

Art Curriculum 2014

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Year 2 Art Drawing, Painting, 3D and Printing

<p>EXPLORING AND DEVELOPING IDEAS 1a Record from first-hand evidence, experience and imagination. 1b Ask and answer questions about starting points for work. 1c To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>INVESTIGATING AND MAKING 2a To use a range of materials and processes creatively to design and make. 2b To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>EVALUATING 3a Review what they and others have done and say what they think and feel about it. 3b Say what they may change or improve in the future.</p>	<p>KNOWLEDGE AND UNDERSTANDING 4a Exploring materials and processes used in making art, craft and design 4b About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
--	---	--	--

Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I respond to ideas and starting points. (Stories, rhymes, objects, the natural world) I can draw lines of different shapes and thicknesses. I can draw with crayons and pencils. I can describe the shapes and patterns I see. I can use thick and thin brushes. I can use ready mixed or powder paints to show my ideas. I paint pictures of what I see. I have explored and experimented with lots of collage materials. I cut and tear paper, textiles and card for my collages. I can sort and arrange collage materials for a purpose. I sort threads and fabrics. I group fabrics and threads by colour and texture. I make weavings with fabrics or threads. I make a fabric by weaving or 'teasing' out wool. I describe what I think about my own and others' work. I can colour in neatly, following the lines very carefully. I can name the primary and secondary colours. I can say how an artist has used colour. I use: paste, glue and other adhesives. I look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork)</p>	<p>I explore ideas from my imagination or from real starting points. I use pencils, pastels and charcoal in my drawings. I show patterns and textures in my drawings by adding dots and lines. I show different tones using coloured pencils. I mix primary colours to make secondary colours. I add white to colours to make tints. I add black to colours to make tones. I create collages sometimes in a group and sometimes on my own. I mix paper and other materials with different textures and appearances. I use glue to join fabrics. I use running stitch to join fabrics. I have explored plaiting and understand the basic method. I comment on differences in others' work and I suggest ways of improving my own work. I make a variety of lines of different sizes, thickness and shapes. I know the positions of primary and secondary colours in relation to each other on the colour wheel. I link colours to natural and man-made objects. I use shapes, textures, colours and patterns in my collages. I can say how other artists have used texture, colour, pattern and shape in their work I know how to dip dye to produce fabric of contrasting colours. I have looked at examples of patchwork and then designed and made my own, using glue or stitching.</p>	<p>I explore ideas and collect visual and other information for my work. I use a number of sketches to base my work on. I use a viewfinder to help me in my sketching. I annotate my sketches in my art sketchbook to explain my ideas. I sketch lightly (so I do not need to use a rubber). I mix colours using tints and tones. I use watercolour paint to produce washes for backgrounds and then add detail. I experiment in creating mood and feelings with colour. My cutting skills are precise. My skills now include: Coiling, Overlapping I know the striking effect work in a limited colour palette can have, through experimentation. I can make paper coils and lay them out to create patterns or shapes. I use mosaic. I use montage. I have the basics of cross-stitch and backstitch. I know how to colour fabric and have used this to add pattern. I can make weavings such as 'God's eyes'. I have the basics of quilting, padding and gathering fabric. I comment on similarities and differences between my own and others' work. I use different grades of pencil at different angles to show different tones. I use hatching and cross hatching to show tone and texture in my drawings. I explore comics throughout the 20th and 21st centuries to see how styles are used for effect. I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. I use tessellation and other patterns in my collage. I use my cutting skills to produce repeated patterns. I look at mosaic, montage and collage from other cultures. I know how to colour fabric and have used this to add pattern. I create texture in my textiles work by tying and sewing threads or by pulling threads. I use my textiles skills to create artwork that is matched to an idea or purpose. I am aware of textiles work from other cultures and times.</p>

DT Curriculum 2014

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

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. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Year 2 – Design and Technology - Food, Mechanisms

