VICTORIA
Primary School

CURRICULUM OVERVIEWS & KNOWLEDGE PROGRESSIONS

Cycle A 2023-24

Cycle B 2024-25

Version 2.1

VICTORIA PRIMARY SCHOOL, AINSWORTH DR, NOTTINGHAM NG2 1FX.

Contents

ART & DESIGN KNOWLEDGE Progression

Our Intent:

National curriculum purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

We believe that the knowledge and skills taught within Art lessons are essential for all children to understand the influence of cultural context in art and design, and to express themselves artistically.

Art and Design should be used as a building block to prepare our children for their place as experimental, inventive and creative members of society.

By the end of their primary school years, our pupils will be confident in reflecting on artwork through a broad knowledge and understanding of artists, designers and their work. They will use a range of artistic techniques to create their own artwork with independence and creativity.

Core Principles for the Teaching of Art and Design at Victoria Primary School

Pupils at Victoria Primary School learn through an Art and Design curriculum that will:

- develop inspiration and curiosity to express themselves and their feelings
- give children the confidence to make their own decisions, experiment and take risks
- explore the achievements of a diverse range of artists and designers
- develop knowledge and understanding through real life experiences of objects, materials, technical skills and artwork
- support their progressive use and application of a five-step process: understanding characteristics, generating ideas, practicing techniques, creating and evaluating
- ensure their accurate use of the vocabulary of the formal elements (line, colour, texture, pattern, shape & form, tone)
- enable reasoned explanation about their own creative decisions and think critically about the artistic decisions of others
- empower them to make considered links to real life cultural contexts

Area of Study and Key Concepts		Nursery and Reception	Year 1/2	Years 3/4	Years 5/6
Key Content **Cycle A**	**Autumn I**	**Emotions** **ELG 7 Fine Motor Skills** **ELG 16 Creating with Materials**	**Painting – Wax Resistant art** What is Batik art? What is wax and how can we use it in art? What colours make secondary colours?	*Textiles - Fastenings*	**Painting – (Georgia O'Keefe)** Who was Georgia O'Keefe? How did Georgia O' Keefe think about the composition of her paintings?

		ELG 17 Being Imaginative and Expressive	**How does the ratio of paint effect the outcome of the colour?**		How can I create a range of shades and tones to create dimension? **What brush stokes are used to create meaning?**
	Autumn II	**Celebrations** **ELG 7, 16, 17**	*Textiles - Pouches*	**Painting – Egypt Wall Paintings** What is the importance of the wall paintings? What did they use to make their paintings? What is the difference between tone, tint and shades? **How do different tints and shades create a 3D effect?**	*Mechanisms – Making a pop-up book*
	Spring I	**Animals Around Us** **ELG 7, 16, 17**	**Other Media – Birds - Sculpture (Wire)** Why do artist choose to use wire as their chosen medium? What types of sculptures are made of wire? How will joining techniques make it sturdy? **How does heat effect how malleable the metal becomes?**	Structures – Pavilions	**Other Media – Self-Portraits Sculpture (Clay)** What artists use clay as their art material? How can clays tool create the desired effect? How is texture formed using clay? **How did you refine and edit your design in the process?**
	Spring II	**Where We Live** **ELG 7, 16, 17**	*Structures – Constructing a Windmill*	**Other Media – Fruit Tiles (Clay)** Why is clay a preferred option for many artists? How can clays tool create the desired effect? How is texture formed using clay? **How did you ensure that you could adapt your tile as progressed?**	*Structures – Bridges*
	Summer I	**Globetrotters** **ELG 7, 16, 17**	**Painting – Van Gogh** Who was Vincent Van Gogh? What impact did emotions play in Van Gogh's artwork? How does colour theory play a role in modern art? **What painting techniques are used to create movement?**	Cooking & Nutrition – Eating Seasonally	**Painting – Climate Change (Sean Yoro)** Who is Sean Yoro? What impact does his nature art have on others? How can we layer colours to add dimension? **What painting techniques are used to create dimension and a 3D effect?**

	Summer II	**On The Stage** **ELG 7, 16, 17**	*Cooking & Nutrition – Fruit and Vegetables*	**Painting – Rangoli Patterns** What are Rangoli Patterns and why are they made? How can we use symmetry to enhance our design? How does different brush sizes help get the desired effect? **How does the amount of acrylic paint used on the brush have an effect on the outcome of the design?**	Cooking & Nutrition – What could be healthier?
Key Content **Cycle B**	**Autumn I**	**Emotions** **ELG 7, 16, 17**	**Drawing – Still Life – Feathers** What is still life? What is the difference between tone and shade? How does pencil pressure help to create the desired shades? **How does proportion make still life look realistic?**	*Electrical Systems – Torches*	**Drawing – Illustration - Kanako Damerun & Yuzuru Takasaki** Who are Kanako Damerun & Yuzuru Takasaki? What drawing techniques are used in Japanese art? How can I create movement when drawing clothes and hair? **How do artists make their drawings appear 3D rather than 2D?**
	Autumn II	**People Who Help Us** **ELG 7, 16, 17**	*Structures – Baby Bear's Chair*	**Drawing – Still Life – Healthy Food** What artists created still life? How does the composition of still life impact the audience's perspective? What is proportion and how can we recreate this in a drawing? **How does pencil pressure help to create dimension in the picture?**	*Mechanisms – Automata Toys*
	Spring I	**Animals Around The World** **ELG 7, 16, 17**	**Other Media – Andy Warhol – Printing** Who is Andy Warhol? What impact has he had on modern day society? (fashion, interior design, art) What are the different types of printing?	*Mechanisms – Pneumatic Toys*	**Other Media – (Recycle project) Ptolemy Elrington** Who is Ptolemy Elrington? Are sculptures important? What effects the malleability of a material?

			How does the amount of detail impact on the outcome when printing?		**How does your recycled art have an impact on the world?**
	Spring II	**Nature Around Us** **ELG 7, 16, 17**	*Mechanisms – Making a moving story nook*	**Other Media – Bird in the trees Mixed Media (Collage)** What is mixed media? How does mixed media allow you to express your own identity? How does colour effect emotion in my art? **How does the order of assembling mixed media matter?**	*Textiles - Fastenings*
	Summer I	**Artists and Designers** **ELG 7, 16, 17**	**Drawing – Observational Drawings** What is observational art and how do we make it look realistic? How do we represent movement in art? What drawing techniques do artists use? **How do artists distinguish between 2D and 3D art?**	*Cooking & Nutrition – Adapting a recipe*	**Drawing – Fothergill – Architecture** Who was Fothergill? What is architectural drawing? How does scale create a relationship from the real object to the drawing? **How does precision enhance the end produce?**
	Summer II	**Transport Now and Then** **ELG 7, 16, 17**	*Cooking & Nutrition – A Balanced Diet*	**Drawing – Light and Dark- Claude Monet** Who is Claude Monet? How does colour theory play apart in creating shades? How do we create light and dark through colour? **How do artists use a range of pressure to create dimension?**	*Cooking & Nutrition – Come Dine With Me*

EYFS Curriculum Progression

ELG 7: Fine Motor Skills			
	Direct Class Teaching	**Focused Activities**	**In the Environment**
N1	Use one-handed tools (pencils, brushes, scissors, spoons, forks, knives).	Watch and join in when the teacher models at the writing table or during Finger Gym activities. Use cutlery during dinner and snack time.	Use an appropriate grip while holding the one -handed tools.
N2	Use one-handed tools and equipment. Form recognisable shapes when making marks. Use a comfortable grip with good control when holding pens and pencils.	Begin to hold the pencil using tripod grip.	Gradually be less dependent on the help given by adults, to allow you to use tools independently.
N3	Pull up your zip (started by an adult). Show a preference for a dominant hand. Begin to show good pencil control when making marks.	Use scissors to make snips in different material. Watch adults modelling how to hold a pencil and make marks Adjust/self-correct your grip.	Refer to prompt cards demonstrating the right grip. Use a range of writing resources to su it your needs.
R1	Control a pencil to make marks. Use a tripod grip.	Insert and pull up your zip. Use scissors to make snips in different material, following a straight line. Use a tripod grip. Show good pencil control when tracing and making marks.	Thread beads onto string. Use the Tap a Shape resources. Use tweezers to pick up objects. Use a range of tools with increasing control (hole punch, scissors, glue).
R2	Use scissors to cut straight lines in different materials. Use a comfortable pencil grip (tripod) when making marks with increasing control.	Use a comfortable pencil grip when making marks with increasing control.	Manipulate small apparatus with increasing accuracy, to achieve your own goal. Use a range of tools confidently, safely and competently.
R3	Form upper- and lower-case letters accurately.	Use a tripod grip to enable efficient, fluent, and neat handwriting. Do up your shirt buttons.	Begin to show accuracy and care when drawing. Use small tools, such as scissors, paintbrushes and cutlery, with confidence.

ELG 16: Creating with Materials			
	Direct Class Teaching	**Focused Activities**	**In the Environment**
N1	Explore different materials freely to develop ideas about	Cut, fasten, and join.	Explore freely different materials (without the end-product in mind).

	how to use them and what to make. Explore different colours. Begin to join different materials. Notice different textures.	Use different materials/tools in many ways (model, demonstrate, pre-teach).	
N2	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with complexity and detail, such as representing a face with a circle and including details. Use drawings to represent ideas.	Draw and develop model making by pointing out and discussing key features and skills.	Add details to your drawings by selecting interesting objects to draw. Use a range of resources to draw from your imagination and observation.
N3	Explore colour and colour mixing.	Notice the mood and emotions in art by looking at different artists and their art. Explore and mix colours e.g. 'How does blue become green?'	Notice different artists and way of painting/drawing. Show different emotions in your drawings and paintings.
R1	Experiment with different materials and talk about their uses.	Combine ingredients, and heat and cool ingredients. Fold paper to achieve a desired effect. Know how different colours and materials can be combined to create things. Learn the names of different tools and their uses. Cut masking tape.	Explore how different materials sink and float. Explore light and investigate shadows.
R2	Join materials using glue, tape, treasury tags and string.	Explore different materials and develop ideas into more complex designs.	Use joining skills to achieve a desired outcome. Select the appropriate resource to join materials.
R3	Know the different uses and purposes of a range of media and materials. Share your creations, explaining the process you have used.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Make decisions about how to join materials. Make use of props and materials when role playing characters in narratives and stories.

ELG 17: Being Imaginative and Expressive			
	Direct Class Teaching	**Focused Activities**	**In the Environment**
N1	Engage in simple pretend play, using toys or objects to represent something else (even though they are not similar). Develop different stories using dolls, animals, construction blocks etc. Copy different sounds when playing simple musical instruments (sticks, shakers).	Use toys and props, and model telling stories. Make different sounds using musical instruments. Use simple musical instruments while singing rhymes.	Use role play in different areas of nursery, home corner, playdough, water, sand, etc. Explore musical instruments in continuous provision.
N2	Listen with increasing attention to sounds. Respond to what you have heard, expressing your thoughts and feelings. Remember and sing entire songs. Listen to a wide variety of music and songs from different cultures.	Experiment with different ways of playing musical instruments. Listen carefully and value your music by recording your pieces and asking others to copy your lead.	Listen to music while painting or drawing. Use appropriately a range of musical instruments. Play instruments with increasing control to express your feelings and ideas.
N3	Sing to match pitch. Sing the melodic shape (moving melody, such as up & down) of familiar songs. Sing a wide range of songs and rhymes. Pitch-match by using songs with or without words (use one-syllable sounds 'ba' or 'la'). Clap or tap the pulse of the song or music while singing or dancing.	Create your own songs, or improvise a song around one you know.	Use the song board to experiment and improvise. Use musical instruments inside and outside to improvise songs and music.
R1	Give meanings to marks made. Explore primary colours. Use self-resource equipment. Explore the sounds of a range of instruments. Listen to a variety of music. Express your feelings through movement to music.	Draw simple representations of people (including legs, arms, head and simple facial features).	Participate in pretend play. Develop narrative within play. Use open-ended resources to create 'small-world'. Use talk to pretend objects stand for something else e.g. the box is my castle. Use objects as representations of everyday objects. Explore materials.

	Remember the words in a range of songs. Create your own songs based on familiar songs. Copy the melody of a familiar song. Know that certain art belongs to different cultures e.g. Rangoli patterns.		Join materials using glue. Construct with a purpose in mind, using a variety of resources.
R2	Listen and respond to a variety of music. Discuss your choices when moving to music. Mix colours with black and white to create shades.		Explore primary and secondary colours through colouring mixing.
R3	Create and perform a variety of music. Interpret other people's movement. Invent, adapt and recount narratives and stories.	Evaluate your designs.	Mix colours to create desired colours for a purpose. Create a colour wheel using your knowledge of colour. Safely construct, with a purpose.

This is the disciplinary knowledge our children will know and remember:

Generating Ideas this covers how children will generate their own ideas and develop them further using a range of stimuli and using research to develop them further.

Using sketchbooks this covers how children will actively use their sketchbooks to build a portfolio to explore and record ideas, make annotations and develop their next steps in their work. These books will provide the steps the children have taken to create their final pieces.

Making Skills this covers the range of materials that will be used through drawing, sculpture, painting and mixed media. Children will have the opportunity to build on their knowledge of each medium and develop their techniques.

Analysing and evaluating this covers how the children will evaluate their own and others work. It also helps identify gaps and new adaptations the children will be able to develop in their future work.

Knowledge of artists this covers the range of artist the children will learn about. They will be exposed to a range of artists from different cultures and backgrounds as well as being able to compare and contrast them.

Formal elements this covers the elements that will be taught in art. These include; colour, form, shape, line, pattern, texture and tone. Children will explore all of the formal elements through each of the three concepts of drawing, sculpture, painting/ mixed media.

Art and Design Knowledge underpinning our curriculum:

Disciplinary- *know-how* and **Substantive -** *know*

Disciplinary Knowledge Use as additional prerequisites	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**KS3**
Generating Ideas	Observe and Copy an idea from an adult. Explore different materials freely to develop ideas about how to use them and what to make.	Observe and copy an idea. Recreate an ideas.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, Explore different media and techniques.	Generate ideas from a range of stimuli and carry out simple research. Use evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	National Curriculum: Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution.
Using Sketchbooks	Class sketchbook to use to save ideas,	*Use sketchbooks to explore ideas in an open-ended way.*	*Experiment in sketchbooks, using drawing to record* *ideas. Use sketchbooks to help make decisions about* *what to try out next.*	*Use sketchbooks for a wider range of purposes, for* *example recording things using drawing and* *annotations, planning and taking next steps in a making process.*	*Use sketchbooks purposefully to improve understanding,* *develop ideas and plan for an outcome.*	*Confidently use sketchbooks for purposes including* *recording observations and research, testing* *materials and working towards an outcome more* *independently.*	*Using a systematic and independent approach,* *research, test and develop ideas and plans using* *sketchbooks.*	*Using a systematic and independent approach,* *research, test and develop ideas and plans using* *sketchbooks.*	National Curriculum: to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
Making Skills **Drawing** **Painting** **Other Media**	Use one-handed tools (pencils, brushes, scissors) Use an appropriate grip. *Make marks for enjoyment* while colouring. Make marks using chunky felt tips and big pieces of paper. Use a range of drawing and writing	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-	National Curriculum: to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials

	equipment (clipboards, notepads, chalk etc.) Use one-handed tools and equipment. Form recognisable shapes when making marks. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with complexity and detail, such as representing a face with a circle and including details. Use drawings to represent ideas. Begin to show good pencil control when making marks. Explore colour and colour mixing. Explore different colours. Begin to join different materials. Notice different textures. Cut, fasten, and join. Use different materials/ tools in many ways (model,	Use scissors to cut straight lines in different materials. Begin to show accuracy and care when drawing. Use small tools, such as scissors, paintbrushes with confidence. Know the different uses and purposes of a range of media and materials Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome. Mix colours with black and white to create shades. Explore primary and secondary colours through colouring mixing. Mix colours to create desired	range of marks through experimentation building skills and vocabulary. Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. **Sculptural birds:** I can use first-hand observation to comment on similarities/differences of wire art. I can manipulate wire to create a desired shape. I can explore how to join and fix things into position. I can create 3D forms of my design by using a joining technique. Use their hands to manipulate a range of modelling materials, including	grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects. **Sculptural birds:** I can use first-hand observation to comment on features/patterns/ similarities /differences of wire art. I can manipulate wire to create a desired shape with increasing accuracy. I can explore how to join and fix things into position	further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of	Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Explore how different materials can be shaped and joined, using more complex techniques	independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects. Investigate how scale, display location and interactive	making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition .. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.	

	demonstrate, pre-teach). Explore freely different materials (without the end-product in mind). Use scissors to make snips in different material. Watch adults modelling how to hold a pencil and make marks Adjust/self-correct your grip. .	colours for a purpose. Create a colour wheel Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough. Experiment with different materials and talk about their uses. Use objects as representations of everyday objects. Join materials using glue. Construct with a purpose in mind, using a variety of resources. Use a range of tools confidently, safely and competently Make decisions about how to join materials. .	paper and card.. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.	and replicate these. I can create 3D forms of my design by using a range of joining techniques. Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	collecting ideas. Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.	such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.	Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.	

Evaluating and Analysing	*Talk about their artwork, stating what they feel they did well.*	*Share your creations, explaining the process you have used.* *Evaluate your designs.*	*Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.*	*Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use* *sketchbooks as part of the problem-solving process and make changes to improve their work.*	*Build a more complex vocabulary when discussing their own and others' art.* *Evaluate their work more regularly and independently during the* *planning and making process.*	*Discuss the processes used by themselves and by* *other artists, and describe the particular outcome* *achieved.* *Use their knowledge of tools, materials and processes* *to try alternative solutions and make improvements to* *their work.*	*Give reasoned evaluations of their own and others* *work which takes account of context and intention.* *Independently use their knowledge of tools, materials* *and processes to try alternative solutions and make* *improvements to their work.*	*Give reasoned evaluations of their own and others* *work which takes account of context and intention.* *Independently use their knowledge of tools, materials* *and processes to try alternative solutions and make* *improvements to their work.*	<u>National curriculum:</u> to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

<u>This is the substantive knowledge our children will know and remember:</u>

Substantive Knowledge Use as additional prerequisites	**EYFS**	**KS1**	**LKS2**	**UKS2**	**KS3**
Knowledge of Artists	Enjoy looking at and talking about art. Notice the mood and emotions in art by looking at different artists and their art. Notice different artists and way of painting/drawing. Show different emotions in your drawings and paintings. Know that certain art belongs to different cultures e.g. Rangoli patterns.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	<u>National Curriculum:</u> develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to

					the present day.
Formal Elements **Colour**	Begin to explore colour and the process of mixing colours. Use their drawings to represent their ideas. Explore a range of materials to make sense of how they can use these. *Begin to share and explain their processes they have used.* Independently select and the use the appropriate resources for their creations. Have good control when using Art Equipment. Know how different colours and materials can be combined to create things.	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: • Red + yellow = orange • Yellow + blue = green • Blue + red = purple Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside	Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	
Form		Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional artwork changes the effect of the piece. To know that the surface textures created by different materials can help suggest form in two-dimensional art work.	
Shape		Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it. Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects. To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object. To know how an understanding of shape and space can support creating effective composition.	

Line		Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings. Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. To know how line is used beyond drawing and can be applied to other art forms.	
Pattern		Know that a pattern is a design in which shapes, colours or lines are repeated. Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	
Texture		Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks. Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials. To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.	

Tone		Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape. Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork. To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.	

This is how Art helps us to socially develop

This is how are children will develop socially and emotionally through the Art and Design curriculum

EYFS	KS1	LKS2	UKS2
Talk about their artwork, stating what they feel they did well. *Describe and compare features of their own and other's artwork.* *Use sketchbooks to explore ideas in an open-ended way.* *Begin to share and explain their processes they have used.*	*Talk about their ideas and opinions.* *Share thoughts about their own and other's artwork, Talk about how they could improve their own work.* *Use sketchbooks to show emotions.* *Experiment in sketchbooks, using drawing to record* *ideas. Use sketchbooks to help make decisions about what to try out next.*	*Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.* *Use sketchbooks to record observations, noting feelings about their own and other artwork.*	*Give and share evaluations of their own and others work and give constructive feedback.* *Use sketchbooks to communicate ideas, thoughts and emotions about different pieces of artwork.* *To consider how colour can create an atmosphere and represent feelings.*

Computing KNOWLEDGE Progression

Our Intent:

National curriculum purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world

Curriculum Rationale: Computing

We believe that the knowledge and skills taught within Computing lessons are essential to create digitally literate children, who have the skills to navigate a changing technological landscape. Computing should be used as a building block to prepare our children for their place as creative, responsible and critical members of a digital and technological society. By the end of their primary school years, our pupils will be confident in using their knowledge and understanding to work with a range of software, decompose and solve problems, and protect themselves and others online.

Core Principles for the Teaching of Computing at Victoria Primary School

Pupils at Victoria Primary School learn through a Computing curriculum that will:

- develop excitement and curiosity about natural and artificial systems
- give children the confidence to approach new or unfamiliar technologies
- explore problems through an analytical approach
- develop knowledge and understanding through meaningful practical activities
- support their progressive use and application of computational thinking approaches
- ensure their accurate use of the vocabulary of computer science and digital literacy
- enable reasoned explanation of computational thinking concepts
- empower them to make responsible decisions in real life contexts

Computer Science this covers programming (both block-based and text-based), including computational thinking using web-based software such as Scratch. Pupils across Key Stage 1 and 2 will write code to program physical and on-screen objects, interactive games and use text-based language, such as HTML and Python by the end of Key Stage 2.

Information Technology this covers the use of applications to create digital content, including document creation and editing, video making, digital art, graphic design, animation, 3D modelling and website building.

Digital Literacy this covers skills to find, evaluate, utilise and share using technologies and the Internet. This includes important e-safety and internet research skills, as well as an understanding of computer networks in Key Stage 2.

