link: LC2 provides opportunities for children to design and make a fairground ride similar to that found by the seaside.

Creative Art Link: LC6 provides opportunities for children to take photographs when on their visit and then use these photographs to create their own postcard.

Science Links: Opportunities here to link with science work in LC4 and LC7.

N.B. *Blackpool mentioned here but replace *Blackpool with your own seaside destination.



Year 2 Geography Knowledge, Skills and Understanding

| Geographical Enquiry | Physical Geography | Human Geography | Geographical Knowledge |
|--|---|--|--|
| <ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about the seaside by using different sources of evidence? • Can they find out about the seaside by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? | <ul style="list-style-type: none"> • Can they describe some physical features of own locality? • Can they explain what makes the seaside special? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'? | <ul style="list-style-type: none"> • Can they describe some human features of the seaside, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? | <ul style="list-style-type: none"> • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK? |

Year 2 (Challenging)

- Can they find the longest and shortest route using a map?
- Can they explain how the weather affects different people?
- Can they point out the North, South, East and West associated with maps and compass?

Year 2 Design Technology Knowledge, Skills and Understanding

- Can they think of ideas and plan what to do next?
- Can they choose the best tools and materials? Can they give a reason why these are best?
- Can they describe their design by using pictures, diagrams, models and words?
- What went well with their work?
- If they did it again, what would they want to improve?
- Can they make sensible choices as to which material to use for their constructions?
- Can they develop their own ideas from initial starting points?
- Can they incorporate some type of movement into models?
- Can they consider how to improve their construction?
- Can they measure materials to use in a model or structure?
- Can they join material in different ways?
- Can they use joining, folding or rolling to make it stronger?

Year 2: Where would you prefer to live: England or Africa?

KS1 Geography: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world

WOW: A visit from African dancers or drummers

| | |
|-----|--|
| LC1 | What would you ask |
| LC2 | What are *African people proud of? |
| LC3 | What are the main differences in the climate of *Africa and England? |
| LC4 | Which animals would you find living in the wild in *Africa? |
| LC5 | How can you recreate *African art? |
| LC6 | Do *Africans live a healthier life than we do? |
| LC7 | What would your school day be like if you lived in *Africa? |
| LC8 | Can you recreate *African music? |
| LC9 | Reflection: Can the class create an *African exhibition. |

Literacy Link: LC1 requires children to think of a range of questions they would wish to ask a visitor from Africa (these may be members of a dance or music group invited to school or could be a local person who has strong connections with Africa.

In addition LC2, LC3 and LC4 enables children to carry out research and develop writing opportunities as a result.

Creative Art Link: Children to look at the colour associated with African artists such as Martin Bulinya and recreate their own paintings in an African style.

Expressive Art Link: Children would be encouraged to listen to the rhythms associated with African music and try to recreate their own music giving consideration to the choice of instruments and their voices.



Although *Africa is mentioned here it would be preferable to look at a specific African country such as Kenya.

Year 2 Geography Knowledge, Skills and Understanding

| Geographical Enquiry | Physical Geography | Human Geography | Geographical Knowledge |
|---|--|---|---|
| <ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a contrasting locality like Africa by using different sources of evidence? • Can they find out about Africa by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like Africa? | <ul style="list-style-type: none"> • Can they explain what makes a locality special? • Can they describe a place outside Europe using geographical words? • Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'? | <ul style="list-style-type: none"> • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? | <ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? |

Year 2 (Challenging)

| | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • Can they make plausible predictions about what the weather may be like in different parts of the world? | <ul style="list-style-type: none"> • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe Africa? | <ul style="list-style-type: none"> • Can they explain how the weather affects different people? | <ul style="list-style-type: none"> • Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass? |
|---|--|--|---|

Year 2 Art & Design Knowledge, Skills and Understanding

| Drawing | Painting | Knowledge | Sketch books |
|---|--|--|---|
| <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? | <ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours and predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? | <ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artists have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? | <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? |

Year 2 Music Knowledge, Skills and Understanding

- Can they listen out for particular things when listening to music?
- Can they order sounds to create a beginning, middle and end?
- Can they create music in response to <different starting points>?
- Can they choose sounds which create an effect?
- Can they use symbols to represent sounds?
- Can they make connections between notations and musical sounds?

