

Class:.....Year 2.....				Armitage C.E. Primary School - Key Skills Assessment Document		Names of children working below
Geography	Locational Knowledge. Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	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.	Human and Physical Geography. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Use more basic geographical vocabulary to refer to key physical features and human features.	Geographical Skills and Fieldwork. Use world maps, atlases and globes to identify the UK, its countries, counties. Use simple compass directions. Use aerial photographs and plans to recognise landmarks to devise a simple map. Use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment.		
History	Chronological Awareness. Identify similarities and differences between their lives and events studied. Recognise that dates are used to identify when events happened in the past.	Knowledge and understanding of significant aspects of history. Draw simple conclusions and deduce information on the past from pictures and information. Pupils are beginning to give simple reasons why changes occurred in the past.	Understand historical concepts. Give more than one effect of an event and give simple explanations.	Organise, evaluate and communicate information. Describe an event using temporal markers to show structure. Connect ideas and give simple phrases as to why an event occurred. Begin to understand that information on the past may differ.		
Art and Design	Generating Ideas (skill of designing and developing new ideas). Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences.	Making (skills of making art, craft and design). Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for instance, they do not accept the first mark but seek to refine and improve).	Evaluating (skills of judgement and evaluation). When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")	Knowledge and understanding (acquiring and applying knowledge to inform progress). Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).		
Design and Technology	Design. Generate mock-ups and, where appropriate, information and communication. (google, design, discuss) Use simple design criteria to help develop their ideas.	Make. Use a range of materials and components, including construction materials, textiles and mechanical components. Measure, mark out, cut and shape materials and components.	Evaluate. Explore and evaluate existing products: what products are, who products are for, how products work, how products are used, where might they be used, what products are made from.	Technical Knowledge. Further develop understanding of materials and uses. Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in products.		
Music	Performing. Vocal - Sing songs, rounds & chants & use simple vocal patterns as accompaniments. Instrumental - Use correct technique for a range of percussion instruments. Choose & play patterns with increasing confidence.	Improvising & Composing. Choose, create & order sounds to show contrasts. Choose, create & remember higher & lower sound patterns & rhythmic patterns. Invent symbols to represent sounds.	Listening and Understanding. Respond to changes in mood through movement, words or pictures. Give opinions, justifying musical ideas with appropriate vocabulary.	Dimensions. Pitch: Recognise & respond to higher & lower sounds & general shapes of melodies; begin to recognise steps, leaps & repeated notes. Duration: Recognise, respond & distinguish between beat & rhythm. Understand that rhythmic patterns fit to the beat. Dynamics: Understand getting louder & quieter. Tempo: Understand getting faster & slower. Timbre: Identify the way sounds are made. Texture: Recognise & respond to different layers in music. Structure: Understand & identify repetition & contrast.		
R.E.	Believing. Retell a variety of religious stories: Christian, Jewish and Islamic. Recognise and discuss the significance of some religious artefacts. Discuss some Islamic beliefs about God, such as some of the 99 names of Allah.	Expressing. Understand how sacred texts contain stories that are special to many people and should be treated with respect. Identify some of the ways that different faith groups celebrate religious holidays such as: Shabbat (Judaism); Ramadan (Islam); Eid-ul-Fitr (Islam). Explore how people express their beliefs through caring for others and the world.		Living. Discuss themes of good, bad, right and wrong within stories. Talk about a broad range of religious texts and consider the impact they could have on our lives. Begin to express own ideas about stories such as the Creation story and ask and answer further questions to consolidate understanding.		
P.E.	Dance. Count and mark a piece of music in 8s with support. Know where Salsa and Cossack originated. Perform a sequenced selection of steps from each genre. eg. basic salsa.	Gymnastics. Choose, adapt and perform shapes at different levels. Perform various travel movements at different speeds. Master performing dish and arch shapes. Master performing forwards rolls. Master performing frog jump and L-sit. Master performing pike and broad jump and use within a sequence. Create a short sequence using all of these skills.		Games. Use vocabulary linked to the subject. Develop the use of skills. Show understanding of the rules and tactics. Show leadership skills. Understand my own independent performance within a team.		