

Year 1 key vocabulary and knowledge.

Geography: vocabulary and knowledge;

Year one	The Gruffalo Our Local Area. Enquiry Question: What's it like where we live?	Three bears People and their Communities. Enquiry Question: Where in the world do these people live?	Extraordinary gardener Seasons. Enquiry Question: What are the seasons?
All	Local Road Shop Park School	World Human features Physical features Ocean/Sea	rain sun wind weather Winter Autumn Summer Spring
Most	Area Bournemouth Red Hill Path Woodland Maps Near Far Pavement Church Field Floor plan Grounds	Europe World Capital city City Country England Flag Island Great Britain London Surrounded Town United Kingdom	Seasons Change
Some	Town Woods or Woodland aerial view Human geography Physical geography housing estate	Physical Geography Human geography Compass point Continents Aerial View Community	Observation
Key knowledge	<p>All children can: • know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features) • talk about a natural environment, naming its features using some key vocabulary • locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language).</p> <p>Most children can: • know about the local area, and name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area, and describe these features and locate them on a map using images or drawings) • recognise a natural environment and describe it using key vocabulary • describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language).</p> <p>Some children can: • know the local area and its physical and human geography (e.g. investigate how other people view the local area, e.g. tourism websites, create a vocabulary list of the human and physical features of the local area, and how people can use and change these and</p>	<p>All children can: • know and understand their locality, and a series of locations and places outside of Europe • describe the physical and human geography of a distant place • use geographical vocabulary, e.g. near, far, long way away • be supported in a role play that summarises this understanding.</p> <p>Most children can: • understand that within a location/country, there are different ways of living • describe the physical and human geography of several different places • use geographical vocabulary, e.g. near, far, long way away (distant), North, South, East and West • complete a travel document and work with a peer in a role play that summarises this understanding.</p> <p>Some children can: • know, describe and understand their locality, and a series of locations and places outside Europe • understand that within a location/country, there will be differences in how people live • describe in detail the physical and human geography of a distant place using geographical vocabulary • understand, explain and describe aerial photographs and video material of different places</p>	<p>All children can: • identify changes in the weather • identify seasonal weather patterns in the UK • assist in taking repeated observations and record these using symbols • understand the different parts of the UK and that the weather may vary, and there can be hot and cold areas of the UK on the same day.</p> <p>Most children can: • name and describe changes in the weather • name the seasons and describe the basic UK seasonal weather patterns • assist in taking repeated observations and record these using symbols • understand the different parts of the UK, and that the weather may vary there.</p> <p>Some children can: • name and describe changes in the weather confidently • name the seasons and describe the basic UK seasonal weather patterns • take repeated observations accurately and record these using symbols • understand the different parts of the UK, and that the weather may vary there due to the wind.</p>

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	<p>describe these features and locate them on a map using images or drawings)</p> <ul style="list-style-type: none">• recognise different natural environments and describe them using a range of key vocabulary• describe a journey on a map of the local area, locating features and landmarks seen on the journey (e.g. after a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language).		
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Under continual review

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History: vocabulary and knowledge;

Year one	The sandwich bar My Family History. Enquiry Question: What was life like when our grandparents were children?	Fire,Fire The Great Fire of London. Enquiry Question: Did the Great Fire make London a better place?	Oh we do like to be beside the seaside Holidays. Enquiry Question: How have holidays changed over time?
All	grandparent Differences Now Past same	London Fire bucket Fire hook Water squirt diary	holiday seaside pier deckchair recent past
Most	during New Old Older Present Sibling slightly technology then usually younger compare timeline school	after baker before Chronology destroyed flames Monument oven past present Smoke straw Thatched roof	Punch and Judy accommodation promenade bandstand seawall
Some	After Before Century Chronology Similarity	consequences eyewitness	century Tourist/tourism
Key knowledge	<p>All children can: use a number of everyday terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. • use some common time words when they sequence objects.</p> <p>Most children can: understand securely and use a wider range of time terms. • use a broader range of common words relating to the passage of time. • demonstrate a secure understanding of the words used.</p> <p>Some children can: use more complex time terms, such as BC/AD, and period labels and terms. • use a wider range of terms and phrases including those related to time periods. • demonstrate secure understanding of the terms used.</p>	<p>All children can: identify at least one relevant cause for, and effect of, several events covered. • give one relevant cause why the Great Fire of London took place • give one relevant effect of the Great Fire of London taking place</p> <p>Most children can: identify a few relevant causes and effects for some of the main events covered. • identify several causes of the Great Fire of London • identify several effects of the Great Fire of London</p> <p>Some children can: comment on a few valid causes and effects relating to many of the events covered. • give a broad range of causes of the Great Fire of London • give a broad range of effects of the Great Fire of London • confidently explain why one cause is more important than another • confidently explain that the Great Fire of London had both a short-term and long-term impact • confidently explain that the Great Fire of London had both a positive and a negative impact</p>	<p>All children can: depict on a timeline the sequence of a few objects and/or pieces of information. • sequence the images of seaside holidays in the correct order. • Some children may need some support to place the images in the correct order.</p> <p>Most children can; independently sequence on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. • place the images of seaside holidays in the correct place on the timeline. • work independently and with confidence.</p> <p>Some children can: give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. • select a number of images from a larger selection to place on a timeline to show changes in seaside holidays. • add some captions and dates to the timeline. • If questioned, the child can give a valid explanation why they have placed the images in this order.</p>