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE
<p>1a Generate ideas from their own and others' experience.</p> <p>1b Design purposeful, functional appealing products for themselves and other users based on design criteria.</p> <p>1c Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and ICT</p>	<p>2a Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>2b Select from and use a range of tools and equipment to perform practical tasks (eg. Cutting, shaping, joining and finishing)</p> <p>2c Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>2d Understand where food comes from.</p> <p>2e Follow safe procedures for food safety and hygiene.</p>	<p>3a Explore and evaluate a range of existing products.</p> <p>3b Evaluate their ideas and products against design criteria.</p> <p>3c Talk about ideas, saying what they like and dislike and how they could improve work in the future.</p>	<p>4a Learn about the working characteristics of materials, build structures and explore how they can be made stronger, stiffer and more stable [e.g. folding paper, plaiting yarn].</p> <p>4b Explore and use mechanisms [e.g. levers, sliders, wheels and axels] in their products.</p>

Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I think of ideas and with help, can put them into practice.</p> <p>I know the features of familiar products.</p> <p>I use pictures and words to describe what I want to do.</p> <p>I use knives safely to cut food (with help).</p> <p>I use a mixing bowl to prepare a mixture.</p> <p>I have made a food product.</p> <p>I know that I have to wash my hands and keep work surfaces clean when preparing food.</p> <p>I talk about my own and others' work.</p> <p>I describe how a product works</p> <p>I can describe textiles by the way they feel.</p> <p>I have made a product from textiles.</p> <p>I can measure, mark out and cut fabric.</p> <p>I can join fabrics using glue.</p> <p>I make sure my work is neat and tidy.</p> <p>I know how textiles can be used to make products.</p> <p>I have altered a textile to make it stronger.</p> <p>I have made a structure.</p> <p>I describe the materials I have used to make my structure.</p> <p>I measure and mark out the materials I need for my structure.</p> <p>I finish off my work so it looks neat and tidy.</p> <p>I have found out how to make materials for my structure stronger by folding, joining or rolling.</p>	<p>I think of ideas and plan what to do next, based on what I know about materials and components.</p> <p>I select the appropriate tools, techniques and materials, explaining my choices.</p> <p>I use models, pictures and words to describe my designs.</p> <p>I recognise what I have done well in my work. I suggest things I could do in the future.</p> <p>I prepare food safely and hygienically and can describe what this means.</p> <p>I describe the properties of the food ingredients: taste, smell, texture, and consistency.</p> <p>I weigh or measure my ingredients accurately.</p> <p>I describe my food product using its properties.</p> <p>I learn how to best store my product for long-life and hygiene.</p> <p>I use accurate measurements in cm.</p> <p>I use scissors precisely when cutting out.</p> <p>I join textiles using glue, staples, tying or a simple stitch.</p> <p>I have made a textile product that has a good finish and can do the job it was made for.</p> <p>I know that textiles have different properties: touch, insulation, texture and waterproof. I select the appropriate textile so that it does the job I want it to.</p> <p>My structures use materials that are strong.</p> <p>I measure and mark out materials with care and use safe ways of cutting it, including using a junior hacksaw.</p> <p>I use a range of joins and know how to make structures stronger by folding, joining or by shape.</p>	<p>I generate ideas and recognise that my designs have to meet a range of different needs.</p> <p>I make realistic plans to achieve my aims.</p> <p>I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.</p> <p>I clarify my ideas using labelled sketches and models to communicate the details of my designs.</p> <p>I identify where my evaluations have led to improvements in my products.</p> <p>I select ingredients for my food product.</p> <p>I work in a safe and hygienic way.</p> <p>I measure out my ingredients by weight or quantity, using scales where appropriate.</p> <p>My food product is presented to impress the intended user.</p> <p>I describe my food product in terms of taste, texture, flavour and relate this to the intended purpose of the food.</p> <p>My product has been cooked or chilled to change the nature of the raw ingredients.</p> <p>I select the appropriate textile(s) for my product.</p> <p>I use sharp scissors accurately to cut textiles.</p> <p>I know that the texture and other properties of materials affect my choice.</p> <p>My designs improve as I go along.</p> <p>I combine materials to add strength or visual appeal.</p>

Geography Curriculum 2014

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Year 2 – Geography

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.