- *eSafety*
- *Computational Thinking*
- *STEM*
- *The Arts*
- *Nottingham?*

Computing Knowledge underpinning our curriculum

Substantive - *know* **and Disciplinary-** *know how*

Area of Study and Key Concepts	Early Years	Year 1/2	Years 3/4	Years 5/6
Key Content Cycle A	Emotions	Online Safety (1.1) Effective Searching (2.5)	Online Safety (3.2) Simulations (3.7)	Online Safety (5.2) 3D modelling (5.6)
	Celebrations	Technology Outside of School (1.9) Lego Builders (1.4) Grouping and Sorting (1.2)	Touch Typing (3.4)	Spreadsheets (5.3)
	The Meadows	Creating Pictures (2.6)	Coding (3.1)	Game Creator (5.5)
	Animals Around Us	Spreadsheets (1.8)	Spreadsheets (3.3) Graphing (3.8)	Concept Maps (5.7)
	Globetrotters	Coding (1.7)	Email (3.5)	Coding (5.1)
	On The Stage	Pictograms (1.3)	Branching Databases (3.6)	Networks (6.6) Spreadsheets* (6.9)
Key Content Cycle B	Emotions	Online Safety (1.1) Maze Explorers (1.5)	Online Safety (4.2) Effective Searching (4.7)	Online Safety (6.2) Blogging (6.4)
	People who help us	Online Safety (2.2) Questioning (2.4)	Coding (4.1)	Coding (6.1)
	Animals around the World	Animated Story (1.6)	Writing for Different Audiences (4.4)	Text Adventures (6.5)
	Nature Around Us	Making Music (2.7) Spreadsheets (2.3)	Logo (4.5) Hardware Investigators (4.8)	Spreadsheets (6.3)
	Artist & Designers	Coding (2.1*)	Spreadsheets (4.3)	Quizzing (6.7)
	Transport: Now and Then	Presenting Ideas (2.8)	Animation (4.6)	Networks (6.6) Spreadsheets* (6.9)

Computing principles within the EYFS Early Learning Goals

	ELG1	ELG10	ELG12	ELG13	ELG14	ELG17
Computer Science	Answer simple questions about 'who', 'what', 'where' and 'why'. Ask and respond to statements and questions. Answer 'why' and 'how' questions. Respond to a two-part instruction e.g. 'get your coat and wait by the door'. Follow directions.		Solve real world mathematical problems with numbers up to 5. Compare quantities using language 'more than', 'fewer than', 'less than'. Talk about different shapes and their properties. Understand different position through words (the bag is under the table). Select shapes appropriately for stacking or building.	Sequence key events e.g. from your life, from a familiar story.	Create a simple map of their immediate environment e.g. classroom, playground, the Meadows. Ask questions and make comments on other people's family.	
Information Technology	Show an understanding of how to look after our classroom and equipment.	Use apps on tablets to make marks. Trace simple patterns. Make books using photos from previous activities. Copy some letters from your first name. Begin to write initial sounds. Use a range of drawing and writing equipment.	Create and extend ABAB patterns. Explain and fix errors in patterns. Know which numbers are odd and which are even (to 10). Find and sort shapes with the same properties Notice patterns in stories and rhymes		Draw information from a simple map.	Use toys and props, and model telling stories. Make different sounds using musical instruments. Use simple musical instruments while singing rhymes.
Digital Literacy	Respond to what others are saying. Listen in 1:1 and small group conversations. Ask and respond to statements and questions.			Visit a local area with historical importance. Talk about events that happened in the past. Compare the past and present.	Know some similarities and differences between religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries. Celebrate and value cultural, religious and community events and experiences (Sports Day, Eid).	Engage in simple pretend play, using toys or objects to represent something else (even though they are not similar). Develop different stories using dolls, animals, construction blocks etc. Copy different sounds when playing simple musical instruments (sticks, shakers).

This is the disciplinary knowledge our children will know and remember:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
National Curriculum	**Children should be taught to:** *-Understand what algorithms are; how they are implemented as programs on digital* *devices; and that programs execute by following precise and unambiguous instructions* *-Create and debug simple programs* *-Use logical reasoning to predict the behaviour of simple programs*		**Children should be taught to:** -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs				**At KS3 pupils should be taught to:** *-Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems* *-Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem* *-Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions* *-Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]* *-Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.*
	Coding -To know how to follow and create simple **instructions** -To know how to plan and make a simple computer **program** -to know how to use an event to control an object	**Coding** -To know how to create a computer program using an **algorithm** -To know how to interpret and **debug** simple programs **Grouping and Sorting** -Know how to **sort** items using arrange of criteria	**Coding** -To know how to use a **flowchart** to create a computer program -To know how to run, test and **debug** their own programs -To know how to change **properties** of any object in a program they have made -To know how to interpret and debug simple programs	**Coding** -To know how to create a playable game in a **block coding** environment -To know how an **IF / ELSE** statement works -To know how to use **variables** in programming *-To know how to use **coordinates** in programming* **Logo** -To know how to **input** simple instructions in Logo language	**Coding** -To know how to create a simple **simulation** **-**To know how to simplify **code** in order to make it more efficient **-**To know how to set and change **variable values** in code **Game creator** *-To know how to plan make and **evaluate** a simple game*	**Coding** - To know how 2Code can be used to make a **text-based** adventure game -To know how to implement a game which includes timers and a score -To know how to use multiple **functions** -To know how to arrange code in multiple **tabs** -To know how to attribute **variables** to user **input** **Text Adventures** -To know how to recall existing knowledge to support coding a map-based adventure game. (**functions, IF/ELSE, repetition**)	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
National Curriculum	**Children should be taught to:** *-use technology purposefully to create, organise, store, manipulate and retrieve digital content* *-recognise common uses of information technology beyond school*		**Children should be taught to:** *-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*				**At KS3 pupils should be taught to:** *-Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users* *-Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability*
	Spreadsheets -know how to enter **data** into spreadsheet **cells** -know how to add images to cells -know how to use some tools within spreadsheets **Creating Pictures** -know how to recreate impressionism, surrealism and Pointillism using features within 2Paint a Picture - know how to create repeating patterns	**Spreadsheets** -know how to create a counting machine -know how to **copy, cut and paste** in spreadsheet software -know how to use a spreadsheet to perform calculations -know how to create a manual **block graph** within a spreadsheet from data **Animated Story** **-**to know how to create, improve and share digital **interactive** stories **Making Music** **-**know how to make forms of music (digitally) **Pictograms** -know how to record results in a **pictogram** format	**Spreadsheets** -know how to create **tables and graphs** from data -know how to use various features to support solutions to calculations -know how to describe a **cell** location -know how to find specified l**ocations** **Graphing** -know how to select the most appropriate **chart** type **Branching Databases** -know how to complete, edit and **debug** a **branching database** -know how to sort objects using just **YES / NO**	**Spreadsheets** -know how to **format** cells as **currency, percentage, decimal or fraction** -know how to use formula **wizard tool** -know how to use spreadsheet to **model** real life situations **Writing for Different Audiences** -know how **font** size and style can affect the impact of a text **Animation** -know how **animations** are created by hand and using computers	**Spreadsheets** -know how to use **formulae** within a spreadsheet to convert measurements -know how to create formulae that use text **variables** with increasing **complexity** (eg. Perimeter of a shape) **Databases** -know how to search on, create and edit a shared database **Modelling** -know how to **design, refine** and **print** a 3D model	**Spreadsheets** -know how to create a spreadsheet to help answer mathematical questions relating to **probability** and discounts and final price sales -know how to use a spreadsheet to help plan actions. (*Eg. Create a spreadsheet to plan how to spend pocket money and the effect of saving*) **Quizzing** -know how to create activities for younger children using 2DIY -know how to give and respond to feedback based on quizzes made -know how to use multiple pieces of **software** to enhance a quiz	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
National Curriculum	**Children should be taught to:** *-use technology purposefully to create, organise, store, manipulate and retrieve digital content* *-recognise common uses of information technology beyond school*		**Children should be taught to:** *-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* *-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration* *-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*				**At KS3 pupils should be taught to:** **-**understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their

	Online Safety -know how to **log in** safely -know how to **navigate** to a **document** area -know how to use search to l**ocate applications** and resources -know how to **open, save and print** work -know how to enhance work by adding **text and images** **Effective Searching** -know how to navigate a **web search results page** -know how to use the **internet** to some degree for answers to a quiz	**Online Safety** -to know how **searches** can be refined	**Online Safety** -beginning to know how to search the internet and how to **think critically** about the results -to know how to contribute to a **blog** with clear and **appropriate** messages **Email** -to know how to open and respond to **email** -to know how to use an email environment safely including the importance of a **draft** -know how to add **attachments**	**Effective Searching** -to know how to identify if an information **source** is true and **reliable**	**Online Safety** -to know how to think **critically** about information they share online -to know how to select **keywords** and **search** techniques to find **relevant** information and increase **reliability**	**Online Safety** -to know how and why people share their information -to know how their knowledge of appropriate online behaviours can protect themselves	online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns *-Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems*

This is the substantive knowledge our children will learn:

Substantive Knowledge Use as additional prerequisites	**KS1**	**LKS2**	**UKS2**	**Year 7**
Computer Science	**Coding** -to know what instructions are and can predict what might happen when they're followed -to know what object, actions and backgrounds are within a coding environment - to know what an event is -to know that an algorithm is a set of instructions -to know that collision detection is an event type in coding -to know the function of buttons in the coding environment	**Coding** -to know what a flowchart is and how they're used in computing -to know what repeat command is - to know what a timer is and how it's used -to know what nesting is -to know what selection is in computer programming -to know what a variable is in programming **Logo** -to know the structure of the coding language in Logo -to know how to input simple instructions -to know how to create letter shapes	**Coding** -to know what decomposition and abstraction are in computer science -to know what a function is in coding and how to use them - to know what strings are and how to use them -to know some of the common ways that text variables can be used in programming -to know and use concatenation **Game Creator** -to know what some of the main elements are that make a successful game	

		-to know what the repeat function is and what its functions are -to know what procedures are and build them	**Text Adventures** -to know what a text-based adventure is -to know the difference between a map-based game and a sequential story-based adventure	
Digital Literacy	**Online Safety** -to know the importance of logging out of an account -know that digitally created work can be shared with others -know about the possibility of sharing globally -know that email is a type of communication -know that there is an appropriate way to communicate online -know that information online creates a digital footprint -know some steps that can be taken to keep personal data secure -know the premise of what effective Internet searching is	**Online Safety** -know what makes a safe password -know all the common ways people communicate online -know what a blog is for -know that some information on websites may not be true -know why there are age restrictions -know where to turn to for help if they come across inappropriate material -expand on understanding of our digital footprint -know how to protect from identity theft -know risks and benefits of installing software -know appropriate behaviour -know what plagiarism is and its consequences -know the positive and negative influences technology has on health and the environment -know the importance of balancing screen time with non-screen time **Email** -to know strengths and weaknesses of different methods of communication -to know what CC means and how to use it	**Online Safety** -know, in more detail, the impact that sharing content can have -know the responsibilities they have for their online behaviour -know about maintaining secure passwords -know about image manipulation and its positives and negatives -know what is meant by appropriate and inappropriate content -know the importance of citing others -know about dangers of location broadcasting -know what secure sites are -have greater knowledge of how to make more informed choices of how free time is used -know the effects on individual health when having too much screen time	Legal Issues Students will consider the following laws: • The Computer Misuse Act • The Freedom of Information Act • The Data Protection Act • The Copyright, Designs & Patents Act • The Creative Commons License Ethical Issues • The Internet & Big Data • Censorship • 'Computers in the Workforce' - The automation of human labour • WFH – Working From Home: The Social and Cultural Impact Online • Digital Footprint • Viral Media • Cookies • GDPR
Information Technology	**Spreadsheets** -know what a spreadsheet is including cells, rows and columns -know basically what a spreadsheet can do -know what totalling tools are and how to use them **Creating Pictures** -know the purpose and benefits of painting software	**Animation** -know what onion skinning is -know that animations can be enhanced using features in software such as background and sounds -know what 'stop motion' animation is	**Databases** -know the different ways to search for information in a database -know what fields are and know how to correctly add information **Modelling** -know the effect of moving points when designing **Quizzing**	

	Animated Story -know what ebooks are -know of software that allows users to create interactive stories **Pictograms** -know that data can be represented in a picture format		-know about different question types within quizzing software tools such as 2Quiz	

This is how Computing helps us to socially develop

This is how are children will develop socially and emotionally through our Computing curriculum

	EYFS	KS1	LKS2	UKS2
Developing socially and emotionally, involved and engaged, developing character and values,	Show an understanding of how to look after our classroom and equipment. Visit a local area with historical importance. Talk about events that happened in the past. Compare the past and present.	**Online Safety** *-know that digitally created work can be shared with others* *-know about the possibility of sharing globally* *-know that there is an appropriate way to communicate online* *-know that information online creates a digital footprint* *-know some steps that can be taken to keep personal data secure*	**Online Safety** *-know what makes a safe password* *-know all the common ways people communicate online* *-know that some information on websites may not be true* *-know why there are age restrictions* *-know where to turn to for help if they come across inappropriate material* *-expand on understanding of our digital footprint* *-know how to protect from identity theft* *-know appropriate behaviour* *-know what plagiarism is and its consequences* *-know the positive and negative influences technology has on health and the environment* *-know the importance of balancing screen time with non-screen time* **Email** *-to know strengths and weaknesses of different methods of communication* *beginning to know how to search the internet and how to **think critically** about the results* *-to know how to use an email environment safely including the importance of a **draft*** *-to know how to identify if an information **source** is true and **reliable***	**Online Safety** *-know, in more detail, the impact that sharing content can have* *-know the responsibilities they have for their online behaviour* *-know about maintaining secure passwords* *-know about image manipulation and its positives and negatives* *-know what is meant by appropriate and inappropriate content* *-know the importance of citing others* *-know about dangers of location broadcasting* *-know what secure sites are* *-have greater knowledge of how to make more informed choices of how free time is used* *-know the effects on individual health when having too much screen time* *to know how to think **critically** about information they share online* *-to know how to select **keywords** and **search** techniques to find **relevant** information and increase **reliability*** *-to know how and why people share their information* *-to know how their knowledge of appropriate online behaviours can protect themselves*

Computing Enquiry Questions

	Year 1/2	Year 3/4	Year 5/6
Key Content Cycle A	**Online Safety (1.1)** What is a password and why should we keep them safe? How can I save my work safely? Why do we log out of computers? **How do I use Purple Mash safely?** **Effective Searching (2.5)** What is a search engine? How can I search the internet? What information can you find on the internet? **How can I search effectively?**	**Online Safety (3.2)** What is a password and why should I keep it safe? How do I know if I am old enough to play a computer game? Is everything I read on the internet true? **How can I find reliable information online?** **Simulations (3.7)** What is a computer simulation? What kinds of computer simulation are there? What is modelling? **Are there any problems with simulations?**	**Online Safety (5.2)** Who do I tell if I see anything online that makes me upset or scared? Why are passwords so important? What is a reference? **How can I make a secure password that I can remember?** **3D modelling (5.6)** What is CAD? What are the different view of an object available in 2Design and Make? How is CAD software used in industry? Give some examples. **Explain how you could design and make a 3D model using 2Design and Make.**
	Technology Outside of School (1.9) What is technology Where is technology found? What problems does technology solve? **How does technology make our lives better?** **Lego Builders (1.4)** What is an instruction? What are instructions used for? Why do we need to debug code? **It doesn't matter what order the instructions are in. Do you agree or disagree?** **Grouping and Sorting (1.2)** In what ways can we sort objects? What is the point of sorting objects? What programs could you use to sort things.	**Touch Typing (3.4)** What does it mean 'to type'? When is typing used? What is a keyboard? **Why should I type certain keys with certain fingers?**	**Spreadsheets (5.3)** What is a formula? How would you add a formula so that the cell shows the product of two other cells? What would you use in 2Calculate to have a cell that automatically calculates the number of days since a certain date? **Explain what a spreadsheet model of a real-life situation is and what it can be used for?**

	Always, Sometimes, Never. Sorting makes things easier.		
	<u>Creating Pictures (2.6)</u> What are the main features of Impressionism? What are the main features of Pointillism? What are the main features of Surrealism? **How can you use technology to make different types of picture?**	**<u>Coding (3.1)</u>** What does repeat mean in computer programming? What is nesting? What is the difference between 'timer after' and 'timer every'? **Why is it useful to use a flowchart to design a computer program?**	**<u>Game Creator (5.5)</u>** What is animation? What makes a good computer game? What is the 2DIY3D tool on Purple Mash? **Why is it important to continually evaluate your game?**
	<u>Spreadsheets (1.8)</u> What does a spreadsheet look like? What is data? What could you use a spreadsheet for? **How could using a spreadsheet save time?**	**<u>Spreadsheets (3.3)</u>** How can you locate cells in an advanced mode spreadsheet? What are some different ways of collecting data? What different ways can data be presented? **How can you make a 3 times table machine using the spin tool? Could you use the equals tool to check your answer?** **Graphing (3.8)** What is a graph? What are the frame lines on the graph called? What different kinds of graphs are there? **How can you decide what type of graph would be best to present data? Can you give examples?**	**<u>Concept Maps (5.7)</u>** What is a concept map? What is a node? How is information arranged on a concept map? **How does a concept map help share ideas?**
	Coding (1.7) What is coding? What is an event? Why is it useful to design before coding? **How do you make characters move in a 2Code program?**	**Email (3.5)** What is email? What is an attachment? What information can you send in an email? **What should you do if you receive an email that makes you upset or scared?**	**<u>Coding (5.1)</u>** What does simulating a physical system mean? What does the term Decomposition mean? What does the term abstraction mean? **Describe how you would use variables to make a timer**

			countdown and a scorepad for a game.
	Pictograms (1.3) What is data? What does it mean to 'record results'? What is a pictogram? **When might you choose to use a pictogram?**	**Branching Databases (3.6)** What is data? What is a database What is a branching database? **How can a branching database be used to solve problems?**	**<u>Networks (6.6)</u>** Who is Tim Berners Lee? What is the difference between a LAN and a WAN? What is the difference between the Internet and the World Wide Web? **How do schools access the internet?** **<u>Spreadsheets* (6.9)</u>** What is a spreadsheet used for? How do you carry out a multiplication calculation? How does using the SUM function save time? **How can a spreadsheet help solve problems?**
Key Content Cycle B	**<u>Online Safety (1.1)</u>** What is a password and why should we keep them safe? How can I save my work safely? Why do we log out of computers? **How do I use Purple Mash safely?** **<u>Maze Explorers (1.5)</u>** What is an algorithm What does it mean to debug? How do you undo a mistake on 2Go? **How could the 2Go program be used in real life?**	**<u>Online Safety (4.2)</u>** What is Spam? What is meant by a digital footprints? What is plagiarism? **Identify some positive and negative influences of technology on your health and the environment.** **<u>Effective Searching (4.7)</u>** What is a search engine? When would you use a search engine? What is a 'balanced view'? **How could you assess whether a source is true or reliable?**	**<u>Online Safety (6.2)</u>** What is a digital footprint? Why do you need to be aware of the dangers of being online? Why is it important to think about how much time you use a screen for? **What measure could you put in place for yourself in order to stay safe online?** **<u>Blogging (6.4)</u>** What is a blog? What can a blog be about? How can audiences be involved in a blog? **If were to write a blog, what would it be about and why? Would you be worried about the audience's participation?**
	<u>Online Safety (2.2)</u> What is an email?	**<u>Coding (4.1)</u>** What is a variable?	**<u>Coding (6.1)</u>** What is meant by 'decomposition'?

	What is a search bar? What is a digital footprint? **How should you behave when acting online?** **Questioning (2.4)** What is a pictogram? What is a database? How is information organised in a binary tree? **What would you like to make a pictogram about? Why?**	What is an if/else statement? In coding, what does the term 'nest' mean? **Explain the stages of the design, code, test, debug coding process.**	What is an 'input'? What is a function in coding? Give an example that you have used in 2Code Gorilla. **Why would you use Tabs in 2Code Gorilla?**
	Animated Story (1.6) What is an animated story? What is an ebook? **How can I improve my story?**	**Writing for Different Audiences (4.4)** What is a font? Give examples of where fonts are used? **Why should I change the font when I am writing?**	**Text Adventures (6.5)** What is a sprite? What is a text-based game? What does debug mean? **How can planning a text-based adventure improve it?**
	Making Music (2.7) What is meant by digital music? What does compose mean? What is it meant by the tempo of the music? **How can you change how your music sounds?** **Spreadsheets (2.3)** What is a spreadsheet? What does copy and paste mean? What does the totalling tool do? **How could a spreadsheet help you when you are planning some shopping?**	**Logo (4.5)** What are the 'Logo' commands? What is multi-line mode? Why would you use the 'penup' command? **How can using the repeat button help draw shapes?** **Hardware Investigators (4.8)** Define CPU Define Motherboard Define RAM **What is the difference between hardware and software? Do you need both?**	**Spreadsheets (6.3)** What is a computational model? What can a computational model be used for? How would you add a formula so that the cell shows the total of a column of cells? **If you were going to use a spreadsheet to plan your dream holiday, what data would you collect to cost the trip? How would using a spreadsheet help you?**
	Coding (2.1*) What is an algorithm?	**Spreadsheets (4.3)**	**Quizzing (6.7)**

	Why are algorithms useful in coding? What is debugging? **If you are good at coding,** **you don't need to debug. Is** **this true?**	Give an example of the data that could be best represented by a line graph. What is the formula wizard? Explain what a spreadsheet model of a real-life situation is and what it can be used for? **How would you add a formula so that the cell shows the percentage score for a test?**	What are three different types of question in 2Quiz? What factors do you need to consider when creating a quiz? Apart from the questions, what else does a quiz need to contain? **Explain how you would decide what type of question to use in a quiz?**
	<u>Presenting Ideas (2.8)</u> What is a presentation? What sort of information could you present? What are some different ways you could present information to an audience? **What do we need to think about when planning a presentation?**	**<u>Animation (4.6)</u>** What is onion skinning? What is stop motion animation? What is FPS? **What makes a good animation? How can you improve yours?**	**<u>Networks (6.6)</u>** Who is Tim Berners Lee? What is the difference between a LAN and a WAN? What is the difference between the Internet and the World Wide Web? **How do schools access the internet?** **<u>Spreadsheets* (6.9)</u>** What is a spreadsheet used for? How do you carry out a multiplication calculation? How does using the SUM function save time? **How can a spreadsheet help solve problems?**

Design & Technology KNOWLEDGE Progression

Our Intent:

National Curriculum purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Curriculum Rationale: Design & Technology

We believe that the knowledge and skills taught within D&T lessons are essential for all children to think about problems and intervene creatively to solve them. D&T should be used as a building block to prepare our children for their place as analytical, critical thinking and innovative members of society. By the end of their primary school years, our pupils will be confident in using their knowledge and understanding as transferrable skills to respond to current and future technological and nutritional problems.

