



## Disciplinary Knowledge Overview



Art	Drawing	Painting	Sculpture	Collage
FS1	Explore using lines with a range of pencils/crayons/pens to make own marks	Explore different colours and how adding white makes a different tint Explore painting using hands/fingers and large chunky brushes	Explore using playdough with different textures to mould and shape	Explore a range of materials to create free collage
FS2	Explore using lines and colour Explore a range of mark making tools to make lines and shapes	Explore primary colours Explore mixing primary colour and talk about the changes Explore using thick and thin brushes	Explore using clay to mould, shape, cut, roll and join	Explore how to overlap and place materials to create collage
Year 1	Draw lines of different thicknesses Colour work neatly	Mix primary colours to make secondary colours Make a colour wheel to show primary and secondary colours Use thick and thin brushes	Sculpt from rolled up paper, straws, card and clay	Arrange materials on a page Combine materials through twisting, scrunching, cutting, tearing and gluing
Year 2	Add texture and pattern Use a range of tones to colour	Add white to make tints and black to make tones Use thick and thin brushes	Combine shapes to create sculptures Use the techniques of rolling, cutting, moulding and carving	Sort and arrange materials on a page Mix materials to create texture
Year 3/4	Develop tones, textures using a variety of pencil hardness Start to use shading to show light and shadow	Select and use a range of brushes appropriate to the task Mix colours for a purpose Use colour to make a background wash	Make sculptures using mouldable materials Create and combine shapes	Use coiling, overlapping, tessellation and mosaic for effect
Year 5/6	Use a range of techniques to depict movement, perspective, shadows and reflection	Create a colour pallet appropriate for purpose Create mood through colour, tone, tint and texture	Use tools to carve and add shapes, texture and patterns	Mix textures for a purpose to create a desired effect



## Disciplinary Knowledge Overview

D&T	Construction	Food	Textiles	Computing
FS1	Hold scissors and use them to snip and start to cut along a line with some accuracy Explore using glue/sellotape and masking tape to fix materials in place	Washing hands before they eat snack Talking about food that they eat at snack time and look at different healthy foods Use utensils to spoon and stir produce	Explore joining a range of textiles to create a final product Explore using printing/drawing and glitter to add effect	
FS2	Hold scissors correctly and use them to cut along a straight, curved and zigzag line with increasing accuracy Explore using glue/sellotape and masking tape to join two or more materials	Washing hands when handling food Explore pouring and mixing ingredients Use utensils to spread produce	Join textiles using glue Design and decorate textiles using chosen technique	
Year 1	To cut materials safely using provided tools Use materials to practise gluing to make and strengthen products	To understand the importance of washing hands when handling food  To cut and grate ingredients  Measure and weigh ingredients using cups  Assemble ingredients	Shape textiles using templates  Join textiles using running stitch	
Year 2	Measure and mark out to the nearest centimetre Cut materials accurately and safely by selecting appropriate tools  Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	To be able to talk about the importance of washing hands when handling food  To cut, grate and peel ingredients  Measure and weigh ingredients using electronic scales  Assemble and cook ingredients	Shape textiles using own design  Join textiles using running stitch independently  Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	
Year 3/4	Use materials to drill, screw, nail and glue materials to make and strengthen Choose suitable techniques to construct and repair items	Hygienically prepare ingredients using appropriate utensils Measure ingredients to the nearest gram Follow a recipe and assemble and cook ingredients	Join textiles with appropriate stitching Understood the need for a seam allowance Select appropriate techniques to add decoration and detail	Create series and parallel circuits



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<b>Year 5/6</b>	Develop a range of practical skills and knowledge of how to create products – cutting, drilling and screwing, nailing, gluing, filing and sanding Choose suitable materials and techniques to construct an intended product	Understand how to store and handle ingredients safely Measure accurately and calculate ratios of ingredients to scale recipes up and down Demonstrate a range of baking and cooking techniques Create and refine recipes	Create objects which employ a seam allowance Join textiles using a combination of stitching techniques (back stitch for seams, running stitch for decoration) Use qualities of materials to create suitable visual and tactile effects in the decoration of textiles (soft decoration on a cushion)	Create circuits using electronic kits that employ a number of components (e.g. LEDs, resistors, transistors and chips)
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## Disciplinary Knowledge Overview



