

History		Geography		Art		Design and Technology	
Areas to be covered throughout the year: The lives of significant individuals in the past who have contributed to national and international achievements (some should be used to compare aspects of lives in different periods e.g., 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.		Areas to be covered throughout the year: study differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?		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 Textiles Mechanisms	
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
Order and sequence events and objects. Recognise that their own lives are similar and/or different from the lives of people in the past.		use maps and globes to locate the UK. identify the 4 countries and label the capital cities.		Drawing - Explore shading using different media (pencil, chalk, charcoal etc.) Painting - Introduce different sizes of brushes for specific purposes.		design purposeful, functional, appealing products based on design criteria Develop design through talking and drawings, adding notes to help explanations	
Use common words and phrases concerned with the passing of time. Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.		explain the purpose of a capital city and form opinions on how this affects population size. use maps and globes to identify the coldest places in the world.		3D Form - Recreate a 2D scene in a 3D form (e.g. the house of the three little pigs.) Printing - Explore images and recreate texture using wallpaper, string, polystyrene etc.		Select from a range of materials according to their characteristics Explain what is being made	
Develop awareness of significant historical events, people and places in their own locality. Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did.		to identify the equator and locate the places on the Equator which are the hottest. use basic geographical vocab to refer to key physical features, use basic geographical vocab to refer to key human features, use simple compass directions to describe the location of features and routes on a map.		Pattern/Collage - Interpret stories, music, poems through pattern. Textiles - Simple weaving with strong wool through a stiff card loom.		Explore and evaluate existing products Say what they like and do not like about their finished product and explain why Cut out shapes by drawing round a template Join fabrics using a range of methods – glue, staples, sewing,	
Choose parts of stories and other sources to show what they know about significant people and events. Talk about what/who was significant in simple historical accounts.		draw our own maps of the local area (using a basic key). 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.				Decorate fabrics with attached items – buttons, beads, braids, sequins Use a range of materials to create models with wheels and axles (dowel, cotton reels, straws, pre-cut wheels)	
Demonstrate simple historical concepts and events through role-play, drawing and writing.		look at a simple map of the local area and identify the things we know and have seen.				Cut dowel using a hacksaw and bench hook	
Use a variety of simple historical terms and concepts.		observe and record the features around the school e.g. the different types of plants, the animals seen, the different amounts of traffic				Use a hole punch	
						Fold, tear and cut paper and card Experiment with levers and sliders to find ways to make things move (2D)	
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
Order and sequence events and objects and explain why they have been ordered in that way. Consider why things may change over time and the impact of some of those changes. Talk about what/ who was significant in historical accounts using historical terms and concepts.				Apply knowledge of different brushes to work on a variety of scales e.g. a large brush on large paper Compare contrasting textures and investigate their effect in printing.		Evaluate our products using feedback from others Evaluate which materials make the most effective wheels	

