

# The Sunnyfields Curriculum



The Sunnyfields Curriculum ensures that 'The 2014 Primary National Curriculum' is taught in a way that ensures that all children are able to develop their own knowledge, interest and skills through an enquiry based curriculum.

An enquiry based curriculum allows children to access the statutory elements of the National Curriculum through high level questions that allow children to test, investigate, discover, problem solve and refine skills.

At Sunnyfields we believe that the National Curriculum fits into a wider curriculum of skills and qualities that our children need to be taught and have the opportunity to practice.

At Sunnyfields Primary School our school aims are:

- Respect
- Challenge
- Enquiring Minds
- Confidence

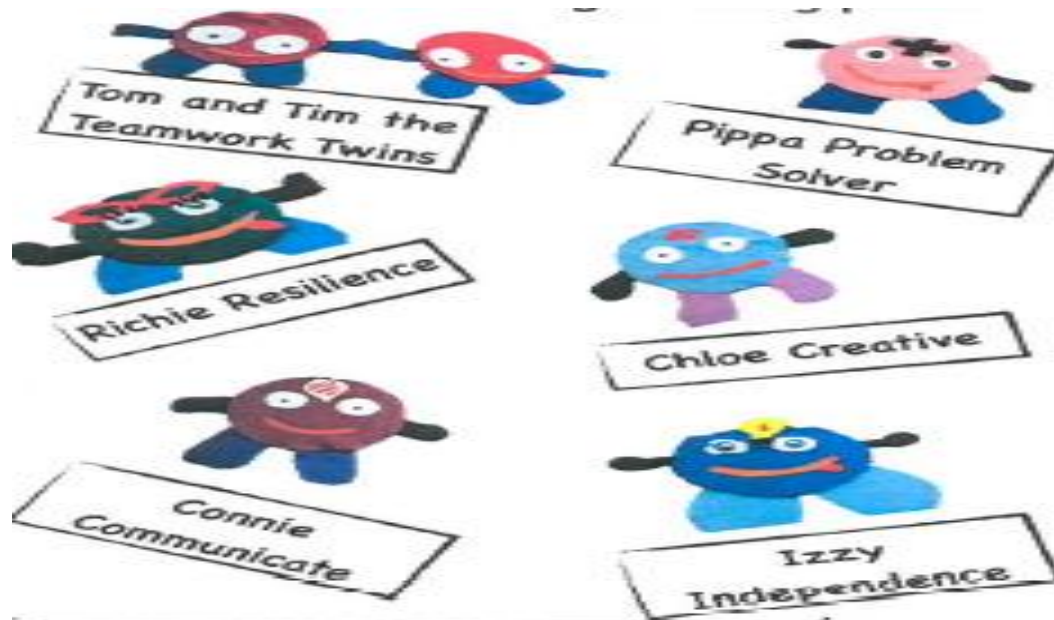
Staff plan topics that are influenced by the pupils' interests to teach core skills that are part of our wider curriculum that we feel our children need in order to develop as independent and confident members of society.

## The Sunny Six!

Teachers will plan specifically for skills that will be taught through our curriculum. These skills will be evidenced in planning and whole school celebration assemblies.

The skills that will be taught explicitly through our curriculum and linked to character names are:

- Collaboration – Tom and Tim the Teamwork Twins
- Communication – Connie Communicate
- Creative – Chloe Creative
- Problem Solver – Pippa Problem Solver
- Resilience – Richie Resilience
- Independence – Izzy Independence



CURRICULUM COVERAGE 2014-2015

Term	Key Stage	Art	DT	Science	Computer Science	Geography	History	
Autumn 1	Key Stage 1	Drawing	FOOD DT AND MATERIALS TO FIT IN WITH TOPIC	Plants (Y1&2)	Coding - Espresso	Investigate places		
	Lower Key Stage 2	Drawing		Plants (Y3) Sound (Y4)	Coding - Espresso		Investigate places	
	Upper Key Stage 2	Drawing		Earth & Space (Y5) Light (Y6)	Coding - Espresso		Investigate places	
Autumn 2	Key Stage 1	Collage		Seasonal Changes (Y1) Electricals DT (Y1)	Coding - Espresso		Investigate and interpret the past Communicate historically	
	Lower Key Stage 2	Collage		Light (Y3) Electricity (Y4) Electricals DT	Coding - Espresso		Investigate and interpret the past Communicate historically	
	Upper Key Stage 2	Collage		Electricity (Y6) DT Electricals (Y5, Y6)	Coding - Espresso		Investigate and interpret the past Communicate historically	
Spring 1	Key Stage 1	Printing		Animals including humans. (Y1&2)	Connect with wider world via social media.	COMPUTER SCIENCE BLOCKS DO NOT NEED TO BE TAUGHT FOR THE WHOLE TERM. CHILDREN SHOULD ALSO USE IT TO COLLECT AND ANALYSE DATA, MAKE LINKS WITH DT AND ART	Investigate patterns	
	Lower Key Stage 2	Printing		Animals including humans. (Y3,Y4)	Connect with wider world via social media.		Investigate patterns	