Core Principles for the Teaching of Design & Technology at Victoria Primary School

Pupils at Victoria Primary School learn through a D&T curriculum that will:

- develop interest and engagement about end-user wants and needs
- give children the confidence to trial different approaches to achieve a goal
- explore and evaluate existing products and their impact in real life and online
- develop knowledge and understanding through purposeful practical projects with high-quality outcomes
- support their progressive use and application of the four-step project process: research, design, make and evaluate
- ensure their accurate use of technical vocabulary
- enable reasoned explanation about the impact of their designs and products
- empower them to make considered links to real life contexts

Curriculum Overview

TEXTILES | STRUCTURES | MECHANISMS | ELECTRICAL SYSTEMS | COOKING AND NUTRITION

	Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	**Autumn 1**	Emotions	***Painting –*** *Wax Resistant Leaves*		***Textiles – Fastenings***		***Painting –*** *Flowers (Georgia O'Keefe)*	
	Autumn 2	Celebrations	***Textiles - Pouches***		***Painting –*** *Egypt Wall Paintings*		***Mechanisms – Making a pop-up book***	
	Spring 1	The Meadows	***Other Media –*** *Birds - Sculpture (Wire)*		***Structures - Pavilions***		***Other Media –*** *Self-Portraits Sculpture (Clay)*	
	Spring 2	Animals Around Us	***Structures – Constructing a Windmill***		***Other Media –*** *Fruit Tiles (Clay)*		***Structures - Bridges***	
	Summer 1	Globetrotters	***Painting –*** *Van Gogh*		***Cooking & Nutrition – Eating Seasonally***		***Painting –*** *Climate Change Sean Yoro (Georgia O'Keefe)*	
	Summer 2	On the Stage	***Cooking & Nutrition – Fruit and Vegetables***		***Painting –*** *Rangoli Patterns*		***Cooking & Nutrition – What could be healthier?***	
Cycle B	**Autumn 1**	Emotions	***Drawing –*** *Still Life -* *Feathers*		***Electrical Systems - Torches***		***Drawing –*** *Illustration - Kanako Damerun & Yuzuru Takasaki*	
	Autumn 2	People who help us	***Structures – Baby Bear's Chair***		***Drawing –*** *Still Life – Healthy Food*		***Mechanisms – Automata Toys***	
	Spring 1	Animals around the World	***Other Media –*** *Andy Warhol -* ***Printing***		***Mechanisms – Pneumatic Toys***		***Other Media*** *- Multimedia*	
	Spring 2	Nature Around Us	***Mechanisms – Making a Moving Storybook***		***Other Media –*** *Bird in the trees Mixed Media (Collage)*		***Electrical Systems – Steady Hand Game***	
	Summer 1	Artist & Designrs	***Drawing –*** *Observational Drawings*		***Cooking & Nutrition – Adapting a recipe***		***Drawing –*** *Fothergill's Architecture*	
	Summer 2	Transport: Now and Then	***Cooking & Nutrition – A Balanced Diet***		***Drawing –*** *Light and Dark- Claude Monet*		***Cooking & Nutrition – Come dine with me***	

D&T Enquiry Questions

Substantive Knowledge

Disciplinary Knowledge

THREAD	Topic	Key Assessment Question
TEXTILES	Pouches	What is sewing? What are stitches? Why should we tie a knot after a final stitch? **How can you ensure a high-quality stitch?**
	Fastenings	What is a fastening? How are fastenings used? Why are prototypes important to the making process? **In what ways can you be accurate when making and testing?**
STRUCTURES	Constructing a Windmill	What is a structure? How does an axel work? What shapes provide excellent stability? **Why is it important to have a clear design criteria?**
	Baby Bear's Chair	How can materials be changed to add stability? What is a 'strong' structure? What is a 'stiff' structure? **How do you identify and fix the weakest point of a structure?**
	Pavilions	What is a frame structure? What is a free-standing structure? What are 'aesthetics'? **Why are material choices important in the building of a structure?**
	Bridges	What makes a bridge stable? How can a structure be reinforced? Why are certain materials selected for construction? **In what ways can you use precision when making the bridge?**
MECHANISMS	Making a Moving Storybook	What is a mechanism? How does a slider mechanism work? What are guides and bridges? **How does your intended audience influence your design?**
	Pneumatic Toys	What is a pneumatic system? How does a pneumatic system work? What is an exploded diagram? **What purpose does an exploded diagram have in the design of a system?**
	Making a pop-up Book	How do mechanisms control motion? What are input and output motions? What mechanisms are used in a pop-up book? **How can we ensure that the product is aesthetically pleasing?**

	Automata Toys	What is an automata? What are cams and followers? How do cams change the direction of force? **How does your evaluation link to your design criteria?**
ELECTRICAL SYSTEMS	Torches	What are electrical conductors and insulators? How do switches work? How does a battery work? **Why should you test and evaluate your product as you go along?**
	Steady Hand Game	What is functionality? What is the difference between 'form' and 'function'? What are examples of diagram perspective? **How does intended audience inform the form and function of my design?**
COOKING AND NUTRITION	Fruit and Vegetables	What is different about fruits and vegetables? Where do fruits and vegetables grow? What is the purpose of a blender? **How can you be safe when chopping fruits and vegetables?**
	A Balanced Diet	What is a diet? What makes a diet 'balanced'? What are ingredients? **How do you know which food combinations work well together?**
	Eating Seasonally	Where does our food come from? What is seasonality? What is a recipe? **How can design criteria be used to test and review dishes?**
	Adapting a recipe	What is a quantity? For what reasons would you adapt a recipe? How can we be safe when cooking hot food? **What are some examples of cooking techniques?**
	What could be healthier?	Where does meat come from? What is a nutritional calculator? What is cross-contamination? **How can we work safely to avoid cross-contamination?**
	Come dine with me	What is meant by flavour? What are processed foods? How does food reach your plate? **What role does food play in a country's tradition and identity?**

This is the disciplinary knowledge our children will know and remember:

What can experts do?

Design

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
Textiles							
	Pouches Using a template to create a design for a pouch.	**Pouches** Designing a pouch	**Fastenings** Designing and making a template from an existing product and applying individual design criteria	**Fastenings** Writing design criteria for a product, articulating decisions made. Designing a personalised book sleeve			use research and exploration, such as the study of different cultures, to identify and understand user needs. identify and solve their own design problems and understand how to reformulate problems given to them. develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses. develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.
Structures							
	Constructing a Windmill Learning the importance of a clear design criteria.	**Constructing a Windmill** Including individual preferences and requirements in a design.	**Pavilions** Designing a pavilion with key features to appeal to a specific person/purpose. Drawing and labelling a castle design using 2D shapes, labelling: - the 3D shapes that will create the features - materials needed and colours.	**Pavilions** Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. Building frame structures designed to support weight.	**Bridges** Designing a stable structure that is able to support weight. Creating a frame structure with a focus on triangulation.	**Bridges** Designing a bridge featuring a variety of different structures, considering how the structures will be used and considering effective and ineffective designs.	
	Baby Bear's Chair Learning about different types of structures, found in the natural world and in everyday objects.	**Baby Bear's Chair** Generating and communicating ideas using sketching and modelling.					
Mechanisms							
	Making a Moving Storybook Designing a moving story book for a given audience.	**Making a Moving Storybook** Explaining how to adapt mechanisms, using bridges or guides to control the movement.	**Pneumatic Toys** Designing a toy which uses a pneumatic system. Developing design criteria from a design brief Generating ideas using thumbnail	**Pneumatic Toys** Explain that different types of drawings are used in design to explain ideas clearly.	**Making a Pop-up Book** Designing a pop-up book which uses a mixture of structures and mechanisms Naming each mechanism, input and output accurately.	**Making a Pop-up Book** Researching mechanisms from existing products and adapting for specific effects	

			sketches and exploded diagrams.		Storyboarding ideas for a book. .		
					<u>Automata Toys</u> Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. Understanding how linkages change the direction of a force.	**<u>Automata Toys</u>** Making two mechanisms move at the same time. Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.	
Electrical Systems							
			<u>Torches</u> Designing a torch, considering the target audience and creating both design and success criteria focusing on features of individual design ideas	**<u>Torches</u>** . Sketching a diagram to show components	**<u>Steady Hand Game</u>** Designing a steady hand game - identifying and naming the components required. Generating ideas through sketching and discussion. Modelling ideas through prototypes. Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'.	**<u>Steady Hand Game</u>** Drawing a design from three different perspectives. Sketching detailed *exploded diagrams*	

Cooking & Nutrition

	Fruit and Vegetables Designing smoothie carton packaging by-hand or on ICT software.	**Fruit and Vegetables** Consider the appeal to an end user when designing packaging.	**Eating Seasonally** Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.	**Eating Seasonally** Understand how seasons affect the availability of certain foods.	**What could be healthier?** Adapting a traditional recipe. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe.	**What could be healthier?** Understand that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.	
	A Balanced Diet Designing a healthy wrap based on a food combination which works well together.	**A Balanced Diet** Research existing products and give reasons for choices of filling.	**Adapting a Recipe** Designing a biscuit within a given budget, drawing upon previous taste testing judgements.	**Adapting a Recipe** Understand how businesses save through buying larger quantities of ingredients.	**Come dine with me** Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken.	**Come dine with me** Design a recipe within a given budget and the profile of an end user.	

Make

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
Textiles							select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture select from and use a wider, more complex range of materials, components and ingredients, considering their properties
	Pouches Cutting fabric neatly with scissors. Using joining methods to decorate a pouch. Sequencing steps for construction.	**Pouches** Selecting and cutting fabrics for sewing. Decorating a pouch using fabric glue or running stitch. Threading a needle. Sewing running stitch, with evenly	**Fastenings** Following design criteria to create a cushion or Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors.	**Fastenings** Making and testing a paper template with accuracy and in keeping with the design criteria. Measuring, marking and cutting fabric using a paper template.			

		spaced, neat, even stitches to join fabric. Neatly pinning and cutting fabric using a template.	Threading needles with greater independence. Sewing cross stitch to join fabric.	Selecting a stitch style to join fabric. Working neatly by sewing small, straight stitches. Incorporating a fastening to a design.			
Structures							
	Constructing a Windmill Making stable structures from card, tape and glue. Following instructions to cut and assemble the supporting structure of a windmill. Making functioning turbines and axles which are assembled into a main supporting structure. .	**Constructing a Windmill** Learning how to turn 2D nets into 3D structures	**Pavilions** Creating a design in accordance with a plan. Learning to create different textural effects with materials	**Pavilions** Creating a range of different shaped frame structures. Making a variety of free-standing frame structures of different shapes and sizes. Selecting appropriate materials to build a strong structure and cladding. Reinforcing corners to strengthen a structure.	**Bridges** Making a range of different shaped beam bridges. Building a wooden bridge structure. Independently measuring and marking wood accurately. Using the correct techniques to saws safely. Identifying where a structure needs reinforcement and using card corners for support. Understanding basic wood functional properties. Selecting appropriate tools and equipment for particular tasks.	**Bridges** Using triangles to create truss bridges that span a given distance and support a load. Explaining why selecting appropriating materials is an important part of the design process.	
	Baby Bear's Chair . Making a structure according to design criteria. Building a strong and stiff structure by folding paper.	**Baby Bear's Chair** . Creating joints and structures from paper/card and tape.					
Mechanisms							
	Making a Moving Storybook	**Making a Moving Storybook**	**Pneumatic Toys** Creating a pneumatic system	**Pneumatic Toys** Using syringes and balloons to create	**Making a pop-up book**	**Making a pop-up book**	

	Following a design to create moving models that use levers and sliders.	Finishing a product with aesthetic consideration.	to create a desired motion. Building secure housing for a pneumatic system. Selecting materials due to their functional and aesthetic characteristics.	different types of pneumatic systems to make a functional and appealing pneumatic toy. Manipulating materials to create different effects by cutting, creasing, folding and weaving.	Following a design brief to make a pop-up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement.	Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.	
					<u>Automata Toys</u> Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. Measuring, marking and cutting components accurately using a ruler and scissors. Assembling components accurately to make a stable frame. Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.	**<u>Automata Toys</u>** Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles.	
Electrical Systems							
			<u>Torches</u> Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials. Assembling a torch according to the design and success criteria.	**<u>Torches</u>** Select appropriate equipment and measure, cut and attach materials with accuracy.	**<u>Steady Hand Game</u>** Constructing a stable base for a game. Accurately cutting, folding and assembling a net. Making and testing a circuit.	**<u>Steady Hand Game</u>** Incorporate a functioning circuit into a base that works consistently. Decorating the base of the game to a high-quality finish.	

Cooking & Nutrition

	Fruit and Vegetables Chopping fruit and vegetables safely to make a smoothie. Identifying if a food is a fruit or a vegetable.	**Fruit and Vegetables** Learning where and how fruits and vegetables grow.	**Eating Seasonally** Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination Following the instructions within a recipe.	**Eating Seasonally** Prepare quantities of ingredients accurately.	**What could be healthier?** Cutting and preparing vegetables safely. Using equipment safely, including knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe.	**What could be healthier?** Cut and prepare vegetables with precision.	cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
	A Balanced Diet Constructing a wrap that meets a design brief.	**A Balanced Diet** Slicing food safely using the bridge or claw grip.	**Adapting a Recipe** Following a baking recipe, from start to finish, including the preparation of ingredients. Cooking safely, following basic hygiene rules.	**Adapting a Recipe** Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet).	**Come dine with me** Following a recipe, including using the correct quantities of each ingredient. Working safely and hygienically with independence. .	**Come dine with me** Adapting a recipe based on research Working to a given timescale.	

Evaluate

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
Textiles							analyse the work of past and present professionals and others to develop and broaden their understanding investigate new and emerging technologies test, evaluate and refine their ideas and products against a
	Pouches Troubleshooting scenarios posed by the teacher. Evaluating the quality of the stitching on others' work.		**Fastenings** Testing and evaluating an end product against the original design criteria. Deciding how many of the criteria should be met for the				

	Discussing as a class the success of their stitching against the success criteria. Identifying aspects of their peers' work that they particularly like and explaining why.		product to be considered successful. Suggesting modifications for improvement. Articulating the advantages and disadvantages of different fastening types.				specification, considering the views of intended users and other interested groups understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
Structures							
	Constructing a Windmill Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't	**Constructing a Windmill** Suggest points for improvements of peers' work.	**Pavilions** Evaluating structures made by the class. Describing what characteristics of a design and construction made it the most effective.	**Pavilions** Considering effective and ineffective designs.	**Bridges** Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary.	**Bridges** Suggesting points for improvements for own bridges and those designed by others.	
	Baby Bear's Chair Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of own structures. Identifying the weakest part of a structure.	**Baby Bear's Chair** Evaluating the strength, stiffness and stability of others' structures.					
Mechanisms							
	Making a Moving Storybook Testing a finished product, seeing whether it moves	**Making a Moving Storybook** Reviewing the success of a product by testing	**Pneumatic Toys** Using the views of others to improve designs.	**Pneumatic Toys** Understanding the purpose of exploded-diagrams through	**Making a pop-up Book** Suggesting points for improvement.	**Making a pop-up Book** Evaluating the work of others and receiving	

	as planned and if not, explaining why and how it can be fixed	it with its intended audience.	Testing and modifying the outcome, suggesting improvements.	the eyes of a designer and their client.		feedback on own work.	
					<u>Automata Toys</u> Evaluating the work of others and receiving feedback on own work. Describing changes they would make/do if they were to do the project again	**<u>Automata Toys</u>** Applying points of improvement to their toys.	
Electrical Systems							
			<u>Torches</u> Evaluating electrical products. Testing and evaluating the success of a final product.		**<u>Steady Hand Game</u>** Testing own and others finished games, identifying what went well and making suggestions for improvement. Gathering images and information about existing children's toys. Analysing a selection of existing children's toys.		

Cooking & Nutrition

	Fruit and Vegetables Tasting and evaluating different food combinations. Describing appearance, smell and taste.	**Fruit and Vegetables** Suggesting information to be included on packaging.	**Eating Seasonally** Establishing and using design criteria to help test and review dishes. Describing the benefits of seasonal fruits and vegetables and the impact on the environment.	**Eating Seasonally** Suggesting points for improvement when making a seasonal tart.	**What could be healthier?** Identifying and describing healthy benefits of food groups.	**What could be healthier?** Identifying the nutritional differences between different products and recipes.	
	A Balanced Diet Describing the taste, texture and smell of fruit and vegetables. Taste testing food combinations and final products Evaluating which grip was most effective.	**A Balanced Diet** Describing the information that should be included on a label.	**Adapting a Recipe** Evaluating a recipe, considering: taste, smell, texture and appearance. Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins.)	**Adapting a Recipe** Describing the impact of the budget on the selection of ingredients. Evaluating and comparing a range of food products.	**Come dine with me.** Evaluating a recipe, considering: taste, smell, texture and origin of the food group. Taste testing and scoring final products. Evaluating health and safety in production to minimise cross contamination.	**Come dine with me.** Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process.	

This is the substantive knowledge our children will learn:

What do experts know?

Technical Knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6	Key Stage 3
Textiles				
	Pouches To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. To know that a thimble can be used to protect my fingers when sewing	**Fastenings** To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and Velcro. To know that different fastening types are useful for different purposes. To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.		understand and use the properties of materials and the performance of structural elements to achieve functioning solutions 90 Geography understand how more advanced mechanical systems used in their products enable changes in movement and force
Structures				
	Constructing a Windmill To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). To understand that axles are used in structures and mechanisms to make parts turn in a circle. To begin to understand that different structures are used for different purposes. To know that a structure is something that has been made and put together. To know that a client is the person I am designing for. To know that design criteria is a list of points to ensure the product meets the client's needs and wants.	**Pavilions** To understand what a frame structure is To know that a 'free-standing' structure is one which can stand on its own To know that a pavilion is a a decorative building or structure for leisure activities. To know that cladding can be applied to structures for different effects. To know that aesthetics are how a product looks. To know that a product's function means its purpose. To understand that the target audience means the person or group of people a product is designed for.	**Bridges** To understand some different ways to reinforce structures. To understand how triangles can be used to reinforce bridges. To know that properties are words that describe the form and function of materials. To understand why material selection is important based on properties. To understand the material (functional and aesthetic) properties of wood. To understand the difference between arch, beam, truss and suspension bridges. To understand how to carry and use a saw safely.	understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs] apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

	To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. To know that windmill turbines use wind to turn and make the machines inside work. To know that a windmill is a structure with sails that are moved by the wind. To know the three main parts of a windmill are the turbine, axle and structure.	To know that architects consider light, shadow and patterns when designing.		
	<u>Baby Bear's Chair</u> To know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily. To know that a 'stiff' structure or material is one which does not bend easily. To know that natural structures are those found in nature. To know that man-made structures are those made by people.			
Mechanisms				

	Making a Moving Storybook To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. To know that in Design and technology we call a plan a 'design'	**Pneumatic Toys** To understand how pneumatic systems work. To understand that pneumatic systems can be used as part of a mechanism. To know that pneumatic systems operate by drawing in, releasing and compressing air. To understand how sketches, drawings and diagrams can be used to communicate design ideas. To know that exploded-diagrams are used to show how different parts of a product fit together. To know that thumbnail sketches are small drawings to get ideas down on paper quickly.	**Making a pop-up Book** To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. To understand how to use sliders, pivots and folds to create paper-based mechanisms. To know that a design brief is a description of what I am going to design and make. To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. **Automata Toys** To understand that the mechanism in an automata uses a system of cams, axles and followers. To understand that different shaped cams produce different outputs. To know that an automata is a hand powered mechanical toy. To know that a cross-sectional diagram shows the inner workings of a product. To understand how to use a bench hook and saw safely. To know that a set square can be used to help mark 90° angles.	
Electrical Systems				
		Torches To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are materials which electricity cannot pass through.	**Steady Hand Game** To know that batteries contain acid, which can be dangerous if they leak. To know the names of the components in a basic series circuit, including a buzzer.	

		To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit. To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.	To know that 'form' means the shape and appearance of an object. To know the difference between 'form' and 'function'. To understand that 'fit for purpose' means that a product works how it should and is easy to use. To know that form over purpose means that a product looks good but does not work very well. To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind. To understand the diagram perspectives 'top view', 'side view' and 'back'	

Cooking & Nutrition

	Fruit and Vegetables Understanding the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	**Eating Seasonally** To know that not all fruits and vegetables can be grown in the UK. To know that climate affects food growth. To know that vegetables and fruit grow in certain seasons. To know that cooking instructions are known as a 'recipe'. To know that imported food is food which has been brought into the country. To know that exported food is food which has been sent to another country. To understand that imported foods travel from far away and this can negatively impact the environment. To know that each fruit and vegetable gives us nutritional	**What could be healthier?** To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.	understand the source, seasonality and characteristics of a broad range of ingredients.

		benefits because they contain vitamins, minerals and fibre. To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. To know safety rules for using, storing and cleaning a knife safely. To know that similar coloured fruits and vegetables often have similar nutritional benefits		
	A Balanced Diet To know that 'diet' means the food and drink that a person or animal usually eats. To understand what makes a balanced diet. To know where to find the nutritional information on packaging. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. To know that nutrients are substances in food that all living things need to make energy, grow and develop. To know that 'ingredients' means the items in a mixture or recipe. To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.	**Adapting a Recipe** To know that the amount of an ingredient in a recipe is known as the 'quantity.' To know that it is important to use oven gloves when removing hot food from an oven. To know the following cooking techniques: sieving, creaming, rubbing method, cooling. To understand the importance of budgeting while planning ingredients for biscuits	**Come dine with me.** To know that 'flavour' is how a food or drink tastes. To know that many countries have 'national dishes' which are recipes associated with that country. To know that 'processed food' means food that has been put through multiple changes in a factory. To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).	

Geography

Knowledge Progression

The National Curriculum (KS1 & KS2)

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Rationale:

We believe that the knowledge and skills taught within our Geography curriculum are essential for all children to understand the world around them. Geography is an essential building block to prepare our children for their place as inquisitive, culturally aware, geographically skilled members of a diverse local and global society. Children develop an awe and wonder through investigating natural phenomena and asking questions. By the end of their primary school years, our pupils confidently apply geographical learning to form their own conclusions of the world. These conclusions will be formed through their fieldwork, research and exploration opportunities.

Core Principles for the Teaching of Geography at Victoria Primary School:

Pupils at Victoria Primary School learn through a Geography curriculum that will:

- develop curiosity and fascination about diverse places, people, resources and environments.

- provide children with opportunities to enquire about local, national and global studies

- ensure their accurate application of geographical vocabulary

- enable reasoned explanation about the natural world

- provide opportunities for children to carry out fieldwork in order to develop subject knowledge, and gain a range of geographical skills outside of the classroom.

The concepts of our Geography Curriculum are incorporated and built upon within units and across year groups:

- **Enquiry** – pupils are active participants and investigators
- **Curiosity** – we want to instil a sense of awe and wonder in the physical and human aspects of geography
- **Change** – an understanding that the world around us is ever-changing and we must play a pivotal role in the future of our planet.
- **Place** - Our sense place in the world from a local, regional, national and global perspective.