Year 2: What was it like when the Queen came to the throne in 1953?

KS1 History: events beyond living memory that are significant nationally or globally

WOW: Children to carry out a mock coronation giving particular attention to the key events in a coronation.

LC1 What is a coronation and what does one look like?

LC2 What would you have done after school if you had lived in 1953?

LC3 What would your favourite football team have looked like in 1953? Or, What would your favourite dress have looked like in 1953?

LC4 What was the British Empire?

LC5 What key events have happened since the Queen has reigned?

LC6 What job does the Queen do?

LC7 How much would our shopping basket have cost in 1953?

LC8 Reflection: Children to put together a presentation to do with our monarchy.

Literacy Link: Opportunities for children to role play a coronation and develop oracy skills during LC1. Additional opportunities for research provided through LC2, LC3, LC4 and LC6.

Numeracy Link: Great opportunity provided in LC5 for linking dates with events and in LC7 for developing number skills through money.

Creative Arts Link: Children could research in the first instance and then design their own football team kit based around this time or they could design a special dress that might have been worn at this time.

Additional Geography Link: Children to use maps to find out about the location of countries within the British Empire and at the same time locate continents and oceans on their maps.

Year 2 History Knowledge, Skills and Understanding

| Chronological understanding | Knowledge and interpretation | Historical enquiry |
|--|---|---|
| <ul style="list-style-type: none"> • Can they use words and phrases like: 'before I was born', 'when I was younger'? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' correctly? • Can they use a range of appropriate words and phrases to describe the past? | <ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? | <ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? |

Year 2 (Challenging)

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they try to work out how long ago an event happened? | <ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as 1953? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? | <ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? |
|---|---|---|

Year 2 Additional Geography Knowledge, Skills and Understanding

- Can they name the continents of the world and find them in an atlas?
- Can they name the world's oceans and find them in an atlas?
- Can they name the major cities of England, Wales, Scotland and Ireland?
- Can they find where they live on a map of the UK?

Year 2: What were the people who lived in *our town like a 100 years ago?

KS1 History: events beyond living memory that are significant nationally or globally

WOW: Take a planned walk around the locality and decide what was and was not there 100 years ago

LC1 What can your grandparents tell you?

LC2 What can we learn about the past by looking at photographs and artefacts?

LC3 What would it have been like to have gone to school 100 years ago?

LC4 What do you think you would have been doing on Saturdays and Sundays 100 years ago?

LC5 Can you create a game that you may have played 100 years ago?

LC6 Are there any famous pieces of music that were played or sung 100 years ago?

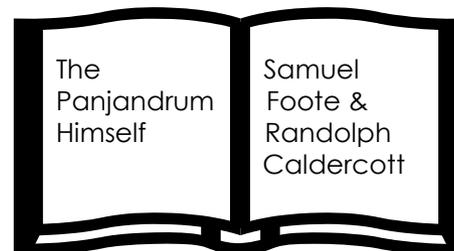
LC7 Reflection: Children to create a presentation 'A day in my life 100 years ago.'

Literacy Link: LC1 provides children with an opportunity to devise their own questions to ask their grandparents.

Numeracy Link: There will be continual opportunities for children to link events to dates and work out 'how long ago'. This is especially the case for LC2.

Creative Art Link: LC5 provides children with an opportunity to design and make a game that could have been played 100 years ago. This could be a board game or a playground game.

Expressive Art Link: LC6 gives children a chance to learn some traditional English songs and to perform them. These would include choral speaking opportunities.



***Our town in this learning challenge should be replaced by your nearest named town, city or even village.**

Year 2 History Knowledge, Skills and Understanding

| Chronological understanding | Knowledge and interpretation | Historical enquiry |
|--|---|---|
| <ul style="list-style-type: none"> • Can they use words and phrases like: 'before I was born', 'when I was younger'? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' correctly? • Can they use a range of appropriate words and phrases to describe the past? | <ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later? • Can they recount some interesting facts from an historical event? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? | <ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? |

Year 2 (Challenging)

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? | <ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history, e.g. 100 years ago? • Can they explain why someone in the past acted in the way they did? • Can they explain how their local area was different in the past? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? | <ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time? |
|--|---|--|