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	Upper Key Stage 2	Printing		Animals including humans. (Y5) Animals including humans (Y6) Evolution & Inheritance (Y6)	Connect with wider world via social media.		Investigate patterns	
Spring 2	Key Stage 1	Textiles/Art Textiles/DT		Materials (Y1) Materials (Y2) DT Mechanics(Y2)	Connect with wider world via social media.			Build an overview of world history Communicate historically
	Lower Key Stage 2	Textiles/Art Textiles/DT		Forces and Magnets (Y3) States of matter (Y4) DT Mechanics (Y3, Y4)	Connect with wider world via social media.			Build an overview of world history Communicate historically
	Upper Key Stage 2	Textiles/Art Textiles/DT		Materials (Y5) Forces (Y5) DT Mechanics (Y5, Y6)	Connect with wider world via social media.			Build an overview of world history Communicate historically
Summer 1	Key Stage 1	Painting		Living things and their habitats (Y2)	Animation		Communicate geographically	
	Lower Key Stage 2	Painting		Living things and their habitats (Y4)	Animation		Communicate geographically	
	Upper Key Stage 2	Painting		Living things and their habitats (Y5,Y6)	Animation		Communicate geographically	
Summer 2	Key Stage 1	Artists Artists/DT Sculpture Sculpture/DT		Consolidation of units.	Animation			Understand chronology Communicate historically

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	Lower Key Stage 2	Artists Artists/DT Sculpture Sculpture/DT		Rocks (Y3)	Animation			Understand chronology Communicate historically
	Upper Key Stage 2	Artists Artists/DT Sculpture Sculpture/DT		Consolidation of units.	Animation			Understand chronology Communicate historically



**Art**

<b>Subject: Art and Design Technology</b>	<b>Progression</b>		
<b>HIGHLIGHT SKILLS AND CONTENT AS THEY ARE TAUGHT.</b>			
<p><b>Early Years skills</b></p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Use simple tools and techniques competently and appropriately.</li> <li>• Explore what happens when colours are mixed.</li> <li>• Experiment to create different textures.</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Manipulate materials to achieve a planned effect.</li> <li>• Choose particular colours for a purpose.</li> <li>• Create simple representations of events, people and objects.</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Manipulate materials to achieve a planned effect.</li> <li>• Construct with purpose in mind, using a variety of resources.</li> <li>• Select appropriate resources and adapt work where necessary.</li> <li>• Select tools and techniques needed to shape, assemble and join materials.</li> </ul> <p>Create simple representations of events, people and objects.</p>			
<b>Skill</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>To develop ideas (Throughout the year)</b>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points</li> <li>• Explore ideas and collect visual information</li> <li>• Explore different methods and materials as</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum</li> <li>• Collect information sketches and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum</li> <li>• Collect information</li> </ul>

	ideas to develop	<ul style="list-style-type: none"> <li>• Adapt and refine ideas as they progress</li> <li>• Explore ideas in a variety of ways</li> <li>• Comment on artworks using visual language</li> </ul>	<p>sketches and resources and present ideas imaginatively in a sketchbook</p> <ul style="list-style-type: none"> <li>• Spot the potential in unexpected results as work progresses</li> <li>• Comment on artworks with a fluent grasp of visual language</li> </ul>
<b>Drawing (Autumn 1)</b>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness</li> <li>• Colour own work neatly following the lines</li> <li>• Show pattern and texture by adding dots and lines</li> <li>• Show different tones by using coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardness of pencils to show line, tone and texture</li> <li>• Annotate sketches to explain and elaborate ideas</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes)</li> <li>• Use shading to show light and shadow</li> <li>• Use hatching and cross-hatching to show tone and texture</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</li> <li>• Use lines to represent movement</li> </ul>
<b>Collage (Autumn 2)</b>	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued</li> <li>• Sort and arrange</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect</li> <li>• Ensure work is precise</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned)</li> <li>• Combine visual and tactile</li> </ul>