	EYFS	Year 1/2	Year 3/4	Year 5/6
Cycle A	Emotions Celebrations The Meadows Animals Around Us Globetrotters On The Stage	**The Meadows** What can we find in our school's local area? What types of buildings are in The Meadows? How is the land used in the meadows? **Why has The Meadows changed over time?** **The UK** What are the four countries and capitals that make up the UK? Why do tourists visit the countries of the UK? How does London compare to Nottingham? **How can we persuade tourists to visit all parts of the UK?** **Wonders of the World** What are the seven continents and where are they on a map? What is the difference between physical and human features? What are the most amazing physical features in the world and where would you find them? **Which natural wonder would you visit and why?**	**Rivers** What are rivers and how are they used? How do rivers fit into the water cycle? What are the impacts of floods and droughts? **How can we take better care of the River Trent?** **Change - Settlements** What is a settlement? How is land used in our local area? How has our local area changed over time? **Are all settlements the same?** **The Ganges** Where is the source of the Ganges river? How do people of India depend on The Ganges? How has this sacred river become heavily polluted? **Why is the Ganges plain one of the most heavily populated regions in the world?**	**Seas & Oceans** Why do oceans and seas matter? Why are our seas and oceans suffering? Why is there so much plastic in our seas and oceans? **What can we do to help our seas and oceans?** **The Amazon** What is life like in the Amazon and who lives there? What is deforestation? How is deforestation harming ecosystems? **How is deforestation harming the planet?** **Natural Resources** What are fossil fuels? How to resource exploitation cause problems? What is renewable energy? **What will happen when we run out of natural resources?**
Cycle B	Emotions People who help us Animals around the World Nature Around Us Artist & Designers Transport: Now and Then	**Nottingham VS Warsaw** Where is Warsaw? What is the weather like in Warsaw compared to the UK? What differences and similarities are there between Nottingham and Warsaw? **How would your life be different if you lived in Warsaw?** **Change - Extreme Earth** Where are the coldest places on earth? Where are the hottest places on earth? How is climate change impacting our world? **Would you prefer to live in a polar region or near the equator?** **Journeys - Food** Where does our school dinner come from? How does our food get to us? Is it better to buy local or imported food? **How does our food choices impact the environment?**	**The Rockies VS The Andes** Why do people live in mountain regions? What are the risks of living in a mountain region? What are the main industries in mountain regions? **Would you rather live in Denver or Bogota?** **Volcanoes and Earthquakes** What are tectonic plates? How do the movements of tectonic plates cause eruptions and earthquakes? Why do people choose to live in tectonically active locations? **Where would rather live – an area with a dormant volcano or and area which has had earthquakes?** **Journeys - Clothes** Where does our school uniform come from? What is a living wage? What is the impact of 'fast fashion' **How does our fashion choices impact other people around the world?**	**Change - Landscapes** What is coastal erosion and how is it different from weathering? Why are our sea levels changing? What is the evidence of coastal-erosion and sea-level change? **How is coastal erosion and sea-level change altering the UK coastlines?** **Our World In The Future** What in our region should we preserve for the future? What are the work opportunities like in our area? What are the public services and amenities like in our area? **Can we make a plan for a sustainable future for our area?** **Trade** What is globalisation? Which countries are the biggest importers and exporters in the world? What does the UK import and export? **What would life be like without global trade?**

This is the disciplinary knowledge our children will know and remember:

Mapping and Fieldwork									
Area of Study	**F1**	**F2**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Mapping	Know the purpose of a map or globe. Know what a map represents.	Know that maps are used to name and locate countries around the world. Know how to identify land and oceans on a map or globe. Know how to ask questions around maps and globes. Draw information from a simple map. Create a simple map of their immediate environment.	Begin to follow routes on prepared maps Draw own maps and plans Begin to use aerial/satellite photos Plan perspectives to recognise familiar features.	Devise simple maps Use and construct basic symbols in a key. Use simple grid references (e.g. A1, D7) to locate squares on a map. Use aerial/satellite photos and plan perspectives to locate and identify landmarks and features.	Begin to use a wider range of maps (including OS maps) Create a simple sketch map with symbols and a key. Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity) Know that four-figure grid references can be used to identify locations Work out simple distances on maps and digital maps. Begin to understand the use of scale on maps. On digital maps, begin to identify scale and annotate with text and label.	Use a wider range of maps including OS maps Draw a map including symbols and keys. Use complex keys Understand the purpose of contour lines on maps. Understand and use scale-bars. Use scales to estimate distances. Use 4-figure grid references to identify and describe locations. On digital maps, accurately measure distances, including non-linear distances.	Use a wide range of maps (including OS maps at varying scales and thematic maps) Explain ideas using a thematic map for reference. Draw to scale from given measurements and compare to other maps. Compare and evaluate maps with different scales. Begin to create own complex keys using mathematical concepts Begin to use six-figure grid references to identify and describe locations. On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales.	Use a wide range of maps (including OS maps at varying scales and distribution/ thematic maps) Confidently use distribution/ thematic maps to illustrate an idea or discussion. Design/draw distribution/ thematic maps Create scale-bars on maps and draw to scale for maps/sketches, Compare own drawing to other maps Evaluate accuracy Create own complex keys using mathematical concepts Use six figure grid references On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research.	Know how to interpret ordnance survey maps in the classroom and field. Use Geographical Information System (GIS) to view, analyse and interpret places and data. .
Fieldwork			Engage in simple, teacher-led fieldwork enquiries Begin to use first-hand observation to identify	Engage in guided enquiries Use first-hand observation to comment on features/patterns/	Engage in guided enquiries Begin to suggest own questions for enquiry. Begin to evaluate own	Engage in guided enquiries and suggest own questions for enquiry. Evaluate own observation	Begin to complete enquiries based on own suggested questions. Evaluate own observations, compare	Complete enquiries based on own suggested questions Use results to suggest future fieldwork	Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographic

			features including similarities and differences. Begin to use simple locational language (e.g. near/far) and compass directions (e.g. NSEW) to describe features and routes. Understand what a compass is and begin to use one for simple navigation.	similarities Begin to measure using standard units Use a 4-point compass to follow and describe routes. Use simple locational and directional language to describe features and routes	observations and compare them with others. Understand the eight compass points and begin to use them to follow and describe routes.	s and compare them with others. Use the eight points of a compass to follow and describe routes and identify locations.	them with others and begin to draw conclusions. Convert between the eight points of a compass and azimuth bearings (e.g. NE = 45˚) and use to follow/describe routes	Evaluate own observations, compare them with others and draw conclusions. Show awareness of the 16-point compass rose and compass quadrant bearings (e.g. 103˚ = S 77˚ E)	al data, using multiple sources of increasingly complex information

Enquiry and Observation									
Area of Study	**F1**	**F2**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Enquiry and observation	Know how to uses sense to explore inside and outside. Know people and places are different and show curiosity.	Know how to ask and answer how and why questions about different countries and cultures. Know to ask questions about their local area. Know that information can be gathered	Know how to ask a range of geographical questions Express own views about a place, people and environment Recognise how places have become the way they are	Know how to ask a range of geographical questions Give detailed reasons to support own likes, dislikes and preferences Recognise how places have	Know how to ask and respond to questions with increasing confidence (ie about cause and effect, reliability and change). Analyse evidence and draw conclusions (make	Know how to ask and respond to questions with increasing confidence (ie about cause and effect, reliability and change). Analyse evidence and draw conclusions (make	Know how to ask and respond to questions with increasing confidence (How is it changing?) Analyse evidence and draw conclusions (compare historical maps, influence on people)	Know how to ask, investigate and answer geographical questions (patterns) Analyse evidence and draw conclusions Identify, explain and debate different views of people.	Know how to formulate the questions they want to ask. Know that data, sourced from world-wide wel or collected in the field can be challenged and questions.

		from maps and atlases.	(patterns/processes) Observe local area and record findings Communicate in different ways (pictures, programs, simple maps, sketches)	developed over time. Observe and record in different ways (sketches, diagrams, ICT) Make comparisons between areas studied and suggest reasons for differences Communicate in different ways (writing charts)	comparisons) Identify and explain different views of people Understand and hold opinions on geographical issues. Collect and record evidence: create questionnaires, field sketch and sketch maps Communicate in ways appropriate to task and audience	comparisons) Identify and explain different views of people Collect and record evidence: show results in charts, coded maps. Highlight and demonstrate patterns. Confidently communicate in ways appropriate to task and audience.	Identify and explain different views of people Design and se questionnaires to obtain view of the community Collect and record evidence Conduct a land use survey Categorise codes. Confidently communicate in ways appropriate to task and audience. (map overlays – show levels of information)	Give increased detailed of views and justifications Collect and record evidence Record measurement of width/depth/velocity Communicate in a number of ways which are appropriate to task and audience	Know how to make personal sense of information: presentations, reports for wider audiences. Evaluate the questions they have asked at the start of the enquiry Reflect on outcomes and how the data has been analysed and presented.

This is the substantive knowledge our children will learn:

Cycle A 2022 – 23

Locational knowledge	Human & Physical	Mapping &Fieldwork	Enquiry & observation

Locational Knowledge

NC Key Stage 1:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

NC Key Stage 2:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

	F1	F2	Year 1/2	Year 3/4	Year 5/6	Year 7
Locational knowledge	**Where we live** Know how to talk about home and their local area. Know we live in England. **Globetrotters** Know that are many different countries in the world.	**Where we live** Know we live in Trent Meadows, in Nottingham. Know we live in a country called England. **Globetrotters** Know and name different countries in the world.	**The Meadows** Know the location of The Meadows in relation to Nottingham. Know that The Meadows is in Nottingham. Know the location of The Meadows in relation to the UK. **The UK** Know and locate the UK on a world map. Know the names and locations of the 4 capital cities and 4 countries of the UK Know the names and map locations of the UK's surrounding seas. **Wonders of the World** Know and locate characteristics of the UK on the map. Know and locate human and physical features of a world map. Name and locate the five oceans on a world map.	**Rivers (UK)** Know the location of The Trent and The Thames. Know the locations of cities which the rivers are sited. **Change – Settlements** Know and locate cities in the UK. Know and locate some geographical regions in the UK. **The Ganges** Know the location of India on a world map. Know the location of India in relation to the Equator. Know that India is within the continent of Asia. Know the location of New Delhi as the capital city. Locate Himalayan mountains on a map. Locate the Ganges on a map. Identify the position and significance of	**Seas & Oceans** Know and locate Australia on a world map. Identify Tropic of Cancer and Tropic of Capricorn. Know and understand the Prime/Greenwich Meridian and time zones. Know the location of the Great Barrier Reef Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. **The Amazon** Know and locate the 9 countries that the Amazon region spans. Know the Amazon Rainforest is within the continent of South America. Locate the Amazon Rainforest on a map and know how this	Know and find the world countries, using maps of the world – focus on Africa, Russia, Asia and the Middle East. Know the environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

			Locate the 'wonderful' physical features on a map.	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.	has changed over time. **Natural Resources** Know and locate where UK's natural resources are Know and locate where a variety of natural resources are on a world map.	

Human and Physical

NC Key Stage 1

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

NC Key Stage 2

- describe and understand key aspects of:
    - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
    - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	F1	F2	Year 1/2	Year 3/4	Year 5/6	Year7
Human & Physical	**Where we live** Know that there are different physical features in England (beaches/forests) Know how to describe the weather at different times of the year. Identify different simple human features in the local area (buildings etc) **Globetrotters** Know and talk about different	**Where we live** Know how to describe the immediate environment using knowledge of observations. Know how to describe a contrasting environment Know how to describe daily weather and seasons.	**The Meadows** Know the human and physical features of the Meadows and Nottingham. Know the different purposes of human features (leisure, education etc) in the Meadows and Nottingham **The UK** Know and describe the key human and physical features of London and coastal area. Know and describe the	**Rivers (UK)** Know how humans use rivers. **T**ransport, **R**ecreation, **A**nimals **D**rinking, **E**xtraction **FOOD** Know the features of a river from source to mouth Know the process of a water cycle. Know where rivers fit into the water cycle Know the impact of settlement – flood plain. Know the positive and negative effects of flooding and droughts.	**Seas & Oceans** Know the location of the world's major seas and oceans and Know and describe major coastal landforms (archipelago, peninsula, Isthmus, atoll, strait) Know the location of the Great Barrier Reef Know the impact of climate change on human features (fires/drought) and major coastal landforms Know the impact of climate change of physical features	Know and understand, through the use of detailed place-based exemplars at a variety of scales. Physical Geography: Geological timescales, rocks, weathering and soils. Human Geography: Population and urbanisation International developments. Understand how human and physical processes interact to influence and change landscapes, environments and he climate.

	countries in the world. Know the differences they have experienced or seen in photographs.	**Globetrotters** Know similarities and differences between life in this country and a contrasting country. Know and identify some environments that are different from the one in which they live.	differences and similarities between the human and physical features of the areas studied. **Wonders of the World** Know the difference between human and physical features. Identify human and physical features. Know that there are 7 natural wonders of the world. Know the difference between oceans and seas.	Know what is and what can be done to reduce flooding and protect settlements nearby. Know the impact of pollution on the river Trent Know the steps we can take to 'clean up' our rivers. **Change – Settlements** Describe the difference between villages, towns and cities. Identify human and physical features in New Delhi. Describe the different types of land use. Know reasons for the location of human and physical features. Know similarities and differences between land us and features in New Delhi and our local area. **The Ganges** Know why the Ganges river is so popular (settlement/religious importance) Know the threats posed to the Ganges and the impact this will have on the people who rely on it. (climate change/**pollution**)	((habitat changes/coral bleaching) Know the impact humans have had on climate change Know commonly found plastics in the ocean Know what a micro-plastic is and how they find their way into our bodies. **The Amazon** Know the importance of the Amazon on the ecosystem Know how plants and animals have adapted to the climate Know why people are choosing to live in the Amazon and the challenges they face Know what deforestation is and its impact. Identify ways we can avoid deforestation in the future **Natural Resources** Know what fossil fuels are and how they are formed Know and explain the different uses of fossil fuels Know how natural resources including energy is distributed Know and describe impacts of resource exploitation Identify renewable and non-renewable resources Know what will happen when natural resources run out.	Know how human activity relies on effective functioning of natural systems.

Cycle B 2023 – 24

Locational knowledge	Human & Physical	Mapping &Fieldwork	Enquiry & observation

Locational Knowledge

NC Key Stage 1:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

NC Key Stage 2:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

	F1	F2	Year 1/2	Year 3/4	Year 5/6	Year 7
Locational knowledge	**Nature around us** Know how to talk about home and their local area. Know that are many different countries in the world. Know we live in England.	**Nature around us** Know we live in Trent Meadows, in Nottingham. Know we live in a country called England. Know and name different countries in the world.	**Nottingham VS Warsaw** Know where Nottingham and warsaw are located in relation to the Meadows. Know the location of the warsaw in relation to Europe and the rest of the world. **Extreme Earth** Know the names and locations of the 7 continents. Know the names and locations of the 5 oceans. Know that a continent is a mass of land. Know the difference between an ocean and a sea. Know the location of the North and South Pole. Know the location of the Equator. **Journeys – Food** Name, locate and identify characteristics of the four countries in the UK.	**The Rockies VS The Andes** Locate North and South America on a world map. Locate the Rocky Mountain and The Andes. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Locate different states of America on a map **Volcanoes & Earthquakes** Know where the most active earthquake and volcanic areas are in the world Know the significance of the location between Earthquakes and Volcanos in relation to the world's tectonic plates. Know that the Ring of Fire' is a string of volcanoes and sites of seismic activity around the edges of the Pacific Ocean	**Change – Landscapes** Know and locate the seas which surround the coast of the UK (revisit and consolidate) Locate the key coastal features of the UK Locate areas of the UK where coastal erosion is changing the landscape. **Our World in The Future** Locate the biggest clothing exports in the world on a world map. **Trade** Locate East Africa on a world map Locate the largest importers and exporters on a world map Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Identify Tropic of Cancer and Tropic of Capricorn.	Know and find the world countries, using maps of the world – focus on Africa, Russia, Asia and the Middle East. Know the environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

			Name, locate and identify characteristics of the capital cities of the UK. Know the names and locations of the 5 oceans. Know the location of the Equator.	**Journeys – Clothes** Know the names and locations of the countries studied.	Know and understand the Prime/Greenwich Meridian and time zones.	

Human and Physical

NC Key Stage 1

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

NC Key Stage 2

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	F1	F2	Year 1/2	Year 3/4	Year 5/6	Year7
Human & Physical	**Nature around us** Know that there are different physical features in England (beaches/forests) Know how to describe the weather at different times of the year. Identify different simple human features in the local area (buildings etc)	**Nature around us** Know how to describe the immediate environment using knowledge of observations. Know similarities and differences between life in this country and a contrasting country. Know how to describe a contrasting environment Know how to describe daily weather and seasons.	**Nottingham vs Warsaw** Know and describe the seasonal and daily weather patterns of Nottingham and Warsaw Know, describe and compare the key human and physical features of Nottingham and Warsaw **Extreme Earth** Know and describe the key human and physical features of hot and cold climates. Know and explain why physical and human features are important and connected to animal habitats in Africa and the North Pole.	**The Rockies VS The Andes** Make comparisons about climates within North and South America Identify contrasting biomes within human and physical features Identify and compare human and physical features between North and South America. Make comparisons between the 2 mountain regions. Know and explain different reasons why people live in mountain regions. Know and explain the risks of living in a mountain region. Know the main industries in mountain regions.	**Change – Landscapes** Know how coastal features are formed Know 3 different types of weathering. Know and discuss how human and physical characteristics along the coast have changed over time. Know ways in which the coastal features may change in the future Know why people choose to live in these areas. Know the impact of erosion on human settlement. **Our World In The Future** Know where our energy and natural resources come from.	Know and understand, through the use of detailed place-based exemplars at a variety of scales. Physical Geography: Geological timescales, rocks, weathering and soils. Human Geography: Population and urbanisation International developments. Understand how human and physical processes interact to influence and change landscapes, environments and he climate. Know how human activity relies on effective functioning of natural systems.

			Know that polar melting and climate change is affecting the North Pole. Know that changes in temperature and precipitation are affecting the deserts of the world. **Journeys – Food** Know physical similarities and differences through studying local food production. Know human geographical similarities and differences. Know how climate impacts on trade.	**Volcanoes & Earthquakes** Know what the key natural features of volcanoes and earthquakes are Know and understand that the distribution of earthquakes and volcanoes follows a pattern (pacific ring of fire) Understand the effect of volcanic eruptions and earthquakes on humans know why some people choose to live in areas affected by earthquakes and volcanoes Know how the movement of tectonic plates impacts physical features **Journeys – Clothes** Know and explain the term 'fast fashion' Know the impact fast fashion has on the workers and the environment Know the biggest importers and exporters of clothes Know and explain changes we can to lower clothes wastage.	Know how human developments can work within the Earth's natural systems and can be sustainable. Know the impact of climate change on the local area Know the impact of climate change on human geography Know the impact of climate change on physical geography Know and suggest ways humans can begin to lower the effects on climate change. **Trade** Know and explain what Globalisation means Know the difference between imports and exports Know that trade is a two-way process within the UK Explain trade links between UK and East Africa Know how trading has changed over time Know the positive impact of trade (fair trade) Know the negative impact of trade (Pollution – food miles)	

This is how Geography helps us to socially develop

This is how are children will develop socially and emotionally through our Geography curriculum

	EYFS	KS1	LKS2	UKS2
Developing socially and emotionally, involved and engaged, developing character and values.	**Sense of Place** Know how to uses sense to explore inside and outside.	**Sense of Place** Understanding people, where we live and our relationship with the environment. Children will know how to explore own feelings about the people, culture, place and environments locally, nationally and globally. **Place Knowledge** By understanding characteristics and features of their local area children understand why it is like that and can contrast with more distant localities in this country and within Europe (Nottingham VS Warsaw) **Fieldwork** Provide social development as children develop a greater degree of independence and collaborate with others.	**Human Impact** Children will understand the consequences of our actions and how it impacts Geography. Children focus on natural and human disasters which develops children's moral compass as they learn what is right and wrong. **Place Knowledge** By understanding characteristics and features of their local area children understand why it is like that and can contrast with more distant localities in this country and the wider world (The Rockies VS The Andes). **Fieldwork** Engage in guided enquiries and suggest own questions for enquiry.	**Human Impact** The geographical issues studied in the phase provide opportunities for distinguishing a moral dimension, i.e. How is deforestation harming the planet? What can we do to help our seas and oceans? **Sense of Place** Studying people, where we live, our environment and the role we can play in positively influencing our futures. E.g. Can we plan for a sustainable future for our area? **Fieldwork** Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data

HISTORY KNOWLEDGE Progression

National curriculum (KS1 and KS2)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Rationale:

At Victoria we believe that the knowledge and skills taught within History lessons are essential for all children to understand about Britain's past and that of the wider world.

History teaching should equip children with an understanding of how the past influences their own identity and lives today.

History should be used as a building block to shape our children's understanding of changes through time, thus enabling them to recognise the diversity in their own community, society and world.

By the end of their primary school years, our pupils will be confident in asking perceptive and critical questions about changes in societies.

Core Principles for the Teaching of History at Victoria Primary School

Pupils at Victoria Primary School learn through a History curriculum that will:

- develop curiosity and inquisitiveness about historical people and events
- give children the confidence to ask questions
- explore the past as a coherent narrative
- develop knowledge and understanding through investigation of primary and secondary sources
- support their progressive use and application enquiry skills
- ensure their accurate use of historical vocabulary including abstract terms
- enable reasoned explanation about changes, events and themes
- empower them to make considered links between the past and the present

The concepts of our History Curriculum are incorporated and built upon within units and across year groups:

- Leadership
- Nottingham
- Invaders and Settlers
- Childhood

	Early Years	Year 1/2	Years 3/4	Years 5/6
Key Content Cycle A	Emotions - PSHE **Celebrations** - History/R.E. The Meadows - Geography Animals Around Us - Science Globetrotters - Geography On The Stage - The Arts	**Toys Through Time** -What are our toys like today? - How can we tell that these toys are old? -What were our grandparents' toys like and how do we know? **How have Toys changed over time?** -Childhood	**The Ancient Greeks** -How do we know so much about the Ancient Greeks? -What can we tell about the ancient Greeks from their interests? What inventions/ideas came from the Ancient Greeks? **Life would be the same if the Greek Civilization never existed. Agree or Disagree?** -Leadership	**Early Islamic Civilization** -Why should we study the early Islamic civilizations in school today? - What can we learn about Islam from the way they set up the capital at Baghdad? - What was so special about living in Baghdad and how can we possibly know? **Which of the early Islamic achievements has most effect on our lives today?**

				-Nottingham -Leadership
		Seacole and Nightingale - How do we know that Mary Seacole/Florence Nightingale were famous? - What were the most important events in Mary's and Florence's life? -What were their greatest achievements and how do we know? **Why doesn't everyone agree that Mary deserves a statue?** -Leadership	**Roman Britain** - Why did the Emperor Claudius invade Britain a cold bleak country, on the edge of empire? -How can we explain the power of the Roman army at this time? - Why did Boudica stand up to the Romans and how do we remember her today? **How far did the Romans change the life of people living in Britain after the conquest?** -Invaders and Settlers -Nottingham -Leadership	**WWII: The Home Front (1939-1945)** -Why did Britain have to go war? -Was it necessary for children to be evacuated and what was evacuation really like? - How was Britain able to stand firm against the German threat? **-How did the war effect children's lives?** -Invaders and Settlers -Nottingham -Leadership -Childhood
		The Moon Landing -Why did the astronauts risk their lives going to the moon? -Who helped them to get to the moon and back safely? - Would you like to travel to the moon and beyond? **Has man ever been to the moon and how can we know for sure?** -Leadership	**Crime and Punishment** Has the way we catch and punish criminals improved in the last 100 years? -How do we know what punishment was like 800 years ago? - What does the legend of Robin Hood tell us about medieval justice? **How has punishment for crimes changed over time?** -Nottingham -Leadership	**Journeys** - How did the British empire change after World War II? -Why did immigration to the UK increase after World War II? -What were the experiences of immigrants in Britain? **What is the impact of immigration to Britain?** -Invaders and Settlers
Key Content Cycle B	Emotions - PSHE People Who Help Us Animals Around The World - Science Nature Around Us - Science/Geography Artists & Designers - The Arts / DT / Computing **Transport Now and Then** **History/PSHE**	**Remembrance Day** - Why do people wear poppies? - Why do we celebrate Remembrance Day? -Is Remembrance Day only a national event or is it global? What do other countries do? **- What can we discover from our local war memorials in the Meadows?** -Invaders and Settlers -Nottingham -Leadership	**The Stone Age** -How different was life in the Stone Age when man started to farm? -Was Stone Age man simply a hunter and gatherer, concerned only with survival? - Why did they build the Stonehenge? **What can we learn about life in the Stone Age from a study of Creswell Craggs?** -Invaders and Settlers -Childhood	**Anglo Saxons** -Why did the Anglo Saxons choose Britain to settle in? - Just how great was King Alfred, really? -How did the Invasion change Nottingham? **-Were Saxon times really 'Dark' Ages?** -Invaders and Settlers -Nottingham -Leadership
		Queen Victoria - Why are we called Victoria Primary School? - What were the main events in Queen Victoria's life? **-** How did Queen Victoria change Britain?	**Ancient Egyptians** -What sources of evidence have survived and how were they discovered? - What did the Ancient Egyptians believe about life after death and how do we know?	**The Victorian Era** -How did the Industrial Revolution change Britain and the world? -How did town life compare to life in the countryside at this time?