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Science: vocabulary and knowledge;

Year one	Animals including humans Autumn 1 – Gruffalo Autumn 2 + Spring 1 – Discrete Summer 2 – Oh we do like to be beside the seaside.	Materials Spring 2 – Three bears in a fix	Plants Summer 1 – The extraordinary Gardener	Seasons All year – observe and record
All	fish pet bird wild reptile mouth neck eyes teeth	object soft smooth rough hard	plant Leaf/leaves flower stem root	hot cold day light dark
Most	Names of common animals baby nest den family egg mouth neck eyes teeth wing claw tail beak smell taste touch -feel see hear	material wood plastic glass metal water rock bright/shiny dull/dim strong/weak bendy/stiff see-through	Plants (daisy, rose, marigold, dandelions, holly, yew tree, oak tree, beech tree) Names of common vegetables e.g. carrot, cucumber etc. blossom (flower) trunk branch petal soil berry seed deciduous evergreen	weather wind rain snow ice seasons (autumn winter spring summer) length month year shadow bright/dim sun(light) rainbow cooler hotter
Some	Habitats exercise wild fin cub pup fur scales feather hair	cloudy waterproof transparent	Stalk fruit bulb food weeds garden plants	rain gauge thermometer weather station temperature rainfall wind direction (north, east, south, west)
Key knowledge ALL children should at least know Please refer to the progression	<ul style="list-style-type: none"> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 	<ul style="list-style-type: none"> To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials 	<ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> To observe changes across the 4 seasons To observe and describe weather associated with the seasons and how day length varies

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of skills and knowledge map for more detail.	<ul style="list-style-type: none">• To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<ul style="list-style-type: none">• To compare and group together a variety of everyday materials on the basis of their simple physical properties		
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Under continual review

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Art: vocabulary and knowledge

Year 1	Blossoming Butterflies Class artists – Monet, Van Gogh, Kusama.	Fire Fire! English Architect – Christopher Wren. His work to be studied alongside the oil pastel scenes.	The Extraordinary Gardener Movement: Realism Focus artist – Pieter Wagemans (Belgian)
ALL	colour paint artist dots colour	warm cold line light dark	Cross-hatching blending stippling shape
Most	Stippling Hatching Cross-hatching Blending Smudging	Silhouette Colour Hot Mixing Tone Shade	Line Tone Shade Depth Mood Shape Portrait Observation
Some	Scumbling Impressionism	Brushwork Architect Design	Sgraffito
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	Skills - Explore and discuss the class artist and some of their work to create a class door label showing the class name and work by the class artist. Paint proud faces as a self-portrait using colour mixing to display with our learning charter. A coloured liquid that you can spread to make something look nice. A person who makes art Small spots What an object looks like – how your eyes see it. Blue Red Green Yellow Pink	Skills - Explore the differences between hot and cold colours and experiment with mixing colours. Explore different materials that also represent hot and cold colours (eg. Paper, tissue, cloth) Create a colour wheel showing hot and cold colours. Experiment with pastel and paint to create a background for the fire. Makes you think of a hot temperature. red, orange, and yellow Makes you think of a low temperature. Purple, blue, green Straight or curved Pale in colour White Yellow Light pink Little or no light Black Grey Dark blue Dark green	Skills - Experiment with water colour paint, pencil crayons, and pastels to create a picture and determine which medium is most effective. Drawing lines across each other. Slightly mixing two colours when wet to bring them together. Making dots or specks. The outline of something. Triangle Circle Rectangle Oval Square

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Design Technology: vocabulary and knowledge

Year One			
	Construction	Textiles	Cooking and nutrition
Key Vocabulary			
All	draw paper roll fold Plan Glue Scissors Paper	plan join fabric glue thread	wash cut grate chop spread Knife Hands
Most	Design Design criteria Materials Ideas Evaluate Improve Make	Design Materials Textiles Select Evaluate Improve Make	Healthy Unhealthy Safe Soap Water Evaluate Improve Design Make
Some	Reinforce Architect	Research Assemble	Hygiene Audience
<p>Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.</p>	<p>DESIGN</p> <ul style="list-style-type: none"> Design purposeful, functional products based on a class design criteria <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT and, where appropriate MAKE <ul style="list-style-type: none"> Use simple tools to cut Fold, roll and mould materials to create the product TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>DESIGN</p> <ul style="list-style-type: none"> Design a functional, appealing product based on a class design criteria <ul style="list-style-type: none"> Generate and develop their ideas through talking and drawing. MAKE <ul style="list-style-type: none"> Use a range of tools including scissors, thread, glue to join materials Select from a wide range of materials based on their appropriateness for the task 	<p>DESIGN</p> <ul style="list-style-type: none"> Design an appealing product based on a class design criteria Generate, develop and communicate their ideas through talking and drawing. <ul style="list-style-type: none"> Use a range of tools to spread, cut and grate Understand and demonstrate how to use tools safely <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> Understand the basic principles of cleanliness when preparing food <ul style="list-style-type: none"> understand where food comes from