Locational 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

[e.g. castles and knights; journeys]

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

[e.g. journeys]

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

[e.g. castles; journeys]

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 [for example, 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.

Year 2 – Geography Skills

Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I ask what is this place like? I tell others' the things I like and dislike about a place. I use words, pictures, bar charts, and pictograms to help me describe places. I describe places using geography words such as physical and human (and also see 3a-3e below). I look at places and draw features I like or dislike, sorting them into groups. I take digital photographs of a locality and use them back in the classroom to help describe a place). I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class. I can mark on a map of the local area, the location of the school. I use books, stories, and other information to find out about places. I can map the classroom (building up from a map of the desk that shows a 'birds' eye' view of the layout.) I can make drawings of an area I am finding out about.</p> <p>I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc). I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline. I can say where somewhere is using words such as close to the school, far away from the school, town or city name, and locality within the town or city. I can say how a place is like another place (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy, noisy place) I know that paths, roads, air, and sea link places to others'. I also know some of the reasons places are linked: holidays, leisure, work, food, people moving to another country/place.</p> <p>These programmes of study are covered in 3a-e above.</p> <p>I keep a class weather chart throughout the school year and discuss changes. I can suggest ways I could improve somewhere near the school.</p>	<p>I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences. I use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help me describe places.</p> <p>I describe places using geography words such as natural and built (and also see 3a-3e below). I look at places and draw features I like or dislike, sorting them into groups. I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class. I can mark on a map of the local area, the location of the school and any other features I know about. I use books, stories, and other information to find out about places and I keep this in an organised way. I can make a map of the things I see in the place I am visiting or finding out about. My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose). My maps have grid references (A1, B1 etc). My maps contain a key with symbols or colours to help identify features. I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural area. I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield). I can say why places have become as they are (lots of shops bring lots of people/ farmland is quiet because people don't have much need to go there). I can say how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it once was for leisure activities). I can say how a place is like another place. (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place). I know that paths, roads, air, and sea link places to others. I also know some of the reasons places are linked: holidays, leisure, work, food, and people moving to another country/place. I can name and identify the equator and the tropics.</p> <p>These programmes of study are covered in 3a-e above.</p> <p>I keep a class weather chart throughout the school year and discuss changes. I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. I can suggest solutions to different points of view as to how a locality can be improved.</p>	<p>I ask, "Which PHYSICAL features does this place have?" I ask, "Which HUMAN features does this place have?" I give reasons for why some of those features are where they are. I describe different points of view on an environmental issue affecting a locality.*** I find out about places and the features in those places by either going to that place to observe or by looking at information sources. I use my writing skills to communicate what I know. I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc). I use my ICT skills to help me find out information and present what I have found out.</p> <p>I use the terms PHYSICAL and HUMAN accurately and can describe these features. I am building up a list of geography words (see 'recommended geography words list'). I make detailed sketches of the features of a location. I devise questionnaires to find out local opinions on an issue. I look at maps of areas I am studying and identify features. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly. I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. I use the internet to help find out about a location, including aerial photographs (e.g. Google Earth). I can plan a route using 8 points of the compass.</p> <p>I can describe a place using information I have found out using my geography words well. I compare places that I have studied using the physical and human features for my comparisons. I give some reasons for the similarities and differences between places, using geographical language. When I describe where a place is I use the 8 points of the compass to describe its position. When I describe where a place is, I use country, region and names of towns, cities, and rivers. I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland. I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast. I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines. I can name and identify the three longest rivers in the UK (Severn, Thames, Trent). I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea). I can name the significant places and features of a location I am studying (and of my country of birth). I can name and locate France (Paris), Germany (Berlin) Italy (Rome), and Spain (Madrid). I can name and locate the largest mountain range in Europe (The Alps).</p> <p>I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). *OR I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). * I can explain the process of erosion and deposition (at either the coast or in a river).* I know how erosion, deposition and flooding can affect people.* I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this.** I use both physical and human factors in my explanation. ** I can compare places where people live and give reasons for the differences. **</p> <p>I keep a class weather chart throughout the school year and discuss weather around the world. *** I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. *** I can summarise an environmental issue either in the local area or an area I am studying. *** I can suggest solutions to different points of view as to how a locality can be improved. *** I know how I can contribute to a reduction in climate change. ***</p>