	<p>materials</p> <ul style="list-style-type: none"> <li>• Mix materials to create texture</li> </ul>	<ul style="list-style-type: none"> <li>• Use coiling overlapping tessellation mosaic and montage</li> </ul>	<p>qualities</p> <ul style="list-style-type: none"> <li>• Use ceramic mosaic material and techniques</li> </ul>
<b>Printing (Spring 1)</b>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes</li> <li>• Mimic print from the environment (e.g. wallpapers)</li> <li>• Use objects to create prints (e.g. fruits vegetables or sponges)</li> <li>• Press, roll, rub and stamp to make prints</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of 2 or more colours</li> <li>• Replicate patterns observed in natural or built environments</li> <li>• Make printing blocks (e.g. from coiled string glued to a block)</li> <li>• Make precise repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours</li> <li>• Create an accurate pattern showing fine detail</li> <li>• Use a range of visual elements to reflect the purpose of the work</li> </ul>
<b>Textiles/art(Spring 2)</b>	<ul style="list-style-type: none"> <li>• Use weaving to create a patterns</li> <li>• Join materials using glue and/or a stitch</li> <li>• Use plating</li> <li>• Use dip dye techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials</li> <li>• Use basic cross-stitch and back-stitch</li> <li>• Colour fabric</li> <li>• Create weavings</li> <li>• Quilt, pad and gather fabric</li> </ul>	<ul style="list-style-type: none"> <li>• Show precision and techniques</li> <li>• Choose from a range of stitching techniques</li> <li>• Combine previously learnt techniques to create pieces</li> </ul>
<b>Textiles/ DT (Spring 2)</b>	<ul style="list-style-type: none"> <li>• Shape textiles using templates</li> <li>• Join textiles using running stitch</li> <li>• Colour and decorate</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for a seam allowance</li> <li>• Join textiles with appropriate stitching</li> <li>• Select the most</li> </ul>	<ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance</li> <li>• Join textiles with a combination of stitching</li> </ul>

	<p>textiles using a number of techniques (such as dyeing, adding sequins or printing).</p>	<p>appropriate techniques to decorate textiles.</p>	<p>techniques (such as a back stitch for seams and running stitch to attach decoration</p> <ul style="list-style-type: none"> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration of comfort on a cushion).</li> </ul>
<p><b>Painting (Summer 1)</b></p>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary</li> <li>• Add white to colours to make tints and black to make tones</li> <li>• Create colour wheels</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes textures patterns and lines</li> <li>• Mix colours effectively</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail</li> <li>• Experiment with creating mood with colour</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour</li> <li>• Create a colour palette based upon colours observed colours in the natural or built world</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces</li> <li>• Combine colours, tones and tints to enhance the mood of a piece</li> <li>• Use brush techniques and the qualities of paints to create texture</li> <li>• Develop a personal style</li> </ul>

			of painting, drawing upon ideas from other artists
<b>Artists (Summer 2)</b>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans, and designers</li> <li>• Use some of the ideas of artists studied to create pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers</li> <li>• Create original pieces that are influenced by studies of others</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers</li> <li>• Show how the work of those studied was both influential in society and to other artists</li> <li>• Create original pieces that show a range of influences and styles</li> </ul>
<b>Artists/DT (Summer 2)</b>	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to</li> </ul>	<ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as</li> </ul>

<p><b>Sculpture (Summer 2)</b></p>		<p>understand how they work.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>to suggest improvements to the user experience.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Construction/DT (Summer 2)</b></p>	<ul style="list-style-type: none"> <li>• Use a combination of shapes</li> <li>• Include lines and texture</li> <li>• Use rolled up paper, straws, paper, card and clay as materials</li> <li>• Use techniques such as rolling, cutting, moulding and carving</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</li> <li>• Include texture that conveys feelings, expression or movement</li> <li>• Use clay and other mouldable materials</li> <li>• Add materials to provide interesting detail</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-like proportions or, if more abstract, provoke different interpretations</li> <li>• Use tools to carve and add shapes, texture and pattern</li> <li>• Combine visual and tactile qualities</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form</li> </ul>