Year 2 Design Technology Knowledge, Skills and Understanding

| Developing, planning and communicating ideas | Working with tools, equipment, materials and components to make quality products | Evaluating processes and products | Use of materials |
|--|--|---|--|
| <ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? | <ul style="list-style-type: none"> • Can they join things (materials/ components) together in different ways? | <ul style="list-style-type: none"> • What went well with their work? • If they did it again, what would they want to improve? | <ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? |

Year 2 Music Knowledge, Skills and Understanding

- Do they sing and follow the melody (tune)?
- Do they sing accurately at a given pitch?
- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they perform with others?
- Can they sing/clap a pulse increasing or decreasing in tempo?
- Can they listen out for particular things when listening to music?

Year 2: How have Rosa Parks and Nelson Mandela helped to make the world a better place?

KS1 History: the lives of significant individuals in the past who have contributed to national and international achievements.

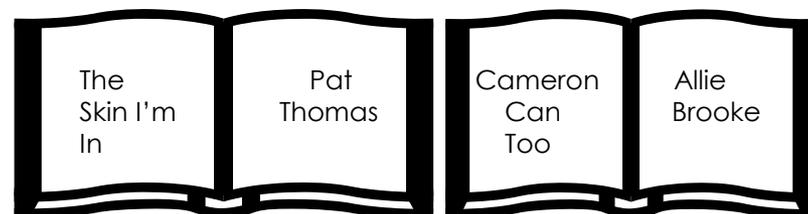
WOW: Teacher to deliberately discriminate in favour of children with blue eyes without letting anyone know that they are doing so before getting children to discuss how they felt.

| | |
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| LC1 | What do you understand by the word 'discrimination'? |
| LC2 | Who was Rosa Parks and who was Nelson Mandela and why should we be proud of them? |
| LC3 | Do you think that children discriminate in any way? |
| LC4 | What can you find out about slavery and why was it such a bad thing? |
| LC5 | What can you find out about non-British music and art? |
| LC6 | What can you find out about the American President Obama? |
| LC7 | Reflection: Children to perform plays that help others see how wrong it is to discriminate. |

Literacy Link: LC2 provides children with an opportunity to devise their own questions to ask Rosa Parks and Nelson Mandela. There are huge opportunities to help develop children's oracy skills, especially in LC3 and during the reflection. LC4 and LC6 provides additional opportunities for children to research about President Obama and slavery.

Creative Art Link: LC5 provides children with an opportunity to find out and recreate art from another culture.

Expressive Art Link: LC5 also gives children a chance to learn about the music traditionally associated with black people.



Year 2: Why were Christopher Columbus and Neil Armstrong very brave people?

KS1 History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements

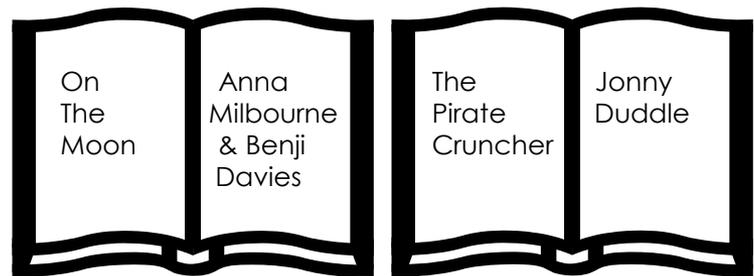
WOW: Have a spaceman and a pirate appear in the classroom and the children could prepare questions to ask them

| | |
|-----|--|
| LC1 | What would we need to take with us on a voyage of discovery? |
| LC2 | Who was Christopher Columbus and why do we talk about him today? |
| LC3 | What would it be like to be a spaceman? |
| LC4 | Who do you know that's famous and what can you find about them? |
| LC5 | Can you create a space painting or a painting of an old ship sailing on the sea? |
| LC6 | Why would Christopher Columbus's voyages have been very dangerous? |
| LC7 | How did Christopher Columbus and Neil Armstrong make our world a better place? |
| LC8 | Reflection: What would you like to become famous for and why? |

Literacy Link: There are many opportunities for children to carry out research. These opportunities should occur during LC2, LC3 and LC4.

Numeracy Link: Opportunities will arise for children to create graphs and tables of favourite musical and other artists. These should occur during LC2, LC3, LC4

Creative Art Link: Children will be asked to look at photographs taken from space and of the work of famous painters such as Turner and try to create their own painting based on one of these two themes.