		-**Could we hold a Great Exhibition in school?** -Leadership -Nottingham	-What did Ancient Egypt have in common with other civilizations at that time? **- How can we build a clear picture of a civilization that lived so long ago?** -Invaders and Settlers -Leadership	-Children working in factories: was it as bad as they tell us? **Is the Victorian Era 'dark' or 'golden'?** -Nottingham -Childhood
		Castles -What do we know about castles? - What clues does Bolsover castle hold? - How do we know they were good at defending? **- If you were a Lord what would your castle look like?** -Invaders and Settlers -Nottingham	**The Bronze Age to the Iron Age** -How much did life change with more durable tools and weapons (The Bronze Age) and how do we know? -How did iron tools make farming easier and what was the impact of this? - What was distinctive about the Stone Age, Bronze Age and the Iron Age? **-Would you rather live in the Stone Age, Bronze Age or the Iron Age?** -Invaders and Settlers	**The Vikings** - Why have the Vikings gained such a bad reputation? - How did the Vikings try to take over the country and how close did they get? - What can we learn about the Viking settlement? **Raiders or settlers: how should we remember the Vikings?** Invaders and Settlers Nottingham

This is the disciplinary knowledge our children will know and remember:

Disciplinary Knowledge Use as additional prerequisites	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Chronology	Understand the time that comes next. Sequence family members by size or age Talk about the past and present events in their own lives	Comment on images of familiar situations in the past Know how to sequence key events e.g. from your life, from a familiar story Talk about events that happened in the past	Know common words and phrases related to the passing of time (before, after, past, present, then, now) Know how to order events chronologically	Know how to order events chronologically within closer time boundaries.	Know how to sequence several events or artefacts onto a timeline	Know how to place events, people and changes into correct periods of time on a timeline Know how to date events on a timeline	Know how to use dates and appropriate historical terms (modern ancient, BC, AD, century, decade) to sequence events and periods of time. Know how to sequence up to 10 events	Know how to place the current study on a timeline in relation to other studies and to confidently sequence up to 10 events	Know the chronology of key events in History including (for NUAST): The Middle Ages, The Stewarts and the English Civil War.

Historical Enquiry	Be curious about people and show an interest in stories Reflect on experiences Know and understand how we know about the past - from what people tell us and from evidence	Answer how and why questions in response to stories and events Understand the past through settings, characters and events encountered in books	Know relevant questions to ask linking to different periods in time, such as when and how Know the difference between artefacts and sort them into 'then' and 'now' Begin to recognise why people did things, why events happened and what happened as a result	Know how to use a range of sources to answer questions about the past Begin to use evidence to answer questions	Know how to use a range of sources to research events, people and changes Know how to identify and record relevant information Know how to use evidence to answer questions about different periods in time	Know how to combine relevant information from different sources Know how to evaluate information from a range of sources. Identify and give reasons for, results of, events situations and changes within periods studied.	Know the difference between primary and secondary sources Know how to generate own questions leading to own area of enquiry Know how knowledge is constructed from a range of sources and versions of the past may differ	Know how to use evidence collected to build up a picture of life in the time studied Know how to use the knowledge gathered to work out how conclusions were arrived at Know how to evaluate a range of sources to find out about an aspect of the past	Know how to Interpret different events. Know how to analyse different sources. Know how to perform historical analysis and reach a reasoned conclusion.
Cause and Consequence	Know how to compare themselves and others	Know and understand that there are differences between now and in the past Know how to make comparisons between items from the past and present	Know the past can be represented through photos and drawings Know similarities and differences between periods in time	Know how to make comparisons between the past and present Know differences in the way of life by comparing photographs/ pictures of people or events in the past Know there are reasons for people's actions	Know that our knowledge is constructed from a range of evidence Evaluate similarities and differences between periods of time Know trends and connections over time	Know links between the time period studied and offer reasonable explanations Know how to make comparisons between the periods studied and today's society Know that events are seen as significant because they have resulted in change and had consequences for people over time	Know that aspects of the past have been represented and interpreted in different ways Know the impact that events had on the wider world	Know how to evaluate the impact that events had on the wider world Know how to use evidence to support explanation on the causes and effects	Know the cause and consequence of the events. Know the significance of the events

This is the substantive knowledge our children will know and remember:

Historical Knowledge Cycle A 2023-2024	KS1	LKS2	UKS2
	Toys Through Time -Know the toys their grandparents played with - Know that design, materials, and technology can indicate whether a toy is old or new - Know the characteristics of a selection of modern toys - Know the characteristics of a selection of toys from the past -know how toys differ in design and material today compared to their grandparents' time -Know how toys have developed and changed over the years **Seacole and Nightingale** -Know why both nurses were famous - Know about the important events in Seacole and Nightingale's life -Know about their achievements -Know about the impact both women had on nursing then and now - Know about both nurses' lives after the Crimean war -Know about the additional challenges Mary Seacole faced due to her race **The Moon Landing** -Know who was the first man to walk on the moon - Know that the moon landing happened in 1969 after years of the space race between America and Russia - Know what Armstrong and Aldrin did on the moon - Know why the astronauts risked their own lives - Know who helped them get to the moon and back safely - Know that nobody has returned to the moon since 1969	**The Ancient Greeks** -Know the main features of Ancient Greek society -Know how the Ancient Greeks were ruled at the time - Know about their interests - Know about Greek myths and legends - Know how the Ancient Greeks have impacted our lives today ie Olympic games, theatre & law - Know that the Ancient Greek era ended when the Romans conquered Athens in 146 BC **Roman Britain** -Know why Claudius invaded Britain when Caesar didn't stay -Know that the Romans conquered Athens in 146BC and Britain in 43AD -Know about the success of the Roman Army -Know who Boudica was -Know the consequences of Boudica's revolt -Know how the Romans have impacted our lives today within Nottingham (Towns and roads) **Crime and Punishment** - Know how punishing criminals has improved over the last 100 years - Know how the system of justice worked 800 years ago - Know that justice was loaded in favour of the rich and powerful - Know that Robin Hood robbed from the rich to give to the poor because society was very unequal - Know about the change in the 19th century to the justice system (Police force)	**Early Islamic Civilization** -Know where and when the Early Islamic Civilization was -Know how the Early Islamic Civilization started -Know that workers came from every city in the empire to build the city -Know why Baghdad was such an important city in the empire (knowledge/culture) - Know that Baghdad was on the Silk Road so was a centre for trade -Know the Islamic contribution to science, medicine and mathematics. - Know the legacy that the Golden Age of Islam left (e.g algebra, Arabic numerals etc) **WWII: The Home Front (1939-1945)** -Know about Germany's invasion of Poland and other countries - Know why Britain had to go to war - Know what life was like for children who were evacuated - Know the roles that women took on during the war -Know the role that propaganda had to maintain the 'fighting spirit' - Know why the Government rationed food -Know the impact the war had on those that experienced it and the impact it's had on us today -Know how Nottingham was affected **Journeys** - Know how the British empire changed after World War II. - Know why immigration to the UK increased after World War (ie to support the workforce) - Understood the benefits that this provided (eg workforce/infrastructure) - Know how diverse enlisting was during WW2. - Understand the prejudices immigrants faced -Know about the positive impact that they have had on specific industries - Know the heritage our community has descended from

Historical Knowledge **Cycle B** **2024-2025**	KS1	LKS2	UKS2
	Remembrance Day -Know what Remembrance Day is - Know why we wear poppies and the significance of these - Know why we celebrate Remembrance Day - Know that Remembrance Day is celebrated in other countries - Know what other countries do to celebrate - Know that we have a war memorial in the Meadows **Queen Victoria** -Know that Victoria Primary school is named after the local Victoria Embankment which was named after Queen Victoria -Know that Queen Victoria ruled from 1837 until 1901 - Know the main events in Queen Victoria's life including the Great Exhibition -Know where, when and why the exhibition was created - Know what Britain and other countries exhibited **Castles** -Know that castles were built to protect people from invaders -Know that Kings, Queens, Lords and Ladies lived in castles and had servants to look after them -Know that they were built on hilltop so that invaders could be seen at a distance -Know that William I ordered the first castle to be built to guard Nottingham - Know that Nottingham's castle was destroyed and the castle we see today is actually a stately home - Know what clues Bolsover castle holds about how the people who built it lived	**The Stone Age** - Know the three eras of the Stone Age -Know what life was like for people in the Stone Age (Hunter-gatherers/farmers) -Know what life was like for children - Know about the periods of change within the Stone Age era - Know what the Stonehenge was used for - Know why they built the Stonehenge **Ancient Egyptians** -Know about what was discovered in Tutankhamun's tomb - Know that Pharaohs were ancient Egyptian rulers who were buried in pyramids and tombs after their death - Know that Pharaohs bodies were mummified after death and the importance of this. - Know about what the Ancient Egyptian civilization had in common with other civilizations (e.g Indus valley, Sumer (Mesopotamia Modern Iraq) and Shang dynasty China - Know that the Egyptians were an important power until the Romans invaded **The Bronze Age to the Iron Age** -Know the main differences between the 3 distinctive periods -Know the main difference between tools in the Bronze and Iron Age - Understand the importance of farming in their daily life - Know how a hunter-gatherer lifestyle would be different to our own -Know why the Iron Age ended	**Anglo Saxons** -Know which countries the Anglo Saxons came from - Know why the Anglo Saxons chose Britain to settle in -Know that the Anglo Saxons established a small settlement called Snotta-inga-ham -Know about King Alfred's Kingdom and Danelaw -Know about Anglo Saxon Kingdoms and Law -Know how the Anglo Saxons invasion changed the way people lived, traded and socialised **The Victorian Era** -Know who ruled during the Victorian Era - Know that the Industrial Revolution changed Britain from a mostly rural society to an industrial one - Know that people moved from living in small towns and villages (farmers), to huge cities (factories/mills) -Know that by 19th century, Nottingham's lace market became the centre for the global lace industry - Know what life would have been like for a working child (factories/chimney sweep/mines) - Know the differences between rich and poor children in education -Know about the laws that were bought in to protect children **Vikings** - Know who the Vikings were and they why they had a bad reputation - Know that the Vikings fought hard against the Saxons for control of England but were stopped by Alfred - Know that Vikings settled in Britain for the farmland -Know how the Vikings invasion changed the way people lived, traded and socialised -Know how our views have changed about the Vikings due to recent excavations -Know that, the Vikings never left Britain and many people today have Viking ancestors

MUSIC KNOWLEDGE Progression

Our Intent:

National curriculum purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Curriculum Rationale: Music

We believe that the knowledge and skills taught within music lessons are essential for all children to develop a love of music and give them the opportunity to develop their talents as musicians. Music should be used as a building block to prepare our children for their place as creative, expressive and articulate members of society. By the end of their primary school years, our pupils will be confident in using musical terminology and understanding to listen with discrimination, to compose and perform to the best of their ability.

Core Principles for the Teaching of Music at Victoria Primary School

Pupils at Victoria Primary School learn through a Music curriculum that will:-

develop excitement and curiosity about music as a form of communication-

give children the confidence to express ideas through composing, refining and performing to their peers and the wider community

-develop knowledge and understanding through purposeful practical activities

-support their progressive use and application of the inter-elated dimensions of music of music: pitch, rhythm, tempo, timbre, texture, dynamics, structure and melody.

-ensure their accurate use of musical vocabulary

-explore music through listening critically to a variety of music from the past through to the present day and to make considered links to social and historical contexts.

-enable reasoned explanation about composers' intent and impact on their audience.

Listening and appraising

This area of learning aims to engage children with music and to encourage and grow their love of it. Children will build up their knowledge of musical styles, forming opinions, and using musical language. They will listen to many different styles and to have informed discussions about the music they hear.

Composing

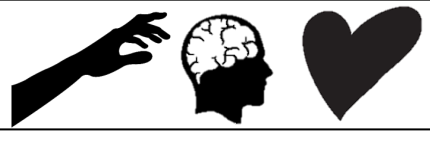
This area of learning aims to teach the children that when we compose, we write down the music so that it lasts forever, we can play it again to other people. Composition will be done on different instruments, and may be done as a whole class, in small groups, or individually.

Performing

This area of learning aims to give children the opportunity to perform and share what they have been working on. This may happen at the end of lesson or the end of a unit of learning. There should be opportunities to perform to different audiences.

Musical Knowledge underpinning our curriculum

Disciplinary (hand) - *know how* **Substantive (head) –** *know* **Personal Development (heart)**



Key Themes:

- **Music from other cultures**
- **Being part of a group**
- **Instrument skills**
- **Music to support a conscience**

Area of Study and Key Concepts	Nursey/Reception	Year 1/2	Years 3/4	Years 5/6
Key Content **Cycle A** **Instrument written is the focus instrument to be used for the unit**	Me! (Wide Variety of Genres) ***Singing*** Question 1: What do you like about the songs you have listened to? Question 2: What is pitch? Question 3: What part of our body do we use to listen? **Disciplinary question: Can you change the pitch of your voice?**	Y1 Hey You (Old School hip hop) (Pulse/Rhythm/Pitch) ***Singing*** Question 1: What instruments can you hear in the song? Question 2: Can you copy back the rhythm you hear? Question 3: How do you play the note 'c' on a glockenspiel? **Disciplinary question: What is the pulse in a piece of music and can you find it?**	Blown Away Recorder Book 2 ***Recorder*** Question 1: How do you control your breath when playing the recorder? Question 2: How do you change the pitch of the note you are playing? Question 3: What is an accidental? **Disciplinary question: Can you play 5 different notes on the recorder within a piece of music?**	Y5 Classroom Jazz 1 (Bossa Nova Swing) Jazz and Improv ***Recorder*** Question 1: What is a 5 note swing? Question 2: What is improvisation? Question 3: What instruments are commonly used in Jazz? **Disciplinary question:** **How would you use improvisation within a performance?**
	My Stories (Wide Variety of Genres) ***Singing*** Question 1: What is the pulse? Question 2: What different ways can you show the pulse? Question 3: Are all sounds short? **Disciplinary question: Can you copy and clap a rhythm?**	Y1 In the Groove (blues, baroque, latin, bhangra, folk, funk) (Groove) ***Recorder*** Question 1: How can we create rhythms? Question 2: What is singing in unison? Question 3: Can you create a new rhythm? **Disciplinary question: Can you name two or more of the styles of music that you have heard?**	Y4 Stop! (Grime) (Writing lyrics linked to a theme) ***Singing*** Question 1: What is the difference between pulse and rhythm? Question 2: Can you identify tempo changes in the music you listen to? Question 3: How does grime music compare with other styles of music? **Disciplinary question: Do you agree that lyrics are important within a song?**	Y5 The fresh prince of Bel-air (Old school hip-hop) ***Singing*** Question 1: What are the style indicators of Hip-Hop? Question 2: What instruments can you hear in 'the fresh prince of Bel-air'? Question 3: What is the tempo of the pieces you are listening to? **Disciplinary question: What hip-hop techniques did you use within your performance?**
	Everyone! (Wide Variety of Genres) ***Singing*** Question 1: Can you name some different instruments? Question 2: What is a performance? Question 3: Does music have different speeds? **Disciplinary question: Can you perform a song with a backing track?**	Y2 Zootime (reggae) (reggae and animals) ***Glockenspiel*** Question 1: Can you name any instruments you can hear? Question 2: What is pitch? Question 3: Where are the notes 'c' and 'd' on a glockenspiel? **Disciplinary question: How do you change the pitch when you are playing the glockenspiel?**	Y4 Blackbird (equality and civil rights) ***Glockenspiel*** Question 1: What message is the song 'blackbird' trying to portray? Question 2: How do you ensure you are singing in unison? Question 3: How can you demonstrate the pulse in a piece of music? **Disciplinary question: What went well in your performance? What could you improve on?**	Djembe **Djembe drums** Question 1: How do you produce different tones on the djembe drum? Question 2: What are dynamics? Can they be used with Djembe drums? Question 3: Why is rhythm important when playing in a group? **Disciplinary question: How does call and response compare/contrast with improvisation?**
Key Content **Cycle B** **Instrument written is the focus instrument to be used for the unit**	Our World (Wide Variety of Genres) ***Singing*** Question 1: What do you like about the songs you have listened to? Question 2: What is pitch? Question 3: What part of our body do we use to listen? **Disciplinary question: Can you change the pitch of your voice?**	Y1 Round and Round (Bossa Nova) (Pulse/Rhythm/Pitch) ***Singing*** Question 1: What is the pulse in a piece of music? Question 2: How do you make a noise on the recorder? Question 3: Can you create a new rhythm for other people to copy? **Disciplinary question: Music always makes you happy. Agree or Disagree?**	Y3 Let your spirit fly (R&B) (RnB and other styles) ***Glockenspiel*** Question 1: What other styles of music have influenced the RnB style? Question 2: Can you name an RnB artist? Question 3: What is the difference between pulse and rhythm? **Disciplinary question: In your opinion, what is the most important part of a performance?**	Y5 Dancing in the Street (Motown) ***Glockenspiel*** Question 1: What instrumentation is used in this piece of music? Question 2: What is the historical context of Dancing in the Street? Question 3: Where are C, D, E, F, G, A and B located on the treble stave? **Disciplinary question: How does the genre of Motown compare/contrast with the genre of soul/gospel?**

	Big Bear Funk (Funk) ***Singing*** Question 1: What is the pulse? Question 2: What different ways can you show the pulse? Question 3: Are all sounds short? **Disciplinary question: Can you copy and clap a rhythm?**	Y2 Hands Feet Heart (south African music) (South African music) ***Glockenspiel*** Question 1: What instruments are used in the song Hands, Feet, Heart? Question 2: How is south African music similar to other kinds of music you have listened to? Question 3: Where are the notes G, A and C on the glockenspiel? **Disciplinary question: Do you agree that music should be written down? Explain?**	Y3 The Dragon Song (Music from around the world) (celebrating differences and being kind) ***Recorder*** Question 1: What impact does tempo have on the songs you have listened to? Question 2: Why are the lyrics of a song important? What are the lyrics of this song about? Question 3: What are some differences between the different music from around the world? **Disciplinary question: Does the music create a story in your imagination? What story?**	Y6 A New Year Carol (Classical/Urban Gospel) ***Singing*** Question 1: What musical dimensions can you identify and discuss in the New Year Carol? Question 2: How does the instruments used affect the mood of the song? Question 3: What is texture and how does it influence a piece of music? **Disciplinary question: The structure of music/songs is always the same. Agree or Disagree?**
	Reflect, Rewind, Replay (Classical) ***Singing*** Question 1: Can you name some different instruments? Question 2: What is a performance? Question 3: Does music have different speeds? **Disciplinary question: Can you perform a song with a backing track?**	Blown Away Recorder Book 1 ***Recorder*** Question 1: How do you change the dynamics when you play the recorder? Question 2: What is rhythm? Why is it important? Question 3: How do you change the dynamics when you are playing the recorder? **Disciplinary question: How do you know how long to play a note for when you are performing?**	Y4 Lean on Me (soul/gospel) (Soul gospel music and helping one another) ***Singing*** Question 1: What instruments/voices can you hear in the song? Question 2: How could you record your composition? Question 3: What is pitch and how does it impact a song? **Disciplinary question: Gospel music is always happy. Agree or Disagree?**	Y6 Happy (Pop, Neo-Soul) ***Glockenspiel*** Question 1: What other genres have influenced the song Happy? Question 2: What structure is used in the song Happy? Question 3: How does an ensemble (choir or instrumental) stick together when performing? **Disciplinary question: What criteria would you use to decide if a song was in the genre of pop?**

This is how we think as musicians:

This is the disciplinary knowledge our children will learn in each year group:

Disciplinary Knowledge	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Listening & appraising	To learn that music can make you feel different emotions. To enjoy moving to the music.	To learn that music can touch your feelings. To enjoy moving to music.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts	To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Use musical vocabulary when talking about the music.	To identify and move to the pulse with ease. To consider the message of a piece of music. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	Listen with concentration, attention to detail and understanding Discriminate (Hear the difference between x and y) Identify and replicate: pitch, duration, dynamics, tempo, tone, texture, structure, melody, rhythm,	**National curriculum:** Listen with increasing discrimination to a wide range of music from great composers and musicians

					about the music.			intent and impact	
Composing	Experiment with different musical instruments	Talk about the music they have created	To create a simple melody using 1,2 or 3 notes	To write down the notes of a composition	Create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.	Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.	Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	**National curriculum:** Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
Performing (Singing)	To sing along with the backing track.	To sing along with a pre-recorded song and add actions.	Start and stop singing when following a leader.	Find a comfortable singing position. Discriminate between voices singing notes of different pitches (high and low). Make different types of sounds with your voice	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To enjoy exploring singing solo.	To sing with an awareness of being in tune To have an awareness of the pulse internally when singing. To re-join the song if lost.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture.	To listen to each other and be aware of how you fit into the group. To follow a leader accurately when singing. To experience rapping and solo singing.	**National curriculum:** play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
Performing (Instruments)	Perform any of the nursery rhymes by singing and adding actions or dance.	Perform any nursery rhymes or songs adding a simple instrumental part.	Choose a song they have learnt from the Scheme and perform it. Play the part in time with the steady pulse. **Recorders:** to be able to play the notes A,B,C,D,E,F,G	Add ideas to the performance. Record the performance and say how they were feeling about it. Learn to play a tuned instrumental part that matches their musical	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions	Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.	To record the performance and compare it to a previous performance. **Djembe:** To understand and use	To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" **Djembe:** To understand and use	

			on the recorder. To know that notes are written in different ways to tell you how long to play them.	challenge, using one of the differentiated parts (a one-note, simple or medium part). **Recorders:** to be able to play the notes A,B,C,D,E,F,G on the recorder. To know that notes are written in different ways to tell you how long to play them.	from a leader. **Recorders:** To be able to play the notes low C, F♯ , high C♯ , low C♯ , B♭, high E and high F on the recorder.	To experience leading the playing by making sure everyone plays in the playing section of the song. **Recorders:** To be able to play the notes low C, F♯ , high C♯ , low C♯ , B♭, high E and high F on the recorder.	correct posture when drumming. To play the drum with alternating hands. To play high and low tones on the drum. To copy back rhythms accurately. To take part in call and response accurately.	correct posture when drumming. To play the drum with alternating hands. To play high and low tones on the drum. To copy back rhythms accurately. To take part in call and response accurately.	

