



LCC Curriculum Content – Year 1 and 2

Cycle A every 2 years from 2013/14

Science	Geography	History
<p><u>Working Scientifically</u></p> <p>During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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>* see Notes and guidance Cycle A (i)</p>	<p>* see Notes and Guidance Cycle A (vii)</p> <p><u>On-going Provision for Geographical Knowledge – Locational Knowledge and Geographical skills.</u></p> <ul style="list-style-type: none"> • 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 • 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 	<p>* see Notes and Guidance Cycle A (xi)</p> <p><u>On-going Historical Language Development</u></p> <ul style="list-style-type: none"> • simple vocabulary relating to the passing of time such as ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ <p><u>Key Historical Events</u></p> <ul style="list-style-type: none"> • 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 <p>* see Notes and Guidance Cycle A (viii)</p>

Animals, including humans (Y1)

Pupils should be taught to:

- identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

* see Notes and Guidance Cycle A (ii)

Animals, including humans (Y2)

Pupils should be taught to:

- 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.

Local Study / Contrasting Location – 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 contrasting non-European country (***or contrasting locality in the UK***)

Human and Physical geography

- Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather and key human features, including: city, town, village, factory, farm, house, office, port harbour and shop

Geographical skills and fieldwork

- use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and

* see Notes and Guidance Cycle A (iii)

Everyday materials (Y1)

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

* See Notes and Guidance Cycle A (iv)

Uses of everyday materials (Y2)

Pupils should be taught to:

- identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

* See Notes and Guidance Cycle A (v)

basic 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 the key human and physical features of its surrounding environment.

Seasonal changes (on-going) (Y1)

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

*See Notes and Guidance Cycle A (vi)

LCC Curriculum Content – Year 1 and 2

Cycle B every 2 years from 2014/15

Science	Geography	History
<p><u>Working Scientifically</u></p> <p>During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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>* see Notes and guidance Cycle B i</p>	<p>* See Notes and Guidance Cycle B (v)</p> <p><u>On-going Provision for Geographical Knowledge Locational Knowledge and Geographical skills.</u></p> <ul style="list-style-type: none"> • 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 • 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 	<p>* See Notes and Guidance Cycle B (vii)</p> <p><u>On-going Historical Language Development</u></p> <ul style="list-style-type: none"> • simple vocabulary relating to the passing of time such as ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ <p><u>Key Historical People</u></p> <ul style="list-style-type: none"> • 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 <p>* See Notes and Guidance Cycle B (vi)</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality.

Plants (Y1)

Pupils should be taught to:

- identify and name a variety of common garden and wild plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

* See Notes and Guidance Cycle B (ii)

Plants (Y2)

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

* See Notes and Guidance Cycle B (iii)

Weather Patterns – Human and Physical Geography

possible links to seasonal changes in Science

- 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

Living things and their habitats (Y2)

Pupils should be taught to:

- 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.

* See Notes and Guidance Cycle B (iv)

Notes and Guidance – Cycle A

Non - statutory

- i) **Working Scientifically** - Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, 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. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.

- ii) **Animals, including Humans** - Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

- iii) **Animals, including Humans** - Pupils should be introduced to the 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. 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. 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.

- iv) **Everyday Materials** - Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'

- v) **Uses of Everyday Materials** - Pupils should 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). They should 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. Pupils might find out about people who have developed useful new

materials, for example John Dunlop, Charles Macintosh or John McAdam. 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.

- vi) **Seasonal Changes** - Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.
- vii) **Geography** - 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
- viii) **History** – *non statutory guidance for events beyond living memory* [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ix) **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.

Notes and Guidance – Cycle B

Non - Statutory Guidance

- i) **Working Scientifically** - Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, 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. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.
- ii) **Plants** - Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.
- iii) **Plants** - Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of

reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

- iv) **Living things and their habitats** - Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to 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). They should 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, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. 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.
- v) **Geography** - 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

- vi) **History** non statutory guidance for significant individuals to study [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]

- vii) **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