History Curriculum 2014

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Year 2 - History

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Topics

- **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]

[e.g. Great Fire of London; space travel; castles and knights]

- **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]

[e.g. explorers topic]

- **significant historical events, people and places in their own locality.**

[e.g. castles and knights]

Year 2 – History Skills

Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I understand the difference between things that happened in the past and the present.</p> <p>I know about things that happened to me in the past.</p> <p>I know some things that happened to other people in the past.</p> <p>I understand how to put a few events or objects in order of when they happened.</p> <p>I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. I have found out some facts about people long ago. (Before living memory.)</p> <p>I have found out some facts about events that happened long ago.</p> <p>I can say why people may have acted as they did. I have looked at books to help me find out about the past.</p> <p>I have listened to stories about the past. See 3a, above</p> <p>I look at pictures and ask, "Which things are old and which are new?"</p> <p>I answer questions about events, using 'before' and 'after' to describe when something happened.</p> <p>I look at objects from the past and ask, "What were they used for?" and try to answer.</p> <p>I look at pictures from the past and ask, "What were people doing?" I can sort events or objects into groups (then and now.)</p> <p>I can say when my birthday is.</p> <p>I use time lines to order events or objects.</p> <p>I tell stories about the past (sometimes using role-play.)</p> <p>I write in sentences things I have found out about the past.</p> <p>I draw pictures and write about them to tell others' about the past.</p>	<p>I understand and use the words past and present when telling others about an event.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. I have used information to describe the past.</p> <p>I use information I have found out about the past to describe the differences between then and now.</p> <p>I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>I can recount the main events from a significant event in history (giving some interesting details.)</p> <p>I have looked at books and pictures (and: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet.) See 3a, above</p> <p>I ask, "What was it like for people in the past?" and use information to help me answer the question.</p> <p>I ask, "What happened in the past?" and use information to help me answer the question.</p> <p>I ask, "How long ago did an event happen?" and try to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>I estimate the ages of people (younger, older) by studying and describing their features. I can describe objects, people or events (From the time of)...(significant person or event)</p> <p>I can write my date of birth.</p> <p>I use time lines to order events or objects.</p> <p>I use time lines to place an event or a significant person.</p> <p>I tell stories about the past using my story writing skills.</p> <p>I draw labelled diagrams and write about them to tell others about people, objects or events from the past.</p>	<p>I use a time line to place events I have found out about.</p> <p>I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. I use evidence to describe the houses and settlements of people in the past.</p> <p>I use evidence to describe the culture and leisure activities from the past.</p> <p>I use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe the things people believed in the past (attitudes and religion).</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I use evidence to find out how any of the above may have changed during a time period.</p> <p>I use evidence to give reasons why changes may have occurred.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at two versions of the same event in history and have identified differences in the accounts.</p> <p>I give reasons why there may be different accounts of history. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask, "What was it like for a... (child, rich person, etc) during..."</p> <p>I suggest sources of evidence to help me answer questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I use dates and terms accurately.</p> <p>I discuss the most appropriate way to present my information, which I realise is for an audience.</p>

ICT Curriculum 2014

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Computing – key stages 1 and 2

Subject content

Key stage 1

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 content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

ICT: End of Year Expectations Year 2

	Digital Literacy	Developing Ideas and Making Things Happen		Exchanging and Sharing Information	
	Multimedia	Programming	Handling Data	Technology in our lives	E-Safety
Key Skills	<ul style="list-style-type: none"> I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use. 	<ul style="list-style-type: none"> I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. <p>I can watch a program execute and spot where it goes wrong so that I can debug it.</p>	<ul style="list-style-type: none"> I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could use to help me investigate a question. 	<ul style="list-style-type: none"> I can tell you why I use technology in the classroom. I can tell you why I use technology in my home and community. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding information, creating and communicating. <p>I can talk about the differences between the Internet and things in the physical world.</p>	<ul style="list-style-type: none"> I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet.
Suggested Software	Clicker6 Comic Life Powerpoint Publisher Photostory Wordle	Scratch Kodu game lab Lab Espresso Coding	Data logging software	Twitter Webcam	
Example Activity	We are artists – children use picnic to create photo collages	We are Game Developers- using kodu game lab to create their own game	We are problem solvers – minecraft missions – design their own world	Use green screen to produce a world war 2 report live from London	