This is how we think as musicians:

This is the substantive knowledge our children will learn by the end of each phase:

Substantive Knowledge	EYFS	KS1	LKS2	UKS2	KS3
Listening & appraising	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Listen attentively, move to and talk about music, expressing their feelings and responses. **ELG:** Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	To know what the songs listened to are about. To know and recognise the sound and names of some instruments used in songs. To know some songs, have a chorus or a response/answer part. To know that songs have a musical style. To know that music is composed by a composer.	To listen to a song and be able to: talk about its lyrics: what the song is about, talk about any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. To listen to a song and be able to (as before as well as): Talk about some of the style indicators of that song (musical characteristics that give the song its style).	To know 5 different styles of song To listen to a song and be able to: (as before as well as) The historical context of the songs, what else going on at the time To know 5 different styles of song To listen to a song and be able: (as before as well as) Know and talk about that fact that we each have a musical identity	**National curriculum:** develop a deepening understanding of the music that they perform and to which they listen, and its history. Listen with increasing discrimination to a wide range of music from great composers and musicians
Composing	Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Explore and engage in music making and	To know composing is like writing a story. To know that everyone can compose To know the notes of a composition can be written down and changed if needed. To know how to notate a simple melody.	To know that a composition is music that is created by you and kept in some way. To know a composition can be played or performed again to your friends. To know that there are different ways of recording compositions (letter names, symbols, audio etc.)	To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. To know that notation is the connection between sound and symbol	**National curriculum:** improvise and compose; and extend and develop musical ideas by drawing on

	dance, performing solo or in groups **ELG:** Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	To know the note values for minims, crochets and quavers.	To know that music technology can be used to create and record compositions. To know the note values for semi-breves, minims, crochets and quavers.	To know and recognise what a time signature is To know that dynamics can add interest to compositions. To know the note values for semibreves, minims, crochets, quavers and semiquavers	a range of musical structures, styles, genres and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophisticatio n, including use of tonalities, different types of scales and other musical devices.
Performing (Singing)	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. **ELG:** Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	To know that unison is everyone singing at the same time. To confidently sing 5 songs from memory. To know the difference between speaking, singing and shouting To know to keep in time and stay in tune with others when singing together.	To know singing in a group can be called a choir and a conductor leads a choir. To know how to warm up your voice. To know a solo singer has a thinner texture than an ensemble. To know how to sing clearly, at word, phrase and section level. To know how to change the voice to reflect different emotions. To know how to hold the body correctly for singing.	To know the main features of a song To know the different singing styles e.g. unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice. To know how to project the voice correctly. To know the difference between chest voice and head voice. To know the difference between melody and countermelody.	**National curriculum:** play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
Performing (Instruments)	Explore and engage in music making and dance. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	To know a performance is sharing music with an audience. To know a performance can be a special occasion and involve a class, a year group or a whole school. To know an audience can include your parents and friends To know the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class.	To know that you need to know and have planned everything that will be performed To know that a performance can be a special occasion and involve an audience including of people you don't know To know it involves communicating feelings, thoughts and ideas about the song/music To know the instruments used in class (a glockenspiel, recorder or xylophone). To know other instruments they might play or be	To know that performing is sharing music with an audience To know you must sing or rap the words clearly and play with confidence To know a performance involves communicating ideas, thoughts and feelings about the song/music To know different ways of writing music down – e.g. staff notation, symbols To know the notes C, D, E, F, G, A, B + C on the treble stave To know the instruments they might play or be	

			played in a band or orchestra or by their friends.	played in a band or orchestra or by their friends	

Inter-related dimensions of music	EYFS	KS1	LKS2	UKS2	KS3
Pulse/Beat/Metre *Pulse – the regular heartbeat of the music; its steady beat*	To begin to know about and be able to respond to a given steady pulse in 4/4 time.	To know that the pulse is the heartbeat of the music. To know that everyone needs to follow the pulse for the music to work.	To know that music has a steady beat, and that this can be different meters. To know that music can be in the meters of 2,3 and 4.	To know that the time signature is related to a steady beat To know that music can be in various time signatures	**National Curriculum:** Identify and use the inter-related dimensions of music expressively and with increasing sophisticatio n, including use of tonalities, different types of scales and other musical devices.
Rhythm/Duration *Rhythm – long and short sounds or patterns that happen over the pulse*	To begin to know understand and recognise sounds that last for different lengths of time. ie short and long.	To know you can make sounds that last for different lengths of time. To understand that you can fit a rhythm to a steady beat.	To know that music will be made up of different rhythms that work together. To know that music can be written in different patterns of beat e.g. 2/4, ¾, and 4/4	To know that music notes can last for different durations To know the value of different musical notes (semibreves, minims, crochets, quavers, semi-quavers)	
Pitch/Melody *Pitch – high and low sounds*	To begin to know and recognise sounds can be high or low	To know that a musical scale either goes up or down To know that a melody line of a tune can have different pitches	To know that a music can be major or minor (happy or sad). To know a pentatonic scale uses 5 notes.	To know that pitch involves major and minor scales. To know a pentatonic scale is the first, second, third, fifth and sixth notes in a scale.	
Tempo *Tempo – the speed of the music; fast or slow or in-between*	To begin to know and recognise that music can be fast or slow or somewhere in the middle	To know that music can get faster or slower. To recognise when the tempo has changed.	To know that tempo can be chosen for a reason. To know that tempo can change quickly or gradually.	To know that tempo can be selected for different purposes and talk about what these might be. To know that there are different words to describe tempo: Allegro – fast, Lento - slow	
Dynamics/Articulatio n *Dynamics – how loud or quiet the music is*	To begin to know that there are sounds that are loud/soft and that there is also silence	To know that sounds can be loud or soft. To know that sounds can get louder or quieter.	To know we can select sound for a reason e.g when to use loud or soft sounds To recognise that dynamics can change quickly or gradually	To know that dynamics can be selected for a purpose and talk about these To know some words to describe the dynamics of a piece: loud – forte, quiet - piano	
Timbre *Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.*	To begin to know and be able to recognise, that there are different kinds of sound. E.g. shakers, drums, chimes etc	To know that different instruments make different sounds. To know that we can identify the instruments that we hear through the sound they make .	To know the sounds that 5 different instruments make To know that there are different categories of sounds e.g. brass, woodwind, string	to know that groups of instruments generally have the same kinds of sounds e.g brass band, samba band To recognise the sound of different groups of instruments	
Texture *Texture – layers of sound. Layers of sound working together make music very interesting to listen to*	To begin to know and be able to recognise that there are different combinations of sound.	To know there are different combinations of sounds To know and recognise that a piece of music can have a thin or thick texture.	To know how to recognise a solo, when a group of people, singing in unison To start to recognise a musical ostinato (something that repeats).	to know that changes in texture can be created by adding or taking away layers of voice, instrument, or melody To know and recognise that texture can change	

				within music to create different effects	
Structure *Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending*	To begin to understand that music has a beginning (intro) a middle and an end and that some bits (chorus) might be repeated.	To know that music is made up of different sections that have different purposes. To know the different sections of a song such as the intro, verse and chorus.	To know that composers chose different structures, such as symphonies To be able to identify the structure of a piece of music	to know that a bridge is contrasting section that links to sections of a song or piece of music To know how to identify when new sections of the music start	

This is how music helps us to socially develop

This is how are children will develop socially and emotionally through the music curriculum

EYFS	KS1	LKS2	UKS2
Listen and Appraise *-To learn that music can touch your feelings* *- To learn that music can make you feel different emotions.* **Perform** *- To know that the words of songs can tell stories and paint pictures*	**Perform** **-** To treat instruments carefully and with respect. **Compose** - to understand that everyone can compose and improvise	**Listen and Appraise** *-Talk about the music and how it makes you feel.* *-Listen carefully and respectfully to other people's thoughts about the music.* **Perform** - to know that singing as part of an ensemble or large group is fun, but that you must listen to each other	**Singing** **-** *To listen to each other and be aware of how you fit into the group.* **Perform** **-** *To know a performance involves communicating ideas, thoughts and feelings about the song/music* **Listen and appraise** *-To consider the message of a piece of music.*

Personal Development KNOWLEDGE Progression

Our Intent:

Core Principles for Personal Development at Victoria Primary School:

Our Personal Development curriculum incorporates Personal Social and Health Education (PSHE) Relationship & Sex Education (RSE), Citizenship, wider enrichment opportunities and safeguarding. Wider curriculum subjects also make specific links on how each discipline contributes to the personal development of our children in the subject Knowledge Progression documents.

National curriculum PSHE: We tailor our PSHE programme to reflect the needs of our pupils, and use our PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. At Victoria we use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of mental health, physical activity and diet for a healthy lifestyle.

National curriculum RSE: Our relationship and sex education promote the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, online relationships and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. We want our children to recognise Families can take many forms but all should provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. As a school we feel it is important to teach some aspects of sex education (outlined in the 'Changing Me' units of study.

National curriculum British Values/ Citizenship: We want our children to be prepared for life in modern Britain. During the EYFS stage and Key Stage One pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people and how they can take part in positive changes. During Key Stage Two pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities and play a role in bringing about positive change within our communities.

Wider-Enrichment Opportunities: Our enrichment curriculum is designed to provide a range of opportunities to nurture develop and stretch children's talents and interests. For one hour every Friday afternoon all children at Victoria Primary School are given the opportunity to explore enriching activities within four domains: The Arts, Sports, Nature and STEM. We believe this dedicated enrichment time is necessary for ensuring a well-rounded education for each pupil, broadening their cultural capital. As newly engaged learners begin to understand who they are as a person and as a learner, they learn how to become and stay motivated during the school day. By learning time management skills, developing their engagement, and strategic problem solving or planning skills, pupils will see both their confidence improve and will achieve better. Pupils will engage in competitions and contribute to the local and wider community. As pupils move farther along in school, this is even more important as the curriculum content continues to increase and advance, they will be enabled to set their own pace of learning, motivating pupils to continue a path of lifelong learning, passions and interests.

Safeguarding: Through Personal Development we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Initially this is taught through a focus on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes the understanding of boundaries in

friendships with peers and also in families and with others, including online friendships. It is our duty to ensure all children know how to report concerns and seek advice when they suspect or know that something is wrong. We consider it to be the upmost importance to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Area of Study and Key Concepts	Early Years	Year 1/2	Years 3/4		Years 5/6	
			Y3	Y4	Y5	Y6
Cycle A - Autumn I	**Emotions** **ELG 3** Self-Regulation **ELG 4** Managing Self **ELG 5** Building Relationships **ELG 14** People, Culture and Community	**Relationships** – Caring Friendships How can we make up after falling out? How might unkind words make us feel? How can I manage my feelings when feeling upset? **What strategies can I use to be a good friend?**	**Relationships** – Families and the People who care for me What roles do different people in my family have? How might others around the world influence our lives? What rights do I have as a child? **How can I demonstrate responsibilities within my family?**		**British Values** – Multicultural Communities (Tolerance & Respect) *What are British Values* How is tolerance and diversity promoted within our school? How are different ethnicities portrayed within the media and our community? How might different groups support our health and wellbeing? **How can we show tolerance to others within our community?**	
Cycle A - Autumn II	**Celebrations** **ELG 3, 4, 5, 14**	**Health and Wellbeing** – Being Safe at home How can I be safe within my home? How can I stay safe outside of my home? Who can help look after me? **What must I remember to help me keep safe within my home and my surroundings?**	**Living in the Wider World** – Current Affairs Why do countries have wars? How does the media portray information about wars? How can we distinguish which information is real or fake? **Do you think wars are necessary?**		**Health and Wellbeing** – Drugs, Tobacco & Alcohol How might different types of drugs affect our bodies? How might young people be influenced/ exploited by drugs and gangs? Who can support us in ensuring that we stay healthy and safe? **How can I ensure that I don't get involved with drugs and gangs?**	
Cycle A - Spring I	**Animals Around Us** **ELG 3, 4, 5, 14**	**British Values** – Making decisions together (Democracy) *What are British Values* What is democracy and where can we find it in school? How can we make decisions together?	**Relationships** – Respectful Relationships Why are friendships important? What are the characteristics of healthy friendships? Who should we trust? Who should we distrust? **How can I seek help or advice from others when I need it?**		**Living in the Wider World** – Enterprise What is enterprise? Which brands are most effective and why? Do all businesses need adverts? **Can we organise, advertise and run a bake sale and**	

		What are positive changes we'd like for Victoria? **How can we run a positive campaign in school?**			**make a profit to spend on books?**	
Cycle A - Spring II	**Where We Live** **ELG 3, 4, 5, 14**	**Health and Wellbeing** – My Healthy Body What are unhealthy choices and why will they make me unhappy? What are healthy choices and why will they make me happy? What are the ways can I keep myself clean and healthy? **How can we create a daily health plan for our class?**	**British Values** – Freedom for all (Individual Liberty) *What are British Values* What are human rights? What is the UN Declaration of Rights of the Child? Does every child have these rights? **What can we do in school to promote the United Nations Convention on the Rights of the Child (UNCRC)?**		**Relationships** – Protected Characteristics Why do we have protected characteristics in British law? What is the difference between prejudice and discrimination? What is the difference between equality and diversity? **Can I recall and explain the 9 protected characteristics outlined by the Equality Act 2010?**	
Cycle A - Summer I	**Globetrotters** **ELG 3, 4, 5, 14**	**Living in the Wider World** – Money How is money earned and what different jobs can people have to earn money? Why does money need to be looked after and how can we do this? Should I save or spend my pocket money? **Can I explain the difference between want and need?**	**Changing Me** – Body Changes How does a baby grow? How do boys and girls bodies change on the *outside* so they can have babies? How do boys and girls bodies change on the *inside* so they can have babies? **Is there such a thing as a 'normal' family?**	**Changing Me** – Having A Baby Where did I get my personal characteristics from? What are the internal and external parts of a male and female body necessary for making a baby? How does a girls body change when she becomes an adult? **How does the circle of change work and how can I apply it to my life?**	**Changing Me** – Puberty What do we mean by self/body image? How do boys' and girls' bodies change during puberty? How are babies conceived? **Can I explain what we mean by 'consent'?**	**Changing Me** – Conception Why is it important to look after yourself physically and emotionally? What is positive self-esteem and what can I do to develop it? How does a baby develop from conception through to nine months of pregnancy? **Why does being physically attracted to someone change the nature of the relationship?**
	On The Stage	**Health and Wellbeing** – My Feelings	**Health and Wellbeing** – Self-Regulation		**British Values** – The Rule of Law	

Cycle A - Summer II	**ELG 3, 4, 5, 14**	What are the zones of regulation? How am I feeling and how do I know this? How are my friends feeling and what are the signs? **How can I self-regulate myself and help other to regulate?**	What are some physical and mental effects of emotions? What is loss, separation, divorce and bereavement? How might emotions conflict with each other? **Who is responsible for helping me stay safe and healthy?**	*What are British Values* What would happen if we didn't have any rules? What is the rule of law and why is it important? What laws and crimes do we know about and what is the age of criminal responsibility? **How does the rule of law contribute to British values?**
Cycle B – Autumn I	**Emotions** **ELG 3, 4, 5, 14**	**British Values** – Treat others like you want to be treated (Tolerance & Respect) *What are British Values* How do I want to be treated? What is respect and how can I show respect? What should I do if I have different beliefs to someone else? **How can I demonstrate respect in school to my teachers and classmates?** **How can I demonstrate respect at home and in my neighbourhood?**	**Living in the Wider World** – Charity Why do people give to charity? What local charities are there in our community? Should people give to charities at home or abroad? **Can we start a Community-based** **Charity Drive?**	**Health and Wellbeing** – Dreams, Goals and Aspirations Do I know what people in my class like or admire about me? What are my strengths and goals? What are the steps to success I need to reach my goals? **What aspiration do we have for the world and how can we start making a difference in our school community?**
Cycle B – Autumn II	**People Who Help Us** **ELG 3, 4, 5, 14**	**Living in the Wider World** – The Environment What is the 'the environment'? Why should we care for the environment? What are ways people can help look after 'the environment' **What can I do at home and at school to help the environment?**	**British Values** – Democracy What is Parliament? *What are British Values* How are rules and laws made? What is the purpose of the police service? **How can we take part in making and changing a school rule?**	**Living in the Wider World** – Future Careers What is a stereotype? Who can be a builder? Who can be a nurse? What are my strengths and areas to develop to be successful? **What would I like to do when I'm older and what career journey will I need to embark on?**
Cycle B – Spring I	**Animals Around The World** **ELG 3, 4, 5, 14**	**Health and Wellbeing** – Make friends don't break friends What things cause problems between friends? How can I solve problems between friends when they occur? How can I make others feel part of a group?	**Relationships** – Online Relationships What online communities are we a part of? What rights and responsibilities do I have in this community? Why does social media have age limits? **What strategies are there for keeping myself safe online? (SMART rules)**	**Health and Wellbeing** – Mental Health How do I take responsibility for my mental health? How can technology have a negative impact on my mental health? Why do people join gangs? **What is the difference between mental health and mental illness?**

		Can I explain what bullying is (STOP) and what bullying isn't				
Cycle B – Spring II	**Nature Around Us** **ELG 3, 4, 5, 14**	**Relationships** – Family roles and responsibilities What are my family relationships and what makes them special? What causes conflict with my friends? When is it good/not good to keep a secret? **How can I show appreciation to people who can help me in my family, my school and my community?**	**Health and Wellbeing** – Hopes and Dreams What are my hopes and dreams for the future? What will I do if some of my hopes and dreams don't come true? What hopes and dreams do we have for Victoria? **How can I show resilience and a positive attitude?**		**British Values** – Immigration (Tolerance & Respect) <u>*What are British Values*</u> What ethnic groups do we have in our community and why have they moved here? What is an immigrant, economic migrant, asylum seeker and refugee? What are universal human rights? **How can we recognise and value cultures other than our own?**	
Cycle B – Summer I	**Artists and Designers** **ELG 3, 4, 5, 14**	**Changing Me** – Growing & Changing What physical changes happen in animals? How am I different now to when I was a baby? What are the correct names for girls and boys body part? **Can I explain the PANTS rule?**	**Changing Me** – Body Changes How does a baby grow? How do boys and girls bodies change on the <u>*outside*</u> so they can have babies? How do boys and girls bodies change on the <u>*inside*</u> so they can have babies? **Is there such a thing as a 'normal' family?**	**Changing Me** – Having A Baby Where did I get my personal characteristics from? What are the internal and external parts of a male and female body necessary for making a baby? How does a girls body change when she becomes an adult? **How does the circle of change work and how can I apply it to my life?**	**Changing Me** – Puberty What do we mean by self/body image? How do boys' and girls' bodies change during puberty? How are babies conceived? **Can I explain what we mean by 'consent'?**	**Changing Me** – Conception Why is it important to look after yourself physically and emotionally? What is positive self-esteem and what can I do to develop it? How does a baby develop from conception through to nine months of pregnancy? **Why does being physically attracted to someone change the nature of the relationship?**
Cycle B – Summer II	**Transport Now and Then**	**Health and Wellbeing** – <u>Being Safe Online</u>	**Health and Wellbeing** – <u>Fit & Healthy Lifestyles</u>		**Relationships** – Equal and Trusting	

	ELG 3, 4, 5, 14	What does it mean to be 'online'? How What is respectful/disrespectful behaviour online? What is my private information and why should I never share this? **Can I demonstrate my understanding of the 'SMART' rules?**	Which is more important physical or mental health? What is an informed choice? What is a balanced lifestyle? **Who is responsible for helping me stay safe and healthy?**	What does an equal and trusting relationship look like? When I'm older, what will It mean to have a 'boyfriend' or 'girlfriend'? What situations cause jealousy in relationships? **Can I identify signs of controlling or abusive behaviour?**

EYFS Personal Development Curriculum Progression

ELG 3: Self-regulation

	Direct Class Teaching	Focused Activities	In the Environment
N1	Notice how you feel. Play games/listen to stories where we talk about feelings and behaviour.	Play games/listen to stories where we talk about feelings and behaviour.	Trust the teacher so you can feel more confident. Notice the positive behaviour modelled and highlighted by adults. Feel confident about expressing your feelings.
N2	Talk about your feelings using words like 'happy', 'sad', 'angry' and 'worried'. Find solutions to conflicts and rivalries, with adult support. Understand how others might feel.	Observe and learn while adults model positive play and cooperation. Find solutions to conflicts and rivalries, with adult support.	Ask adults for extra help to share and manage conflict. Solve problems conflicts (listen to others and find a compromise). Understand when you need opportunities for quiet play.
N3	Respond to the feelings of others, showing concern and offering support. Develop appropriate ways to be assertive. Begin to talk about the four Zones of Regulation (formally).	Talk with others to solve conflicts, with adult support.	Use a visual timetable. Calm interactions with adults. Calm yourself down by copying modelled behaviour of adults. Follow class routines and class rules.
R1	Identify your own feelings emotionally and socially. Know the four colours of Zone Regulation. Associate the Zones of Regulation colours with own emotions. Use Zones of Regulation to express your own feelings. Begin to use different strategies to 'get to green'.	Link Zones of Regulation to facial expressions. Plan what to do next.	Pay attention to what the teacher is saying and respond appropriately. Work towards simple goals. Show an understanding of your own feelings. Understand how others might feel. Regulate strong feelings. Be patient for what you want.

R2	Identify and moderate your own feelings emotionally and socially. Build on your emotional vocabulary within the four Zones of Regulation. Develop your sense of responsibility in school.	Use strategies to help self-regulate	Show an understanding of the feelings of others. Work towards a goal that has been suggested to you. Follow instructions involving several ideas or actions.
R3	Apply a range of self-regulation strategies. Identify and moderate your own feelings emotionally and socially.	Suggest strategies to help other self-regulate.	Show an understanding of the feelings of others and regulate behaviour accordingly. Independently solve conflict with peers.

ELG 4: Managing Self

	Direct Class Teaching	**Focused Activities**	**In the Environment**
N1	Select and use activities and resources purposefully and safely so you can achieve the goal you have chosen. Watch the teacher as they model having the snack, washing hands, etc. Ask an adult for help. Feed yourself independently (milk, water, fruit snack, dinner). Follow the nursery routine with support (wash hands, go to the toilet and dress).	Use toys and equipment, and model and encourage you to join in. Feed yourself independently (milk, water, fruit snack, dinner).	Use simple toys and equipment before introducing more complex activities/equipment. How to find your coat, bag, tray. Use sinks, paper towels and toilets. Observe how other children dress themselves.
N2	Begin to manage transition from parent/carer to teachers. Use the toilet and wash your hands independently. Follow rules and begin to understand why they are important.	Understand why we need rules.	Refer to our class rules pictures when you need support. Be independent by gradually reducing the help given by adults.
N3	Follow class rules by referring to our display and explaining the rules to your friends. Understand the importance of washing hands, eating healthily and brushing your teeth, looking at appropriate books and using props for role play. Listen to visitors talking about the importance of healthy living.	Notice positive behaviour - photos exemplifying good behaviour. Wash your hands before eating and cooking activities.	Look at books promoting healthy living. Use role play and toys to act out the healthy living attitudes. Remember rules without needing an adult to remind you. Select and use resources independently. Be increasingly independent in managing your own care needs. Start making healthy choices about food, drink, activity, and teeth brushing.
R1	Demonstrate an awareness and understanding of school rules. Demonstrate an awareness of school routine.	Try new activities.	Follow and verbalise school rules e.g. 'hands on top, everybody stop'. Follow instructions during tidy up time.

	Manage your own hygiene and personal care needs.		Tidy up the toys and equipment. Keep trying when activities feel hard.
R2	Understand why rules are important. Understand the importance of managing your own needs.	Pour / choose your own drink. Tidy away after your snack.	Demonstrate the importance of our classroom rules. Show independence in the face of challenge.
R3	Explain the reason for rules and know how to adapt behaviour for certain situations. Know and talk about the different factors that support your overall health and wellbeing, including healthy food choices and oral health.		Follow rules without having an adult to remind you. Show resilience and perseverance in the face of challenge. Manage your own basic hygiene and personal needs, in different environments.

ELG 5: Building Relationships

	Direct Class Teaching	**Focused Activities**	**In the Environment**
N1	Respond to other adults than your teachers (e.g., guest story readers).	Feel confident during the walks to the Forest School.	Become more outgoing to unfamiliar people in the context of nursery or unfamiliar situations e.g., Forest School.
N2	Initiate play with one or more other children. Take turns in play. Begin to extend and elaborate your play ideas.	Get involved in making decisions about room layout and resources.	Play with resources to enrich your play and follow your interests.
N3	Develop friendships with other children. Seek adults out for support with conflict. Develop your sense of responsibility and membership of a community.	Carry out tasks e.g. Class Monitors.	Be an efficient class monitor and carry out responsibilities to help others.
R1	Talk with others to resolve conflicts. Find solutions to conflicts and rivalries. Be aware of how others are feeling.	Engage with circle time games to build up relationships with members of the class.	Form positive attachments to adults and friendships with peers.
R2	Consider how your behaviour may affect the feelings of others. Think about others' perspectives.	Participate in turn taking games and activities	Work and play co-operatively, and take turns with others. Engage in meaningful conversations with others.
R3	Build constructive and respectful relationships.		Show sensitivity to your own and other's needs. Work and play cooperatively and take turns with others.