Year 2 History Knowledge, Skills and Understanding breakdown

| Chronological understanding | Knowledge and interpretation | Historical enquiry |
|--|--|--|
| <ul style="list-style-type: none"> • Can they use words and phrases like: '<i>before I was born</i>', '<i>when I was younger</i>'? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' correctly? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? | <ul style="list-style-type: none"> • Can they recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they recount some interesting facts from an historical event? | <ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous non-Briton from the past using different resources to help them? |

Year 2 (Challenging)

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? | <ul style="list-style-type: none"> • Can they explain why someone in the past acted in the way they did? • Can they explain what is meant by a democracy and why it is a good thing? | <ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time? |
|--|--|---|

Year 2 Art & Design Knowledge, Skills and Understanding breakdown

| Drawing | Painting | Knowledge | Sketch books |
|--|---|--|---|
| <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? | <ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? | <ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artists have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? | <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? |

Year 2 Music Knowledge, Skills and Understanding breakdown

- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they perform with others?
- Can they play simple rhythmic patterns on an instrument?
- Can they sing/clap a pulse increasing or decreasing in tempo?
- Can they create music in response to <different starting points>?
- Can they choose sounds which create an effect?
- Can they use symbols to represent sounds?
- Can they make connections between notations and musical sounds?

Geography and History Learning Challenges

Key Stage 1 Examples taking account of
local contexts

The examples that follow are exactly that, examples.

Consider your context without losing sight of National Curriculum coverage
when making adaptations to suit your school and pupils' needs.

Year 1: What are the differences between Leigh and the rainforests?

KS1 Geography:

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.

WOW: Look at two filmed clips of a domestic pet and a wild animal (preferably cats) and talk about the main differences.

| | |
|-----|---|
| LC1 | What do the homes of people who live in Leigh look like? |
| LC2 | How would you go about building a shelter to survive a few days in the Rainforests? |
| LC3 | Why do plants grow to be so big in the rainforests? |
| LC4 | What do we mean by camouflage and why is it important for some of the animals who live in the rainforest to be able to camouflage themselves? |
| LC5 | What can you find out about one of the animals that lives in the rainforest? |
| LC6 | How can you compare the temperature and the rainfall in the rainforest and in Leigh at different times of the year? |
| LC8 | Can you take turns to present a filmed presentation of your work on this LC? |

Literacy Link:

LC5 provides opportunities for pupils to engage in research about one animal that they want to find out more about. They will need to use the internet and information books to source their evidence.

Numeracy Link:

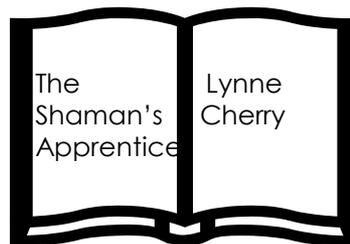
- Possible graphs about rainfall and temperature.

Additional Science Link:

- LC3 provides opportunities for children to consider what plants need to grow and to look at the impact that extreme heat and rain has on plants.

Creative Art Link:

- LC2 Provides opportunities for children to design their own shelters and to make them to a simple scale.



Year 2: Why did the Titanic sink?

KS1 History:

a significant event beyond living memory.

WOW: *Children to be awarded a ticket to go on a special journey.*

LC1 What was the Titanic and why do we talk about it today?

LC2 What can you find out about some of the people who were on board?

LC3 How can you recreate the events of the sinking of the Titanic?

LC4 How can you recreate a model of the Titanic?

LC5 Which type of music and dances did the passengers enjoy?

LC6 How long does it take for an iceberg to melt?

LC7 What was different about being a first or a third class passenger?

LC8 Reflection: Can you create your own simulation of the sinking of the Titanic and film it?

Literacy Link: LC2 provides opportunities for children to research and find out about particular people that were on board the Titanic.

Creative Art Link: LC4 provides children with an opportunity to find out about the Titanic and to recreate a model using accurate observations. They could also create the ocean by investigating different media.

Expressive Art Link: LC5 also gives children a chance to learn about the music traditionally associated with this period in history and to link the dances they did with the TV programme 'Strictly Come Dancing'.