	<ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products</li> <li>• Strengthen materials using suitable techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul>
<b>Food/DT (Relating to the topic)</b>	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically</li> <li>• Measure or weigh using measuring cups or electronic scales</li> <li>• Assemble or cook ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils</li> <li>• Measure ingredients to the nearest gram accurately</li> <li>• Follow a recipe</li> <li>• Assemble or cook ingredients (controlling the temperate of the oven or hob, if cooking).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</li> <li>• Demonstrate a range of baking and cooking techniques</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>

<b>Materials (Relating to the topic)</b>	<ul style="list-style-type: none"><li>• Cut materials safely using tools provided.</li><li>• Measure and mark out to the nearest centimetre.</li><li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li><li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li></ul>	<ul style="list-style-type: none"><li>• Cut materials accurately and safely by selecting appropriate tools.</li><li>• Measure and mark out to the nearest millimetre.</li><li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li><li>• Select appropriate joining techniques</li></ul>	<ul style="list-style-type: none"><li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li><li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li></ul>
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<p><b>To design, make, evaluate and improve (Throughout the year)</b></p>	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul>	<ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>
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Science



Subject: Science	Progression/Skills		
<p><b>Early Years Skills</b></p> <ul style="list-style-type: none"> <li>• Know about similarities in relation to places, objects, materials and living things.</li> <li>• Make observations of animals and plants and explain why some things occur.</li> <li>• Talk about changes.</li> </ul>			
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording,</li> </ul>	<ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter</li> </ul>

		<p>classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"><li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>• using straightforward scientific evidence to answer questions or to</li></ul>	<p>graphs, bar and line graphs</p> <ul style="list-style-type: none"><li>• using test results to make predictions to set up further comparative and fair tests</li><li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li><li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li></ul>
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		support their findings.	
	Key Stage 1	Key Stage 2	
<u>Autumn Content</u>	<p>Plants (1)</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Plants (2)</p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p>Seasonal Changes (1)</p> <ul style="list-style-type: none"> <li>• Observe changes across</li> </ul>	<p>Plants (3)</p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed</li> </ul>	<p>Earth and Space (5)</p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p>Light (6)</p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> </ul>

	<p>the four seasons</p> <ul style="list-style-type: none"> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>DT- Electricals-</u> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)</p>	<p>dispersal</p> <p>Light (3)</p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• find patterns in the way that the size of shadows change</li> </ul> <p>Sound (4)</p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something</li> </ul>	<ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p>Electricity (6)</p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• compare and give</li> </ul>
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		<p>vibrating</p> <ul style="list-style-type: none"> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p>Electricity (4)</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> </ul>	<p>reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> <li>• use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><u>DT- Electricals-</u>  Create circuits using electronic kits that employ a number of components (such as LEDs, resistors, transistors and chips)</p>
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		<ul style="list-style-type: none"> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><u>DT- Electricals-</u> Create series and parallel circuits</p>	
	Key Stage 1	Key Stage 2	
<u>Spring Content</u>	Animals including Humans (1)	Animals including Humans (3)	Animals including Humans (A5)

	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs</li> </ul>	<ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p>Animals including Humans (4)</p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers,</li> </ul>	<ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul> <p>Animals including Humans (6)</p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p>Materials (5)</p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties,</li> </ul>
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	<p>of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Materials (1)</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p>predators and prey.</p> <p>Forces and Magnets (3)</p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having 2 poles</li> <li>• predict whether 2 magnets will attract or repel each other,</li> </ul>	<p>including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>
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	<p>Materials (2)</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><u>DT- Mechanics-</u> Create products using levers, wheels and winding mechanisms.</p>	<p>depending on which poles are facing</p> <p>States of Matter (4)</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul> <p>Forces (5)</p> <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms including levers, pulleys and gears allow a smaller force to</li> </ul>
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		<p><u>DT- Mechanics-</u> Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product such as levers, winding mechanisms, pulleys and gears.</p>	<p>have a greater effect</p> <p><u>DT- Mechanics-</u> Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>
	Key Stage 1	Key Stage 2	
<u>Summer Content</u>	<p>Living things and Habitats (2)</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> </ul>	<p>Living things and Habitats (4)</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers</li> </ul>	<p>Living things and Habitats (5)</p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> </ul> <p>Living things and Habitats (6)</p> <ul style="list-style-type: none"> <li>• describe how living</li> </ul>