ELG 14: People, Culture and Communities

	Direct Class Teaching	**Focused Activities**	**In the Environment**
N1	Talk about your likes and dislikes. Talk about yourself and about your family (names, relationship).	Listen to songs on interactive white board.	Find your family members on our class display.

			Observe how there are many different families by looking at pictures, books, toys.
N2	Continue to develop positive attitudes about the difference between people. Show an interest in different occupations.	Develop positive attitudes by talking about differences and similarities between people (inviting visitors to read and talk about their jobs).	Notice and reflect on the diversity of life by providing the appropriate resources (books, photographs, small world toys).
N3	Know that there are different countries in the world and talk about differences you have experienced or seen in photos.	Make books and look at displays about different families around the world or holidays you have been on.	Look at a diverse range of props, puppets, dolls and books and talk about similarities and differences.
R1	Talk about members of your family and community. See yourself as a valuable individual. Recognise that people have different beliefs and celebrate special times in different ways. Celebrate and value cultural, religious and community events and experiences. Talk about celebrations at home.		Develop positive attitudes to different families and communities. Name people who are familiar to you. Talk to people who you may come across in the community (police, librarians, fire service, doctors, teachers).
R2	Listen to others. Talk about members of your family and community. Describe people who are familiar to you. Know that some places are special to members of your community. Celebrate and value cultural, religious and community events and experiences		Know the names of the children in your class. Talk about how different people help us.
R3	Know some similarities and differences between religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries. Celebrate and value cultural, religious and community events and experiences (Sports Day, Eid). Draw information from a simple map.	Create a simple map of their immediate environment e.g. classroom, playground, the Meadows.	Ask questions and make comments on other people's family.

KS1-KS2 Personal Development (PSHE) Curriculum Progression

British Values			
DR TIM  **D**emocracy **R**ule of law **T**olerance **I**ndividual Liberty **M**utual Respect	**Year 1/2**	**Years 3/4**	**Years 5/6**
	British Values – Understanding rules matter (The Rule of Law) **INDUCTION** **To know** why we have rules in school and outside of school. **To know** examples of these rules **To know** our school Work Hard and Be Kind rules. **To know** why we have Work Hard and Be Kind rules. **To know how to** show you can follow the Work Hard and Be Kind rules. I can (relate) **British Values** – Making decisions together (Democracy) **To know** democracy means 'rule by the people' **To know** democracy was invented by the Ancient Greeks. **To know** we can make decisions together as a group. **To know** a lot of big decisions in our country are made this way. **To know** what a vote is and how we can have one. **To know** we can make decisions that can improve our school. **British Values** – Treat others as you want to be treated (Tolerance and Respect) **To know** what respect means. **To know** what tolerance means. **To know** the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	**British Values** – Understanding rules matter (The Rule of Law) **INDUCTION** ___Our rules – classroom and school **British Values** – Human Rights (Individual Liberty) **To know** what human rights are. **To know** the five shared values these rights are based on. **To know** what the five shared values mean. **To know** everyone, in all countries are entitled to human rights but not all have them. **To know** about the UN Declaration of the Rights of the Child. **To know** children have their own rights set out in the Declaration. **To know** the purpose and importance of these rights. **To know** the universal rights are above family, community and societal rules. **British Values** – Democracy **To know** what democracy means. **To know** the democratic processes in the UK. **To know** what the Houses of Parliament is and it's role. **To know** how rules and laws which protect people are made and enforced. **To know** why rules and laws which protect people are made and enforced. **To know** why there are different rules for different situations.	**British Values** – Understanding rules matter (The Rule of Law) **INDUCTION** ___ Our rules – classroom and school **British Values** – Multicultural Communities (Tolerance and Respect) **To know** what community means. **To know** what it means to be part of a community. **To know** how tolerance, understanding and diversity are promoted in our school **To know** the definitions of racism. terrorism, prejudice and extremism. **To know** how different ethnicities are portrayed in the media **To know** how different ethnicities are represented in the local community (including products available in shops) **British Values** – The Rule of Law **To know** that countries like Britain that observe 'the rule of law' hold it as a principle that everyone is equal before the law. **To know** the difference between unkind behaviour and criminal behaviour (teasing, bullying, discrimination, cyber Bullying, aggressive and anti-social behaviour). **To know** the nature and consequences of teasing, bullying, discrimination, cyber bullying, aggressive and anti-social behaviour. **To know** the nature and

	To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. **To know** people in school or in the wider world (including online), sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	**To know how to t**ake part in making and changing rules. To know the purpose of the Police Service.	consequences of prejudice-based language. **To know** the laws applicable to teasing, bullying, discrimination, cyber bullying, aggressive and anti-social behaviour. **To know** that the age of criminal responsibility is 10 in England. **To know how to** respond and ask for help. **British Values** – Immigration (Tolerance & Respect) **To know** about the different ethnic groups in Nottingham and their values and customs. **To know** why people have moved to Nottingham over time. **To know** the definitions of immigrant, economic migrant, asylum seeker and refugee. **To know** what universal human rights are and what British law states about them. **To know** about different cultural practices which do not fall within British law and / or human rights **To know how to** recognise and value cultures other than their own.

Health and Wellbeing

	Year 1/2	Years 3/4	Years 5/6
	Health and Wellbeing – My Healthy Body **To know** what constitutes a healthy lifestyle (including the benefits of physical activity, rest, cleaning, healthy eating and dental health). **To know** the importance of - and how to maintain - personal hygiene. **To know** they have responsibility for their own health and that of others **To know how to** wash hands properly and why. **Health and Wellbeing** – My Feelings	**Health and Wellbeing** – Self-Regulation **To know** the different zones of regulation. **To know** about different emotions and their physical and mental effects. **To know** what loss, separation, divorce and bereavement are. **To know** that talking about emotional difficulties is a positive thing. **To know** how emotions may conflict each other. **To know** who is responsible for helping you to stay safe and healthy.	**Health and Wellbeing** – Drugs, Tobacco & Alcohol **To know** about different drugs (legal and illegal) **To know** about different types of drugs and their uses and their effects on the body particularly the liver and heart. **To know** what peer pressure is and that it can arise from various sources. To understand that some people can be exploited and made to do things that are against the law. **To know** why some people, join gangs and the risks this involves **To know** who to turn to if help is needed. **To know** who is responsible for

	To know what they like and dislike. **To know** what makes them feel good and feel bad **To know** and recall the zones of regulation and **To know** and understand we are all move between these zones. **To know** are feelings can be physical and mental. **To know** the green zone is when we are happy, focused, calm or excited strategies we can use to get to green. **To know** the blue zone is when we are sad, hurt, sick or tired and strategies we can use to get to green. **To know** the yellow zone is when we are nervous, silly, confused or not ready to learn and strategies we can use to get to green. **To know** the red zone is when we are angry, frustrated, scared or out of control and strategies we can use to get to green. **Health and Wellbeing** – Being Safe at home **To know** what household products are. **To know** what medicines are. **To know** household products and medicines can be harmful if not used properly. **To know** what road safety rules are. **To know how to** stay safe on the road. **To know** what fire safety rules are. **To know how to** stay safe regarding fire. **To know** people to turn to who will look after you. **To know** ways to assist adults around you to look after you. **To know how to** make a clear and efficient call to emergency services if necessary. **Health and Wellbeing** – Being Safe Online*	**To know** ways you can help others to stay safe and healthy. **To know how to** overcome conflicting emotions. **To know how to** identify which zone they are in at any moment. **Health and Wellbeing** – Fit & Healthy Lifestyles **To know** that physical and mental health are both important. **To know how to** wash hands properly and why this is important. **To know** what makes up a healthy lifestyle. **To know** what making informed choices means. **To know** choices can have positive, neutral and negative consequences. **To know** what a balanced diet is. **To know** what may influence their choices of food. **To know** the harmful effects of bacteria / viruses and how to reduce the spread. **To know** what being in the red zone feels like. **To know** ways I can move out of the red zone. **To know** who is responsible for helping you to stay safe and healthy. **To know** ways you can help others to stay safe and healthy. **Health and Wellbeing** – Hopes and Dreams **To know** and can tell you about some of my hopes and dreams **To know** and understand that sometimes hopes and dreams do not come true and that this can hurt **To know** that reflecting on positive and happy experiences can help me to counteract disappointment.	helping them stay healthy and safe. **To know how to** help others stay healthy and safe. **Health and Wellbeing** – Dreams, Goals and Aspirations **To know** my learning strengths **To know how** to set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) **To know** and work out the learning steps (Steps to Success) I need to take to reach my goals **To know how to** motivate myself to work on these goals **To know** and identify problems in the world that concern me and talk to other people about them **To know** and describe some ways in which I can work with other people to help make the world a better place **To know** what some people in my class like or admire about me and can accept their praise **Health and Wellbeing** – Mental Health **To know how to** take responsibility for my health and make choices that benefit my health and well-being **To know how** and why technology misuse can be detrimental to mental health. **To know** what we mean by exploitation **To know** and understand that some people can be exploited and made to do things that are against the law **To know** why some people join gangs and the risks this involves **To know** the difference between mental health and illness. **To know** what it means to be emotionally well and to explore people's attitudes to mental health/illness **To know** and recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

	To know how to consider the effect of their online actions on others **To know how** to recognise and display respectful behaviour online and the importance of keeping personal information private **To know** why social media, some computer games and online gaming, for example, are age restricted **To know** where and how to report concerns and get support with issues online. **To know** the 'SMART' rules when using the internet: **S**afe – keep personal information safe **M**eeting – never meet up with a stranger **A**ccepting – don't open messages from people you don't know **R**eliable – check you facts, not all websites are reliable **T**ell – if you have a problem or are unsure of something online, tell a trusted adult. **Cross-curricular links Computing* **Health and Wellbeing** – Make friends DON'T break friends **To know how** to make friends and stop myself from feeling lonely **To know** types of friendship problems **To know** ways to solve friendship problems when they occur **To know how** to help others feel part of a group **To know** the impact of some unkind words **To know** ways of showing respect in how we treat others **To know how** to help themselves and others when they feel upset or hurt **To know how** to be a good friend **To know** falling out is a common thing for friends to deal with **To know** bullying is when someone is deliberately unkind **S**everal **T**imes **O**n **P**urpose	**To know how to** identify when I have felt disappointment. **To know how to** cope with disappointment and how to help others cope with theirs **To know how to** make a new plan and set new goals even if I have been disappointed **To know how to** work out the steps to take to achieve a goal, and can do this successfully as part of a group I can identify the contributions made by myself and others to the group's achievement. **To know how** it feels to have hopes and dreams I know how disappointment feels **To know** what it means to be resilient and to have a positive attitude **To know how to** work collaboratively and can enjoy being part of a group challenge. **To know how to** share in the success of a group and how to store this success experience in my long-term memory.	

Relationships			
	Year 1/2	**Years 3/4**	
	Relationships – Caring Friendships **To know** ways to solve problems and stay friends. **To know** and understand some of the impact of unkind words. **To know** I can use Calm Me time to manage my feelings. **To know how** to make friends to stop myself from feeling lonely. **To know how** to be a good friend. **Relationships** – Family roles and responsibilities **To know** and identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. **To know** and understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. **To know** and identify some of the things that cause conflict with my friends. **To know** and understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. **To know**, recognise and appreciate people who can help me in my family, my school and my community. **To know how to** express my appreciation for the people in my special relationships.	**Relationships** – Respectful Relationships **To know** how important friendships are in making us feel happy and secure, and how people choose and make friends. **To know** the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. **To know** that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **To know** that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **To know how to** recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict. **To know how to** manage these situations and how to seek help or advice from others, if needed. **Relationships** – Family roles and responsibilities **To know** the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. **To know** and explain how some of the actions and work of people around the world help and influence my life. **To know** how my needs and rights are shared by children around the world and can identify how our lives may be different.	**Relationships –** Protected Characteristics **To know** and understand the terms discrimination, prejudice, equality, diversity and rights. **To know** why the equality act 2010 was passed by Parliament. **To know** and recall the 9 protected characteristics: **D**isability - **P**regnancy or maternity **R**ace **O**rientation (sexual) **G**ender reassignment **R**eligion **A**ge **M**arriage or civil partnership **S**ex gender reassignment, marriage and civil partnerships, pregnancy or maternity, race, religion or belief, Sex, Sexual orientation **To know** there are no outsiders at Victoria, everyone is different and we celebrate our differences **To know** we are all equal in our differences **To know** love can be expressed by a couple regardless of their sexual orientation or gender identity.

		To know how to express my appreciation to my friends and family. **To know how to** put into practice some of the skills of friendship e.g. taking turns, being a good listener. **Relationships** – Online Relationships **To know** that belonging to an online community can have positive and negative consequences. **To know** there are rights and responsibilities in an online community or social network. **To know** there are rights and responsibilities when playing a game online. **To know** why there are age restrictions on social media accounts. **To know** and recognise when I am spending too much time using devices (screen time). **To know how to** use some strategies for keeping myself safe online	**Relationships** – Equal and Trusting **To know** what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older **To know** what an equal and trusting relationship looks like for friends and special relationships. **To know** how to recognise situations which can cause jealousy in relationships **To know** how most people, feel when they lose someone or something they love **To know** how friendships, change, know how to make new friends and how to manage when I fall out with my friends **To know** that good relationships are equal and trusting **To know how** to identify signs of controlling behaviour/abuse - physical abuse, emotional abuse, sexual abuse, technological abuse, financial abuse

Living in the Wider World

	Year 1/2	Years 3/4	Years 5/6
	Living in the Wider World – Money **To know** what money is. **To know** which monies are used in the UK. **To know** that money can come from different sources. **To know** about the role money plays in people's lives. **To know** what a bank card is and why some adults may have bank cards. **To know how to** keep money safe.	**Living in the Wider World** – Current Affairs **To know** what war and conflict means. **To know how to** certain issues, problems and events affect wars and conflicts. **To know** what is meant by "the media". **To know** how the media presents information. **To know** what empathy and	**Living in the Wider World** – Enterprise **To know** what we mean by 'enterprise' and being 'enterprising'? **To know** what the terms 'cost', 'price' and 'profit' mean. **To know** why companies, create brands and use logos to promote their brand. **To know** what market research is and to understand why companies carry out market research to increase profit.

	T**o know** people have choices as to what to spend money on. **To know** different factors influence what people spend their money on. **To know** what saving means in the context of money. **To know** how losing money can have negative consequences. **Living in the Wider World** – The Environment **To know** what we mean by the 'environment' **To know** we should care for the environment and why this is important **To know** what animals need from their environments **To know** explain how we can care for living things **To know** and recognise that this is everybody's responsibility **To know** simple ways people can help look after the environment **To know** about and describe some of the jobs people do to protect the environment **To know** and identify some of the skills these people need **To know** about roles they might like in the future **Cross-curricular links Science / Geography*	compassion is. **To know** how social media is used to convey distorted and biased information. **To know** what constitutes "fake news" and how-to fact-check. **Living in the Wider World** – Charity **To know** what a charity is. **To know** and give an example of a moral. **To know** and explain some of the reasons why people give money to charity. **To know** and find local charities to Victoria **To know** about local causes **To know** what a fundraiser is **To know** what budgeting is and To know how to plan and set up a Community charity drive. **To know** that community participation, voluntary and service-based activity has benefits to mental wellbeing and happiness .	**To know** how companies use advertising to promote company image and increase profits. **To know** what "best value for money" means. **Living in the Wider World** – Future Careers **To know** what we mean by a stereotype **To know** and Understand everyone can do any job they aspire to. **To know** a range of different job opportunities that we have when we grow up. **To know** what make them unique and to identify their strengths and areas for development **To know** that most careers start with training or further education after school **To know** that every career is a journey and to find out about the career journeys of a person I know. **To know** in order to achieve our hob aspirations we will need to develop skills for success. (listening, teamwork, speaking, leadership, problem solving, staying positive, creativity, aiming high)

Changing Me

	Year 1/2	Years 3/4	Years 5/6
	Changing Me – Growing & Changing* **To know** and understand some life cycles of animals and humans **To know** changes happen as we grow and that this is OK. **To know** and tell you some things about me that have changed and some things about me that have stayed the same. **To know** some ways to cope with changes and tell you about changes that have happened in my life.	**Changing Me** – Body Changes (Year 3) **To know** that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby **To know** how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow **To know** that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.	**Changing Me** – Puberty (Year 5) **To know** how to develop my own self-esteem, how to be aware of my own self-image and how my body image fits into that. **To know** and explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally **To know** and describe how boys' and girls' bodies change during puberty. **To know** that sexual intercourse can lead to conception and that is how

	To know and tell you how my body has changed since I was a baby and that growing up is natural and that everybody grows at different rates. **To know** and identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. **To know** the PANTS rules **To know** which parts should be private **To know** the difference between appropriate and inappropriate touch **To know** they have the right to say "no" to unwanted touch **To know** who they trust and who they can ask for help. **Cross-curricular links Science Y1/2 Animals Including Humans Cycle A)*	**To know** and Identify how boys' and girls' bodies change on the <u>*outside*</u> during this growing up process **To know** and identify how boys' and girls' bodies change on the <u>*inside*</u> during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up **To know** and recognise stereotypical ideas I might have about parenting and family roles **Changing Me** – Having A Baby (Year 4) **To know** that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. **To know** the internal and external parts of male and female bodies that are necessary for making a baby. **To know** how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. **To know** how the circle of change works and can apply it to changes I want to make in my life. **To know** and identify changes that have been and may continue to be outside of my control that I learnt to accept. **To know** and identify what I am looking forward to when I move to a new class.	babies are usually made and also understand that sometimes people need IVF to help them have a baby. **To know** and identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). **To know** consent means always choosing to respect others' boundaries **Changing Me** – Conception (Year 6) **To know** and be aware of the importance of a positive self-esteem and what I can do to develop it **To know** and be aware of my own self-image and how my body image fits into that. **To know** and explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. **To know** and describe how a baby develops from conception through the nine months of pregnancy, and how it is born. **To know how** being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.

Physical Education KNOWLEDGE Progression

Our Intent:

National curriculum purpose of study

KS1-Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

KS2 -Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Curriculum Rationale: P.E.

We believe that the knowledge and skills taught within PE lessons are essential for all children to understand the importance of physically active lifestyles. PE should be used as a building block to prepare our children for their place as healthy and competitive members of society. By the end of their primary school years, our pupils will be able to partake in physical activity for sustained periods of time, show competence in a range of physical skills and demonstrate sporting values such as fairness and respect.

Core Principles for the Teaching of P.E. at Victoria Primary School

Pupils at Victoria Primary School learn through a P.E. curriculum that will:

-develop confidence and enjoyment about physical activity and team sports

-give children the confidence to try, develop and master new techniques, tactics and skills

-promote competition through a range of individual pursuits and team opportunities

-develop knowledge and understanding through purposeful practical activities

-support their progressive use and application of the seven sporting character traits: resilience, communication, empathy, teamwork, self-awareness, passion, excellence

-ensure their accurate use of vocabulary relating to character and skills

-enable reasoned explanation about personal and team performance

-empower them to make considered links to their own lifestyle choices and personal wellbeing

The concepts of our P.E. Curriculum are incorporated and built upon within units and across year groups

We believe PE should develop a web of fundamental skills beyond just the physical:

Head – The thinker, confident, deep learner and decision maker (**substantive**)

Hand – The physical being; physically competent, physically active and competitive (**disciplinary**)

Heart – The behaviour changer; developing socially and emotionally, involved and engaged, developing character and values, leading a healthy lifestyle. (**personal development**)

Area of Study and Key Concepts	Early Years	Year 1/2	Years 3/4	Years 5/6
Key Content Cycle A	Gymnastics Dance Body Management Cooperate and Solve problems (OAA) Manipulation & Coordination	Run, Jump, Throw Attack, Defend, Shoot Hit, Catch, Run Gymnastics Dance Manipulation and Coordination	Dance Hockey Swimming Athletics Tennis Gymnastics Netball / Basketball OAA	Rounders / Cricket Gymnastics Netball / Basketball Dance Football OAA Athletics
Key Content Cycle B	Gymnastics Dance Body Management Cooperate and Solve problems (OAA) Manipulation & Coordination	Run, Jump, Throw Attack, Defend, Shoot Hit, Catch, Run Gymnastics Dance OAA Manipulation and Coordination	Dance Hockey Swimming Athletics Tennis Gymnastics Netball / Basketball OAA	Rounders / Cricket Gymnastics Netball / Basketball Dance Football OAA Athletics

This is how our P.E. subject builds from EYFS to Year 6

Sport	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics *Run, Jump, Throw (KS1)*	Developing speed, agility in travel and movement	Developing speed, agility in travel and movement	**Head**: Recognise and implement concepts such as waiting your turn **Hand**: Start and stop at speed and run in straight lines at different speeds Know and refine a range of running which includes varying pathways and speeds Develop throwing techniques over long distances Pupils will begin to link running and jumping **Heart**: Put the effort in and stay motivated	**Head:** Select the correct skill for the situation **Hand:** Perform skills and tasks in set times Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs **Heart:** Work partners to improve their performance	**Head:** Compete with others and record points **Hand**: Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force **Heart**: Identify how to improve	**Head**: Decide on ways to improve, run, jumps, and throws and implement change **Hand**: Throw a variety of objects, demonstrating accuracy Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. **Heart**: Work with others to score and record distance and times accurately	**Head**: Distinguish between good and poor performance and suggest ways to improve self and others To know how to run as part of a relay team working at their maximum speed. **Hand**: Sustain pace over shorter and longer distances Sustain pace over short and longer distances such as running 100m and running for 2 minutes Perform a range of jumps and throws demonstrating increasing power and accuracy **Heart**: Able to run as part of a team in relay-style events.	**Head**: Accurately and confidently record multiple scores under pressure **Hand**: Combine different jumping skills to accurately replicate the triple jump technique **Heart**: Judge your strengths and weaknesses to fulfil, your role in a running challenge. Become confident and expert in range of techniques and recognise their success Work in collaboration and demonstrate improvement when working with self and others
Basketball	-Send and receive a variety of objects with different body parts -Work with others to	-Coordinate similar objects in a variety of ways	***Head:*** *To begin to engage in competitive activities*	***Head:*** *Can recognise you sometimes need to stay in defined areas.*	**Head**: Explain why we look to 1) shoot 2) pass 3) dribble	**Head**: To implement some basic rules of basketball	**Head**: To explain the need for different tactics and attempt these in a	**Head:** Grasp more technical aspects of the game

