

History		Geography		Art		Design and Technology	
Areas to be covered throughout the year: Changes within living memory Events beyond living memory that are significant nationally or globally (e.g., The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).		Areas to be covered throughout the year:		Areas to be covered throughout the year: Drawing Painting 3D Form Printing Pattern/Collage Textiles		Areas to be covered throughout the year: Design/Make/Evaluate Cooking and nutrition Structures	
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
Recognise the distinction between past and present.		use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.		Drawing - Experiment with line to represent things seen, remembered or observed.		use pictures and words to convey what they want to design	
Order and sequence some familiar events and objects.		locate the continents on a paper map.		Painting - Represent things observed, remembered or imagined using a range of colours/tools.		propose more than one idea for their product	
Identify some similarities and differences between ways of life at different times.		use simple compass directions (North, South, East and West) to describe the location of features on a map.		3D Form - Use stimuli to create simple 2D and 3D images, using a variety of tools and materials.		select and record the technique (First, next, last)	
Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.		locate Australia on a map.		Printing - Extend repeated patterns - overlapping, using two contrasting colours.		select and name the tools needed	
Retell some events from beyond their living memory which are significant nationally or globally.		ask geographical questions about a locality e.g. What is it like to live in this place? How is this place different to where I live?		Pattern/Collage - Develop skills of overlapping and overlaying.		evaluate the product against the design criteria	
Describe some changes within their living memory (including aspects of national life where appropriate).		use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.		Textiles - Weave paper with at least two contrasting colours.		develop food vocabulary using taste, smell, texture and feel. sweet, squishy, soft, etc)	
Make simple observations about different people, events, beliefs and communities.		Express our views about a place, people and environment.				group familiar food products (fruit, vegetables)	
Use sources to answer simple questions about the past.		use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house and shop.				explain where food comes from	
Identify some of the basic ways in which the past can be represented.		ask questions about the weather and seasons.				cut, peel, grate and chop a range of ingredients	
Choose parts of stories and other sources to show what they know about the past.		observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.				measure and weigh food items using non-statutory measures (cups, spoons)	
Describe special or significant events.		express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.				work safely and hygienically	
Retell simple stories or events from the past.		observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.				build structures exploring how they can be made stronger, stiffer and more stable	
Use simple historical terms.		look at a simple map of the local area and identify the things we know and have seen.				mark out materials using a template	
						join materials appropriately (tape, glue, glue gun)	
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
Order and sequence some familiar events and objects and explain how they are related.				Make changes to your drawing, following closer observation.		create a 'mock up'	
Choose from sources to show what they know about the past and explain why they have chosen this evidence.				Build a repeated pattern using own initial design/image.		use ICT to show design	
Retell stories or events from the past, using evidence.							