	<p>kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> </ul>	<p>to living things</p> <p>Rocks (3)</p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul>	<p>things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>• give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p>Evolution and Inheritance (6)</p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are</li> </ul>
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			<p>not identical to their parents</p> <ul style="list-style-type: none"><li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul>
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# Computer Science

Subject: <b>Computer Science</b>		Progression		
<b>HIGHLIGHT SKILLS AND CONTENT AS THEY ARE TAUGHT.</b>				
<b>Skills</b>	<b>Early Years</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
Key skills to be delivered across the phases.	<ul style="list-style-type: none"> <li>• Recognise that a range of technology is used in homes and in schools.</li> <li>• Use a simple application on a computer or mobile device.</li> <li>• Use computing devices to interact with age-appropriate applications.</li> <li>• Create simple representations of events, people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</li> <li>• Write and test simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Organise, store, manipulate and retrieve data in a range of digital formats.</li> <li>• Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</li> <li>• Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they</li> </ul>	<ul style="list-style-type: none"> <li>• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</li> <li>• Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</li> <li>• Understand computer networks including the</li> </ul>

			<p>offer for communication and collaboration.</p> <ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>
<b>Collecting and analysing data to be used</b>	• Use simple databases to	• Devise and construct	• Select appropriate	

throughout the year.		record information in areas across the curriculum.	databases using applications designed for this purpose in areas across the curriculum.	applications to devise, construct and manipulate data and present it in an effective and professional manner.
Links with DT & Computing across the year.		• Model designs using software.	• Control and monitor models using software designed for this purpose.	• Write code to control and monitor models or products.
Links with Art & Design Digital media		• Use a wide range of tools to create different textures, lines, tones, colours and shapes.	• Create images, video and sound recordings and explain why they were created.	• Enhance digital media by editing (including sound, video, animation, still images and installations).
Autumn Term  Coding	Motion	• Control motion by specifying the number of steps to travel, direction and turn. (Bebots, Espresso)	• Use specified screen coordinates to control movement. (Espresso, Hopscotch)	• Set IF conditions for movements. Specify types of rotation giving the number of degrees. (Espresso, Hopscotch)
	Looks	• Add text strings, show and hide objects and change the features of an object. (Bebots, Espresso)	• Set the appearance of objects and create sequences of changes. (Espresso, Hopscotch)	• Change the position of objects between screen layers (send to back, bring to front). (Espresso, Hopscotch)
	Sound	• Select sounds and control when they are heard, their duration and volume. (Bebots, Espresso)	• Create and edit sounds. Control when they are heard, their volume, duration and rests. (Espresso, Hopscotch)	• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. (Espresso, Hopscotch)



Draw	<ul style="list-style-type: none"> <li>Control when drawings appear and set the pen colour, size and shape. (Bebots, Espresso)</li> </ul>	<ul style="list-style-type: none"> <li>Control the shade of pens. (Espresso, Hopscotch)</li> </ul>	<ul style="list-style-type: none"> <li>Combine the use of pens with movement to create interesting effects. (Espresso, Hopscotch)</li> </ul>
Events	<ul style="list-style-type: none"> <li>Specify user inputs (such as clicks) to control events. (Bebots, Espresso)</li> </ul>	<ul style="list-style-type: none"> <li>Specify conditions to trigger events. (Espresso, Hopscotch)</li> </ul>	<ul style="list-style-type: none"> <li>Set events to control other events by 'broadcasting' information as a trigger. (Espresso, Hopscotch)</li> </ul>
Control	<ul style="list-style-type: none"> <li>Specify the nature of events (such as a single event or a loop). (Bebots, Espresso)</li> </ul>	<ul style="list-style-type: none"> <li>Use IF THEN conditions to control events or objects. (Espresso, Hopscotch)</li> </ul>	<ul style="list-style-type: none"> <li>Use IF THEN ELSE conditions to control events or objects. (Espresso, Hopscotch)</li> </ul>
Sensing	<ul style="list-style-type: none"> <li>Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). (Bebots, Espresso)</li> </ul>	<ul style="list-style-type: none"> <li>Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). (Espresso, Hopscotch)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. (Espresso, Hopscotch)</li> </ul>
Variables and lists		<ul style="list-style-type: none"> <li>Use variables to store a value.</li> <li>Use the functions define, set, change, show and hide to control the variables. (Espresso, Hopscotch)</li> </ul>	<ul style="list-style-type: none"> <li>Use lists to create a set of variables. (Espresso, Hopscotch)</li> </ul>
Operators		<ul style="list-style-type: none"> <li>Use the Reporter operators () + ()</li> </ul>	<ul style="list-style-type: none"> <li>Use the Boolean operators</li> </ul>