Geography	Locational Knowledge	Place Knowledge	Human and Physical	Geographical
FS1	Explore world maps and globes	Know that I live in a home and that my home is near to school  Know some places that I pass on the way to school  Name some places that I have visited	Experience changes in the season and weather using the Foundation Stage garden  Explore physical feature vocabulary – beach, river and forest  Explore human feature vocabulary – house, school and farm  Talk about similarities between their home and school environment	Answer a simple questions related to their immediate environment  Explore the nursery and talk about a feature (immediate environment)  Follow instructions to use the nursery environment safely
FS2	Look at world maps and globes and look for places they know	Explore that I live in Hull  Describe places that I pass on the way to school  Describe places that I have visited	Describe some changes in the season and weather  Identify hot, cold, dry and wet  Explore physical feature vocabulary – beach, river and forest  Explore human feature vocabulary – house, school, city, shop, farm  Identify similarities and differences between my location and somewhere else I have studied in the world	To ask and answer questions about my immediate environment  Make a simple map of the classroom  Explore the local area and talk about some features  Give and follow instructions for someone to follow  Look at world maps and globes and look for places they know
Year 1	With adult support name and locate the worlds 7 continents and 5 oceans of the world  Name and locate the four countries and capital cities of the United Kingdom	Know that I live in Hull and that Hull is in England  Know some geographical similarities and differences between Hull and London and London and Africa (Non-European)	Talk about 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  Talk about the human and physical features of location (such as city, town village, rural)	With support use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceans  Use compass directions (north, east, south and west) and locational language to describe the location of features on a map



## Disciplinary Knowledge Overview



			As a class or small group, ask and answer geographical questions	Use simple grid references (A1, B1)  Explore aerial images to recognise landmarks and basic features  Explore where the school is in relation to the local area
<b>Year 2</b>	Name and locate the worlds 7 continents and 5 oceans of the world  Name, locate and identify characteristics the four countries and capital cities of the United Kingdom and the surrounding seas	Know that I live in Hull and that Hull is a city within England  Understand and describe some geographical similarities and differences between Hull and London and London and Africa (Non-European)	Describe 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  Talk about and describe the human and physical features of a location (such as city, town, village, rural)  Ask and answer geographical questions	Use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceans  Use compass directions (north, east, south and west) and locational language to describe the location of features and routes on a map  Devise a simple key and use grid references  Use aerial images to recognise landmarks to describe basic features  Explore and describe where the school is in relation to the local area and other key landmarks
<b>Year 3/4</b>	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time  Name and locate the countries of Europe and identify their main physical and human characteristics	Describe geographical similarities and differences between countries  Describe how the locality of the school has changed over time	Ask and answer geographical questions about the physical and human characteristics of a location being studied  Use a range of resources to identify the key physical and human features of a location  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these areas	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies  Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world



## Disciplinary Knowledge Overview



<b>Year 5/6</b>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p>	<p>Understand some of the reasons for geographical similarities and differences between countries</p> <p>Describe how locations around the world are changing and explain some of the reasons for change</p> <p>Describe geographical diversity across the world</p>	<p>Identify and describe how physical features affect human activity</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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## Disciplinary Knowledge Overview

History	Changes in living memory	Events beyond living memory	Lives of significant individuals	Significant historical events
<b>FS1</b>	<p>Talk about changes from a baby to a toddler</p> <p>Explore sources of evidence from when I was a baby (photographs and special items)</p> <p>Explore everyday changes</p>	<p>Experience an event from the past in relation to a key world events (E.g. Queen's coronation)</p>	<p>Talk about my family</p> <p>Talk about who is in my family</p> <p>Talk about how we celebrate my birthday as a family</p>	<p>Experience an event from the past in relation to a key world event (eg. Queen's coronation)</p>
<b>FS2</b>	<p>Talk about changes from baby – toddler and compare to now</p> <p>Talk about and describe sources of evidence from when I was a baby, toddler and now (photographs and special items)</p> <p>Talk about everyday changes</p>	<p>Talk about a significant event from the past in relation to a key world events (E.g. Queen's coronation)</p>	<p>Talk about special events that have happened as a family in the past and present</p> <p>Talk about stories that we have read, looking at settings, characters and events – using the language of past and present</p>	<p>Talk about a significant event from the past in relation to a key world event (eg. Queen's coronation)</p>
	Order given events on a timeline as a class and or group – linked to an experience or themselves			
<b>Year 1</b>	<p>Talk about changes that have occurred in their own lives and use given relevant dates to represent</p>	<p>As a class or small group, ask and answer questions about an individual/event</p>	<p>Talk and explore significant historical figures from the past</p> <p>As a class or small group, ask and answer questions about and individual/event</p> <p>Talk about why people acted as they did in the past</p>	<p>Talk and explore historical events from the past</p> <p>As a class or small group, ask and answer questions about and individual/event</p>
	<p>Explore sources of evidence to make observations and simple comparisons</p> <p>Order 4 given dates and key events on a timeline</p>			
<b>Year 2</b>	<p>Talk about changes that have occurred in their own lives and choose relevant dates to represent</p>	<p>Ask and answer questions about an individual/event</p>	<p>Describe significant historical figures from the past</p> <p>Ask and answer questions about and individual/event</p> <p>Talk about and describe why people acted as they did in the past</p>	<p>Describe historical events form the past</p> <p>Ask and answer questions about and individual/event</p>



