

# Year One Knowledge and Skills Framework 2020-2021



## History Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum:

- 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. 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
- significant historical events, people and places in their own locality
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past

### 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?

### Challenge

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?

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Can they use the words before and after correctly?
Can they say why they think a story was set in the past?
<b>Knowledge and Interpretation</b>
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?
<b>Challenge</b>
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?
<b>Historical Enquiry</b>
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?
<b>Challenge</b>
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?

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## Geography Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum:

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:

- 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
- 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
- identify seasonal and daily weather patterns in the United Kingdom
- 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
- use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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 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.

### Geographical Enquiry

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?

### Challenge

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?

### Physical Geography

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'?

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**Challenge** - Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?

### Human Geography

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?

**Challenge** - Can they name different jobs that people living in their area might do?

### Geographical Knowledge

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?

**Challenge** - Can they name a few towns in the south and north of the UK?

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<b>Science Knowledge and Skills Objectives 2020-2021</b>
<b>Working Scientifically</b>
Can they talk about what they see, smell, touch, hear or taste ?
Can they use simple equipment to help them make observations?
Can they perform a simple test?
Can they tell other people about what they have done?
Can they identify and classify things they observe?
Can they think of some questions to ask?
Can they answer some scientific questions?
Can they give a simple reason for their answers?
Can they explain what they have found out?
Can they show their work using pictures, labels and captions?
Can they record their findings using standard units?
Can they put some information in a chart or table?
<b>Challenge</b>
Can they find out by watching, listening, tasting, smelling and touching?
Can they give a simple reason for their answers?
Can they talk about similarities and differences?
Can they explain what they have found out using scientific vocabulary?
Can they use ICT to show their working?
Can they make accurate measurements?
<b>Plants</b>
Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?
Can they identify and name a range of common plants and trees?
Can they recognise deciduous and evergreen trees?
Can they name the trunk, branches and root of a tree?
Can they describe the parts of a plant (roots, stem, leaves, flowers)?
<b>Challenge - Can they name the main parts of a flowering plant?</b>

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<b>Animals inc. Humans</b>
Can they point out some of the differences between different animals?
Can they sort photographs of living things and non-living things?
Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)
Can they describe how an animal is suited to its environment?
Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?
Can they name the parts of the human body that they can see?
Can they draw & label basic parts of the human body?
Can they identify the main parts of the human body and link them to their senses?
Can they name the parts of an animal's body?
Can they name a range of domestic animals?
Can they classify animals by what they eat? (carnivore, herbivore, omnivore)
Can they compare the bodies of different animals?
<b>Challenge</b>
Can they begin to classify animals according to a number of given criteria?
Can they point out differences between living things and non-living things?
Can they name some parts of the human body that cannot be seen?
Can they say why certain animals have certain characteristics?
Can they name a range of wild animals?
<b>Everyday Materials</b>
Can they distinguish between an object and the material from which it is made?
Can they describe materials using their senses?
Can they describe materials using their senses, using specific scientific words?
Can they explain what material objects are made from?
Can they explain why a material might be useful for a specific job?
Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock
Can they sort materials into groups by a given criteria?
Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

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<b>Challenge</b>
Can they describe things that are similar and different between materials?
Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?
Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?
<b>Seasonal Changes</b>
Can they observe changes across the four seasons?
Can they name the four seasons in order?
Can they observe and describe weather associated with the seasons?
Can they observe and describe how day length varies?
<b>Challenge</b>
Can they observe features in the environment and explain that these are related to a specific season?
Can they observe and talk about changes in the weather?
Can they talk about weather variation in different parts of the world?

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## Art Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

### Drawing

Can they communicate something about themselves in their drawing?

Can they create moods in their drawings?

Can they draw using pencil and crayons?

Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

### Painting

Can they communicate something about themselves in their painting?

Can they create moods in their paintings?

Can they choose to use thick and thin brushes as appropriate?

Can they paint a picture of something they can see?

Can they name the primary and secondary colours?

### Printing

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?

### Textiles

Can they sort threads and fabrics?

Can they group fabrics and threads by colour and texture?

Can they weave with fabric and thread?

### 3D



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Can they add texture by using tools?
Can they make different kinds of shapes?
Can they cut, roll and coil materials such as clay, dough or plasticine?
<b>Collage</b>
Can they cut and tear paper and card for their collages?
Can they gather and sort the materials they will need?
<b>Use of IT</b>
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?
<b>Knowledge</b>
Can they describe what they can see and like in the work of another artist/craft maker/designer?
Can they ask sensible questions about a piece of art?

# Year One Knowledge and Skills Framework 2020-2021

## DT Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum

When designing and making, pupils should be taught to:

### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable or explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

### Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

### **Developing, planning and communicating ideas**

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?

### **Working with tools, equipment, materials and components to make quality products**

Can they explain what they are making?

Can they explain which tools are they using?

### **Evaluating processes and products**

Can they describe how something works?

Can they talk about their own work and things that other people have done?

### **Cooking and nutrition**

Can they cut food safely?

Can they describe the texture of foods?

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Do they wash their hands and make sure that surfaces are clean?
Can they think of interesting ways of decorating food they have made, eg, cakes?
<b>Textiles</b>
Can they describe how different textiles feel?
Can they make a product from textiles by gluing?
<b>Mechanisms</b>
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?
<b>Use of materials</b>
Can they make a structure/model using different materials?
Is their work tidy?
Can they make their model stronger if it needs to be?
<b>Construction</b>
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 One Knowledge and Skills Framework 2020-2021

## Computing Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about context or contact on the internet or other online technologies

### Algorithms and Programs

Can they create a simple series of instructions - left and right?

Can they record their routes?

Do they understand forwards, backwards, up and down?

Can they put two instructions together to control a programmable toy?

Can they begin to plan and test a Bee-bot journey?

### Data Retrieving and Organising

Can they capture images with a camera?

Can they print out a photograph from a camera with help?

Can they record a sound and play it back?

Can they enter information into a template to make a graph?

Can they talk about the results shown on a graph?

### Communicating

Do they recognise what an email address looks like?

Have they joined in sending a class email?

Can they use the @ key and type an email address?

Can they word process ideas using a keyboard?

Can they use the spacebar, back space, enter, shift and arrow keys?

Can they print out a page from the internet?

### Challenge

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Can they record pupils' voices as a voice over?
Can they use a teacher prepared photo story to create a slideshow of photos?