			<p>() - ()  () * ()  () / ()  to perform calculations.  (Espresso)</p>	<p>() &lt; ()  () = ()  () &gt; ()  ()and()  ()or()  Not()  to define conditions.  • Use the Reporter operators  () + ()  () - ()  () * ()  () / ()  to perform calculations.  Pick Random () to ()  Join () ()  Letter () of ()  Length of ()  () Mod () This reports the remainder after a division calculation  Round ()  () of ()  Espresso</p>
<p><b>Spring</b></p> <p><b>Connect with the wider world via email, skype, Twitter and social media.</b></p>	<ul style="list-style-type: none"> <li>• Participate in class social media accounts.</li> <li>• Understand online risks and the age rules for sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Give examples of the risks</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> </ul>	

		<p>posed by online communications.</p> <ul style="list-style-type: none"> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>
<p><b>Summer Animation</b></p>	<ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <p>Puppet Pals animations.</p>	<ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> </ul>

	Music composition	messages professionally. Puppet pals and simple stop go animations (iMotionHD). Music composition	<ul style="list-style-type: none"><li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li></ul> Stop go animations (iMotionHD) linked with background narration and sound. Music composition
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Geography

Subject: Geography	Progression		
<p><b>Early Years Skills</b></p> <ul style="list-style-type: none"> <li>• Talk about features of the immediate environment and how environments may differ from one another.</li> <li>• Know about similarities in relation to places, objects, materials and living things.</li> <li>• Make observations about animals and plants and explain why some things occur.</li> <li>• Talk about changes in environments.</li> </ul>			
Skills	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>To investigate places</b> (link to topic)</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local</li> </ul>

	<p>key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• 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.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p>area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• 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.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>
<p><b>To investigate patterns</b> (link to topic)</p>	<p>Understand geographical similarities and differences through studying the human</p>	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude,</li> </ul>

	<p>and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul>	<p>Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
<p><b>To communicate geographically</b> (link to topic)</p>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features,</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• <b>physical geography,</b> including: rivers, mountains, volcanoes and</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• <b>physical geography,</b> including:</li> </ul>



	<p>including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <ul style="list-style-type: none"> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<p>earthquakes and the water cycle.</p> <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• 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.</li> </ul>	<p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
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# History

Subject: History

Progression

**HIGHLIGHT SKILLS AND CONTENT AS THEY ARE TAUGHT.**

**Early Years Skills**

- Talk about past and present events in their own life and of family members.
- Use everyday language related to time.

<p><b>Skills</b></p>	<p><b>Key Stage 1</b> Subject content:</p> <ul style="list-style-type: none"> <li>○ Changes within living memory</li> <li>○ Events beyond living memory e.g. events beyond living memory.</li> <li>○ The lives of significant individuals (comparison of life in different periods e.g. Elizabeth 1 and Queen Victoria.</li> <li>○ Local history-significant events, people and places in their own locality.</li> </ul>	<p><b>Key Stage 2</b> Subject content:</p> <ul style="list-style-type: none"> <li>○ Ancient Greece</li> <li>○ Vikings</li> <li>○ Saxons</li> <li>○ A local history study</li> <li>○ Stone Age to Iron Age</li> <li>○ Achievements of the earliest civilizations</li> <li>○ Romans</li> <li>○ A non-European study</li> <li>○ An aspect of British history beyond 1066</li> </ul>	
	<p><b>Key Stage 1</b></p>	<p><b>Lower Key Stage 2</b></p>	<p><b>Upper Key Stage 2</b></p>
<p><b>To investigate and interpret the past</b></p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range</li> </ul>

	<p>about the past.</p> <ul style="list-style-type: none"> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<p>history.</p> <ul style="list-style-type: none"> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p>of evidence in order to justify claims about the past.</p> <ul style="list-style-type: none"> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<p><b>To build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic,</li> </ul>

		<p>cultural or religious diversity of past society.</p> <ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>cultural or religious diversity of past society.</p> <ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate,</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate,</li> </ul>

	<p>children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>• Use original ways to present information and ideas.</p>
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