## Disciplinary Knowledge Overview

	Handle and describe sources of evidence to make observations and comparisons Match and order 4 given dates and key events on a timeline Start to understand that past events/people have an impact on everyday life			
<b>Year 3/4</b>	When studying a period of time, look at how this relates to modern day Britain	Ask and answer questions to develop understanding of changes in history and the significance on Britain		Describe life in Britain from Stone age to Iron Age and life as a Saxon  Describe life form ancient early civilisations and talk about its impact on history  Describe changes that have happened locally throughout history
	Handle and use Primary and Secondary sources and make comparisons to find out information about the past Begin to evaluate the usefulness of sources Read given key dates and information to create a timeline (Yr3) Read given sources and information to find events and place on at timeline (Yr4)			
<b>Year 5/6</b>	When studying a period of time, compare and contrast how this relates to modern day Britain  Describe changes over time, linked to the period being studied	Ask and answer questions to analyse and evaluate changes in history and the significance on Britain. Analysis why some facets of life have remained constant		Describe life in Britain throughout the Viking and Roman invasions and the impact on Britain today  Describe and contrast early Mayan civilisation with British history  Describe changes that have happened locally throughout history
	Handle and use Primary and Secondary sources and start to compare accounts of events using different sources Analysis and evaluate a wide range of evidence to justify claims about the past Research key dates within a given topic and place on a timeline (Yr5) Research key dates within a given topic and create own timeline (Yr6)			





## Disciplinary Knowledge Overview



PE	Basic movement	Balance Agility/Co-ordination	Team games	Dance	Adventurous activities/Swimming
FS1	Use flipper-flapper gross movements with increasing control and co-ordination  Mix water/mud in the outdoor area with increasing control and co-ordination	Sit on my own with legs crossed  To go up and down steps with increased balance and control	Take turns when playing a game with adult support  Sit in my own space on the carpet	Explore moving to music in different ways  Follow some actions when a teacher is modelling	
FS2	Develop strength, balance and co-ordination through large movements with accuracy and control	Demonstrate strength, balance and co-ordination when negotiating fixed obstacles  Climb with increased co-ordination and safety	Take turns with playing a game with limited adult support  Negotiate a space and obstacles when playing with others	Move in a range of ways with increasing control, to music  Start to hold a simple shape  Explore following a simple sequence, when lead by the teacher	
Year 1	Develop basic movements such as running, jumping, throwing and catching and apply in a range of activities	Develop balance, agility and co-ordination and apply in a range of activities  Watch an action and repeat it  Move with some control and developing awareness of space  Start to leave equipment and land with increasing control	Begin to work in teams  Begin to complete a sequence (E.g. running and then kicking)	Follow a simple sequence  Continue to develop control and co-ordination  Begin to create a simple 3 movement sequence, linking moves together  Explore movements to show different moods/feelings	
Year 2	Master basic movements such as running, jumping, throwing and catching and apply in a range of activities	Master balance, agility and co-ordination and apply in a range of activities  Watch an action and repeat it with accuracy  Move with control and awareness of space	Understand the concept of different teams  Develop basic skills to in a sequence of movements  Start to develop and understanding of tactics	Follow a simple sequence and remember parts of the sequence  Move with careful control and co-ordination  Create a simple 4 movement sequence with control, using linking movements	



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		Leave equipment and land with control and balance		Choose movements to communicate a mood, feeling or idea	
<b>Year 3/4</b>	Throw and catch with control and accuracy  Strike a ball and field with control	Plan a sequence of actions and out into sequences  Show change of directions, speed and level during performance  Travel in a variety of ways and swing and hang from equipment	Show ability to work together as a team and in some situations, lead a team	Plan, perform and repeat sequences in an appropriate way that link to a theme/idea  Change speed and levels within a performance  Develop physical strength and suppleness through complex moves and stretching	Swim up to 25 metres unaided  Use more than one stroke and coordinate breathing  Coordinate leg and arm movements  Swim at the surface and below the water
<b>Year 5/6</b>	Use control to hit and field balls  Understand different strokes in racket games and use them  Field, defend and attack tactically	Create complex sequences that include a full range of movements  Plan and hold shapes and create sequences which express ideas and meaning  Vary speed, direction, level and body rotation  Use equipment to vault and to swing	Understand the principles of fair play and how to act in a range of sporting situations  Lead others in a game and coach younger children in a game  Use teamwork to score points/baskets/goals	Create dance sequences which show expression and creativity linked to a theme and appraise  Hold precise and strong body posture during dance routines  Perform complex moves which combine strength and stamina	Choose OAA equipment to ensure safe and successful completion  Communicate effectively and develop the success of a team  Use a range of devices to orientate themselves