Science Curriculum 2014

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

Science – key stages 1 and 2 4

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

School curriculum

The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the content indicated as being 'non-statutory'.

Year 2 - Science

<p style="text-align: center;">Working Scientifically</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 	<p style="text-align: center;">Living Things and their Habitats</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p style="text-align: center;">Animals including humans</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p style="text-align: center;">Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
<p>Notes and Non-Statutory Guidance Pupils should:</p> <ul style="list-style-type: none"> • explore the world around them / raise their own questions. • experience different types of scientific enquiries, including practical activities, • begin to recognise ways in which they might answer scientific questions. • compare objects, materials and living things and, with help, decide how to sort and group them, • observe changes over time • with guidance, they should begin to notice patterns and relationships. • Ask people/ use simple secondary sources to find answers. • use simple measurements/ equipment (eg hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. • record and communicate their findings in a range of ways and begin to use simple scientific language. • Pupils are not expected to cover each aspect for every area of study 	<p style="text-align: center;">Notes and guidance (non-statutory)</p> <p>Introduce the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p>Raise and answer questions that help them to become familiar with the life processes that are common to all living things.</p> <p>Introduce the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p> <p>Raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other e.g. plants serving as a source of food and shelter for animals.</p> <p>Compare animals in familiar habitats with animals found in less familiar habitats e.g. on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>	<p style="text-align: center;">Notes and guidance (non-statutory)</p> <p>Introduce basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>	<p style="text-align: center;">Notes and guidance (non-statutory)</p> <p>Identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</p> <p>Think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.</p> <p>Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> <p>Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>

Year 2 Investigative Science Skills

	Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
Planning	With help, I am practising to tell you how I might find something out	I am getting better at telling my friends how I might find something out	This is the equipment/information I need for my investigation
Collecting data What are we measuring or observing?	I might ask a question, I might look in a book, I might look on the computer to find something out.	I am practicing to use the equipment given to me to measure things and see (sense) what is happening	I am getting better at choosing which equipment I need.
Collecting data What might affect what we are observing or measuring	With help I am getting better at telling you what I am going to watch out for. This is what I am looking for	I am practising to tell my friends what it is I am going to measure or look for With some help from my teachers I am practising to ask questions like; What do you think will happen to if we...?	With help: I am practising to know what to measure or observe What do you think will happen toif we changeand keepthe same? I think X might happen because (everyday knowledge)
Gathering evidence	I am getting better at using my senses and simple equipment to describe what is around me.	I am getting better at measuring things with help from my teacher and my friends	With help from my friends or teacher I am getting better at saying: This is what I have observed... This is what I have measured ...(Accurate)
Describing what's been found out with a reason	I am getting better at telling my friends what happened.	I am getting better at telling my friends what I have found out.	I am practising to say: we found out and we think it happened because
Using evidence to explain	I noticed... changes when	I'm practising to spot surprises I thought this might happen... and the surprise was ... happened. I am practicing to sort things into different groups	
Communicating scientific ideas Using scientific words and symbols	I am getting better at sharing my ideas with others. I am getting better at showing you what I have found out (simple template given by teacher). I am practicing to use words to describe what I see, hear, smell, taste and touch.	With help I am getting better at showing you what I have found out using a simple tables, drawing, charts	I am practising to show you what I have found out using tables bar charts, drawing, writing
Suggesting improvements		With help I am getting better at saying: if I was to do it again I might do it like this	I am practising to suggest improvements to our method . If we did this again we would do
Keeping safe			With help I am getting better at telling you if something might not be safe