Body Management (EYFS) *Manipulation and Coordination (EYFS)* *Attack Defend Shoot (KS1)*	control objects in space -Coordinate body parts such as hand-eye, fott-eye over a variety of activities in different ways	- Differentiate ways to manoeuvre objects - Skip in isolation and with rope	*To recognise rules and apply them in competitive and cooperative games* *Use and apply simple strategies for invasion games e.g. make decisions about how to defend a target.* **Hand**: *To experience opportunities to improve agility, balance and coordination* *To practice basic movements including running, jumping, throwing and catching* *Use change of direction and speed in open play.* **Heart**: *Show motivation to improve.*	*Select the most appropriate skills to move forwards* **Hand**: *Can send a ball using feet.* *Can send a variety of different sizes and shaped balls* **Heart**: *Show awareness of team mates and opponents in games.* *Work with a partner and in small groups to develop specific skills*	**Hand**: Use jump ball to start a game. Refine ways to control bodies and a range of equipment Recall and link combination of skills, e.g. dribbling and passing. **Heart**: Recognise good quality in self and others To work with others to build basic attacking play Assist teammates to shoot.	To explain travel violation rules Use footwork rules in a game situation and explore basic marking **Hand**: To perform some basic basketball skills, throwing, catching and dribbling. To build attacking/ offensive play To show a triple threat position **Heart**: Help someone to improve a particular skill	game situation. -Select and apply a range of tactics and techniques to play with consistency **Hand**: Able to combine basic skills such as dribbling and passing. Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. **Heart**: Apply knowledge of personal foul in a competition setting.	Implement a range of strategies to attack and defend such as restricting attackers' space. **Hand**: Able to track and control a rebound from shot (penalty or open play). Apply aspects of fitness to the game such as power, strength, agility and coordination **Heart**: Show a desire to rapid response by using Counterattack with team using the fast break.
Netball *Body Management (EYFS)* *Manipulation and*			**Head:** *To begin to engage in competitive activities* *To recognise rules and apply them in competitive*	**Head:** *Can recognise you sometimes need to stay in defined areas.* *Select the most appropriate*	**Head**: Show an understanding of the role of a goal shooter. **Hand**: To perform basic netball skills such as	**Head**: Show some awareness of high-five positions. **Hand**: - Demonstrate and implement some basic	**Head**: Explain the techniques for different passes **Hand**: Attempt to get into better	**Head**: Make choices about where to pass the ball. Play within the rules using blocking skills

Coordination (EYFS) Attack Defend Shoot (KS1)			*and cooperative games* *Use and apply simple strategies for invasion games e.g. make decisions about how to defend a target.* ***Hand**: To experience opportunities to improve agility, balance and coordination* *To practice basic movements including running, jumping, throwing and catching* *Use change of direction and speed in open play.* ***Heart**:* *Show motivation to improve.*	*skills to move forwards* ***Hand**: Can send a ball using feet.* *Can send a variety of different sizes and shaped balls* ***Heart**: Show awareness of team mates and opponents in games.* *Work with a partner and in small groups to develop specific skills*	passing and catching using a variety of recognised throws. **Heart**: Create opportunities as a team to score.	rules of high five Develop netball skill such as marking and footwork Acquire and Use basic shooting techniques in isolation and in a game **Heart**: Work as part of a team to ensure all players are marked. -	shooting positions To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills To begin to play efficiently in different positions on the court in both attack and defence To increase power and strength of passes, moving the ball over longer distances **Heart**: Use verbal and non-verbal communication to show teammates where you want the ball.	for shots and passes **Hand**: Anticipate, track and control a rebounding ball from a shot. Develop defensive skills **Heart**: Work as a team to improve group tactics and gameplay Play in high 5 squad rotations. -
Cricket *Body Management (EYFS)* *Manipulation and Coordination* (EYFS)			***Head:** To be able to identify when a point has been scored and keep count of the score.* *Distinguish between the roles of batters and fielders*	***Head:** Make choices about where to hit a ball* ***Hand**: Hit and run to score points in games* *To develop hitting skills with a variety of bats*	**Head**: To adhere to some of the basic rules of cricket. **Hand**: To develop a range of skill to use in isolation and a competitive context. E.g. To stop a moving ball	**Head**: With increasing consistency, choose where to direct a hit from a bowled ball. **Hand**: To develop range of Cricket skills and tactics they can apply in a	**Head**: Describe what 'setting a field' means. **Hand**: Begin Link together a range of skills and use in combination	**Head:** Apply with consistency cricket rules in a variety of different styles of games **Hand**: Attempt to track and catch high balls in

Hit, Catch, Run (KS1)			*Can choose where to send the ball to maximise chance to score* ***Hand**: Throw and catch a variety of balls and objects* *Able to hit objects with hand or bat* *Run between bases to score points.* *Track and retrieve a rolling ball to base* ***Heart**: Work collaboratively to score runs showing encouragement and support.* *Decide as a team best positioning to intercept balls.*	*To develop feeding/bowling skills* *Work on a variety of ways to score runs in the different hit, catch, run games* *Begin to play the role of wicketkeeper or backstop* ***Heart**: Display sportsmanship when competing against others.* *To show an understanding of working as a supportive team.*	with the long barrier technique. To use basic skills (e.g. footwork) with more consistency including striking a bowled ball **Heart**: Field as a team to return the ball to the bowler/base effectively.	competitive context Consolidate existing skills and apply with consistency Track and intercept the ball along the ground sometimes collecting with one hand. **Heart**: Show fair play such as accepting if they were run out or stumped. - -	**Heart**: Collaborate with a team to choose, use and adapt by consensus rules in games	isolation and game play, Use a small range of recognised shots in isolation and in competitive scenarios Use a range of tactics for attacking and defending in the role of bowler, batter and fielder **Heart**: Work as a pair to field long balls.
Rounders *Body Management (EYFS)* *Manipulation and Coordination* (EYFS) Hit, Catch, Run (KS1)			***Head:** To be able to identify when a point has been scored and keep count of the score.* *Distinguish between the roles of batters and fielders* *Can choose where to send the ball to maximise*	***Head:** Make choices about where to hit a ball* ***Hand**: Hit and run to score points in games* *To develop hitting skills with a variety of bats* *To develop feeding/bowling skills*	**Head**: Explain the importance of being ready in the field. To apply some rules to a simple rounders games **Hand**: Bowl an underarm ball. To develop and use	**Head**: Identify positions in rounders and describe the roles of those positions Play in a game using rounders scoring system. **Hand**: Play backstop role in small game situations.	**Head**: Apply backward hitting rules Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance **Hand**: Play more attacking shots looking for	**Head**: Apply rounders rules consistently in conditioned games Demonstrate urgency when in the field **Hand**: Play in a complete game of rounders with markings and four bases. Play small sided games

			chance to score ***Hand**: Throw and catch a variety of balls and objects* *Able to hit objects with hand or bat* *Run between bases to score points.* *Track and retrieve a rolling ball to base* ***Heart**: Work collaboratively to score runs showing encouragement and support.* *Decide as a team best positioning to intercept balls.*	*Work on a variety of ways to score runs in the different hit, catch, run games* *Begin to play the role of wicketkeeper or backstop* ***Heart**: Display sportsmanship when competing against others.* *To show an understanding of working as a supportive team.*	simple rounders skills **Heart**: Identify how to improve own and others work and be tactful	To develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and a game context **Heart**: Identify and describe some successful play.	gaps in the field Link together a range of skills and use in combination **Heart**: Show commitment towards their team and perseverance during game play. Collaborate with a team to choose, use and adapt rules in games	using standard rounders pitch layout Use a range of tactics for attacking and defending in the role of bowler, batter and fielder **Heart**: Understand teammates perspective & motivation when accumulating runs/rounders. Demonstrate urgency when in the field.
Hockey *Body Management (EYFS)* *Manipulation and Coordination* (EYFS) Attack Defend Shoot (KS1)			***Head:** To begin to engage in competitive activities* *To recognise rules and apply them in competitive and cooperative games* *Use and apply simple strategies for invasion games e.g. make decisions about how to defend a target.*	***Head:** Can recognise you sometimes need to stay in defined areas.* *Select the most appropriate skills to move forwards* ***Hand**: Can send a ball using feet.* *Can send a variety of different sizes and shaped balls* ***Heart**: Show awareness of*	**Head**: Implement some hockey rules into games. Play in small sided hockey-type invasion games - Send and receive balls in a variety of situations - Develop motor skills to handle sticks with ease and improve agility **Hand**: Can stop and	**Head**: Apply basic defensive positions. To implement the basic rules of hockey To develop tactics and apply them in competitive situations **Hand**: - To be able to consistently perform and combine basic hockey skills such as dribbling and push pass	**Head**: To understand and apply the 'back stick' rule. Explain the role of a defender in a competitive game. Explain how a passage of play was effective. Combine basic hockey skills such as dribbling and push pass	**Head**: Choose and implement a range of strategies to attack and defend. To combine and perform more complex skills at great speed. Use and apply boundary rules such as corners, self-pass and side-line. **Hand**: Shoot from long and close range.

			***Hand**: To experience opportunities to improve agility, balance and coordination* *To practice basic movements including running, jumping, throwing and catching* *Use change of direction and speed in open play.* ***Heart**:* *Show motivation to improve.*	*team mates and opponents in games.* *Work with a partner and in small groups to develop specific skills*	control the ball. **Heart**: Work as a team to score points	To increase speed and endurance during gameplay **Heart**: Work as a team to attack and defend.	**Hand**: Increase the power and strength of passes, moving the ball over longer distances. Use simple skills to keep possession. Play effectively in different positions on the pitch including in defence To increase power and strength of passes, moving the ball over long distances **Heart**: To be honest about infringement of rules such as 'back stick' or touching the ball with feet.	**Heart**: To suggest, plan and lead a warm-up as a small group To recognise and describe good individual and team performances
Football *Body Management (EYFS)* *Manipulation and Coordination* (EYFS) Attack Defend Shoot (KS1)			***Head**: To begin to engage in competitive activities* *To recognise rules and apply them in competitive and cooperative games* *Use and apply simple strategies for invasion games e.g. make decisions about how to defend a target.*	***Head**: Can recognise you sometimes need to stay in defined areas.* *Select the most appropriate skills to move forwards* ***Hand**: Can send a ball using feet.* *Can send a variety of different sizes and shaped balls* ***Heart**: Show awareness of*	**Head**: Recognise the need to look forward when attacking a goal. To implement the basic rules of football **Hand**: Use short passes to keep possession. Able to show basic control skills including sending and receiving the ball.	**Head**: Sometimes make decisions on the best time to tackle. Understand a display some defensive skills **Hand**: Send the ball over longer distances and Passing for distance. Dribbling in different directions using different parts of their feet	**Head**: Recognising space and opportunities for running with the ball. **Hand**: Receive the ball and turn. To play effectively in a variety of positions and formations on the pitch Relate a greater number of attacking and defensive	**Head**: Devise a drill that develops a particular skill. **Hand**: Apply correct body positioning when closing down a player to defend. Can play effectively in a variety of a positions and formations on the pitch. Attempts more skills when performing movements at speed

			Hand: *To experience opportunities to improve agility, balance and coordination* *To practice basic movements including running, jumping, throwing and catching* *Use change of direction and speed in open play.* ***Heart***: *Show motivation to improve.*	*team mates and opponents in games.* *Work with a partner and in small groups to develop specific skills*	To send the ball with some accuracy to maintain possession and build attacking play **Heart**: Show support, encouragement and good sportsmanship.	**Heart**: Word hard in a game and recognise the effects on yourself and teammates. Evaluating skills to aid improvement	tactics to gameplay Become more skilful when performing movements at speed **Heart**: Use individual skills to keep possession.	**Heart**: Collaborate with a partner to implement simple defensive techniques.
Tennis Send and Return (KS1)			**Head**: Can describe how they worked with their partner to send and receive. Identify a space to send a ball into. **Hand**: Chase, stop and control balls and other objects. Select and apply skills to beat the opposition Move towards a moving ball to return with hand or bat. Sending and	**Head:** Decide on and play with dominant hand. Develop tactics to outwit your opponent so they cannot return the ball. Begin to choose specific tactics appropriate to the situation Transfer net/wall skills to volleyball style games **Hand**: Take part in a rally. Start games using basic serving skills.	**Head**: Keep count/score of a game Able to recognise boundaries on courts/playing areas Recognise how to score points in a game **Hand**: Show tennis ready position Experience different types of hitting with their hand and racquets **Heart**: Play against an opponent	**Head**: Use defensive tactics to defend the court. To know the positions in gameplay **Hand**: Attempt to self-feed backhand shots Explore different shots (forehand, backhand) Work to return the serve **Heart**: Play competitively with others and against others in	**Head**: Play with others with some flow to the game, keeping track of their own success. Further, explore Tennis service rules **Hand**: Apply volley shots and overhead shots in game situations. Play with others to score and defend points in competitive games Approach the ball to return before the	**Head:** Make successful choices in games about the best shot to use. Begin to use full tennis scoring systems **Hand**: Begin to use full scoring systems. Develop backhand shots Introduce the lob Continue developing doubles play and tactics to improve **Heart**: Use speaking and listening skills

			returning a variety of balls Develop sending skills with a variety of balls Track, intercept and stop a variety of objects such has balls and beanbags **Heart**: Work with a partner to send and return. Play cooperatively in a game situation (doubles)	Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using a variety of hand and racquet with some consistency Improve agility and coordination and us in a game **Heart**: Play in modified games with others to send and return a ball over a net/line. Work as a team to get the ball over the net		modified games.	second bounce. **Heart**: Play with others with some flow to the game, keeping track of their own scores.	to umpire and play with peers without dispute.
Outdoor Adventurous Activities (OAA)			**Head**: Comprehend that one thing can represent another Identify and select equipment based on symbol. Use thinking skills to follow multi-step problems. **Hand**: Handle, order and organise equipment. **Heart**: Take part in activities with increasing challenge	**Head**: Confidently follow a basic map Solve challenging problems as an individual **Hand**: Attempt beginners competition speed stack Use searching skills to find given things from clues and pictures. **Heart**: Show sensitivity when working with a blindfolded partner	**Head**: Use acquired skills to create maps and directions Make simple diagrams with pictures and symbols **Hand**: Perform with strength, stamina and endurance in more physical tasks. **Heart**: Can work with others to solve problems. Work collaboratively as a pair and in a small group	**Head**: Plan and refine strategies to solve problems Identify the relevance of and use of maps, compasses and symbols. **Hand**: Use maps, symbols and compass confidently to navigate. **Heart**: Work well as part of a team or a group within a defined role. Identify what they do well and suggest what they	**Head**: Communicate using code Interpret/send Morse code To know a control point is a checkpoint within a route or course **Hand**: Work at a high intensity for sustained period whilst completing a task **Heart**: Explore and refine ways of communicating to best	**Head**: Use knowledge of games in PE to suggest adaptations and variations to activities **Hand**: Refine and adapt ideas in group task To follow and orient a map To tie a reef knot **Heart**: Takes responsibility for a role in a task Develop and use trust to complete tasks and perform

			to build confidence. Complete simple instructions as a group.			can do to improve.	complete a set task.	under pressure.
Dance Beth Mullins (Specialist Dance Teacher) Choreography (unison, cannon, levels, stimuli) Performance (musicality, spacing, props) Appreciation (Evaluating, exploring/ watching dance choreography, able to express their opinions)			**Head** Choreography To understand that you can create and show movement from different stimuli. Understand how to copy and explore basic body actions demonstrated by the teacher. To know and show how to copy simple movement patterns from each other and explore the movement and begin to link movements together. To understand that music can be counted in 8 counts. To know simple dance vocabulary to describe movement talk about dance, linking movement to moods, ideas and feelings.	**Head** Choreography To know and show how to choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities To know and show how to remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness. To know and show how to talk about different stimuli as the starting point for creating dance phrases and short dances. To know and show how to explore actions in response to stimuli To explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements. **Hand**	**Head** Choreography To know and show how to choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities To know and show how to remember and repeat an 8 count dance phrase, showing greater control, coordination and spatial awareness. To know and show how to talk about different stimuli as the starting point for creating dance phrases and short dances. To know and show how to explore actions in response to stimuli To begin to explore how different music makes us feel and the moods we can express through music. To know and show how to choose movements to make into their own phrases with beginnings,	**Head** Choreography To know and show how to explore, improvise and choose appropriate material to create new motifs in a chosen dance style. To know and show how to perform specific skills and movement patterns for different dance styles with accuracy. Show control and dynamics in movements. **Hand** Performance To know and show how to perform with clarity and precision, communicating a dance idea on their own, with a partner and in a small group. To know and show how to warm up and cool down independently Begin to link longer phrases of dance moves together Understand how they can include unison,	**Head** Choreography To know and show how to explore, improvise and choose appropriate material to create new motifs in a chosen dance style. To know and show how to perform specific skills and movement patterns for different dance styles with accuracy. **Hand** Performance To know and show how to perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group. To know and show how to warm up and cool down independently To know and show how to use exercises that stretch	**Head** Choreography To know and show how to respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. To know and show how to explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship. To know and show how to select and use a range of compositional ideas to create motifs that demonstrate their dance idea. **Hand** Performance To know and show how to perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group. To know and show how to describe how dance

			Hand <u>Performance</u> To apply a movement to each beat. To show how to practise and repeat their movement phrases and perform them in a controlled way to music. **Heart** <u>Appreciation</u> To be able to say what they like or don't like about a performance	<u>Performance</u> To know and show how to perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings. To know and show how to do some sensitivity to the accompaniment. To know how their bodies feel after dance activities To know that they need to warm up and cool down for dance. **Heart** <u>Appreciation</u> To identify key motifs in the stimulus that they would like to use.	middles and ends **Hand** <u>Performance</u> To know and show how to perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings. To know and show how to do some sensitivity to the accompaniment To know how their bodies feel after dance activities To know that they need to warm up and cool down for dance. **Heart** <u>Appreciation</u> To know and show how to describe dance phrases and expressive qualities. To say what they like and dislike, giving reasons. To show an understanding of mood and describe how a dance makes them feel.	canon and levels in their dance phrases. To know and show how to use exercises that stretch and tone their bodies and help them prepare for their dance. **Heart** <u>Appreciation</u> To know and show how to use appropriate dance terminology to identify and describe different styles in their own and others' dances. To talk about the relationship between the dance and its accompaniment and suggest ways to develop their technique and composition.	and tone their bodies and help them prepare for their dance. **Heart** <u>Appreciation</u> To know and show how to use appropriate dance terminology to identify and describe different styles in their own and others' dances. To talk about the relationship between the dance and its accompaniment and suggest ways to develop their technique and composition.	contributes to fitness and wellbeing. To identify what types of exercise they need to do to help their dancing. **Heart** <u>Appreciation</u> To know and show how to use appropriate language and terminology to describe, interpret and evaluate their own and others' work. To know and show how to comment on what works well and explain why. To recognise how costume, music and set can help to improve a dance performance.
Gymnastics **Head:** **Hand**: **Heart**:	Develop confidence in fundamental movements such as walking, running, rolling, crawling.	Further develop confidence in fundamental movements. Learn and refine a variety of	**Head**: - Identify and use simple gymnastic actions and shapes - use words such as rolling, travelling, shape, jump and take-off	**Head:** Explain differences between types of balances, such as point and patch Work safely on own and with others.	**Head:** Identify similarities and differences in sequences. Able to identify some primary muscles	**Head:** Decide on ways to improve a piece of work using compositional elements and implement change	**Head:** Selects a component for improvement and use guidance from others Explain the significance	**Head:** Identify strengths and weaknesses about a performance Compose a sequence which will achieve the

	Experience jumping, sliding, rolling moving over and under apparatus. Develop coordination and gross motor skills	shapes, jumps, balances and rolls. Link simple balance, jump and travel actions	decide which supporting concepts and actions to add to sequence **Hand**: Apply basic strength to a range of gymnastics actions recognise like actions and link them together Show spinning and rocking in isolation and short sequences. To perform a variety of basic gymnastics action showing control To introduce turn, twist, spin, rock and roll and link these into movement patterns Begin to carry basic apparatus such as mats and benches **Heart**: Value other's effort when they perform, watch and listen Move on and off and over an object with confidence.	**Hand**: Demonstrate flexibility in movements Remember and repeat sequences **Heart**: Reflect on their own performances and identify their strongest skill/action Develop character and maturity to work in close proximity to others - Describe and explain how performers can transition and link gymnastic elements - Perform with control and consistency basic actions at different speeds and on different levels - Challenge themselves to develop strength and flexibility - Create and perform a simple sequence that is judged using simple gymnastic scoring - To perform a variety of basic gymnastic actions showing control - To introduce turn, twist, spin, rock and roll and link these into movement patterns	To use basic compositional ideas to improve sequence work **Hand**: Perform sequences with contrasting actions. Attempt to bring explosive moves into floor work through jumps and leaps Modify actions independently using different pathways, direction and shapes Develop body management over a range of floor exercises. Consolidate and improve the quality of movements and gymnastics actions Show increasing flexibility in shapes and balances Relate strength and flexibility to the actions and movements they are performing **Heart**: Explain why strength and flexibility is important in maintaining a	Identify 'core' muscles and use them to improve the quality of shapes and actions Use compositional ideas in sequences such as changes in height, speed and direction Can identify similarities and differences in sequences **Hand**: Demonstrate some control when taking weight on hands Develop an increased range of actions and shapes to use in more complex sequences. To become increasingly competent and confident to perform skills more consistently Able to perform in time with a partner and group **Heart**: Adapt actions and sequences to work with partners and small groups Show maturity when watching	of a warm-up and how it relates to gymnastics activity. Remember and repeat longer sequences with more difficult actions **Hand**: Attempt to perform more complex skills in isolation such as round-off Work within/on set pathways. Create longer and more complex sequences and adapt performance Develop symmetry individually, as a pair and in a small group Perform more complex action, shapes and balances with consistency **Heart**: Work responsibly in trust exercises and when counterbalancing. Take responsibility for own warm-up including rememberin	highest score against criteria **Hand**: Experience flight on and off apparatus Perform increasingly complex sequences Compose and practise actions and relate to music Combing own ideas with others to build sequences Arrange own apparatus to enhance work and vary compositional ideas Perform increasingly complex sequences **Heart**: Lead group warm-up showing understanding of the need for strength and flexibility Work independently and in small groups to make up sequences to perform to an audience. Demonstrate accuracy, consistence and clarity of movement Work independently and in small groups to

			To perform longer movement phrases and link with confidence	- To perform longer movement phrases and link with confidence	healthy lifestyle. Comment on a peer's gymnastic sequence, describing what they did well.	others' sequences Developed body management over a range of floor exercises Attempted to bring explosive moves into floor work through jumps and leaps Can show increasing flexibility in shapes and balances	g and repeating a variety of stretches Lead others in a warm-up with confidence in own preparation Take the lead in a group when preparing a sequence Compare performance and judge strengths and areas for improvement Use information given by others to improve performance Select a component for improvement. For example – timing or flow	make up own sequences Show a desire to improve across a broad range of gymnastics actions
Swimming **Head:** **Hand:** **Heart:**					**Beginner** **Head:** Move with confidence in water including submerging themselves fully **Hand:** Apply basic arm and leg action to 'doggy paddle' Swim short distances unaided between 5 & 10 metres	**Intermediate** **Head:** Attempt to use basic breathing patterns when swimming Learn a recognise at least two strokes **Hand:** Submerge, sink, roll and rotate underwater		**Advanced** **Head:** Swim competently, confidently and proficiently over a distance of at least 25 metres **Hand:** Link lengths together with turns and attempt a tumble turn in isolation and during stroke Bring control and fluency

					Propel themselves over longer distances with swimming aids Move with more confidence in the water including submerging themselves fully **Heart**: Aware of other children around the pool	Swim greater distances between 10 & 20 metres with confidence in shallow water. Begin to use basic swimming techniques. Enter and exit the water in a variety of ways **Heart**: Work in collaboration to perform group challenges such as group floats		to at least two recognised strokes Implement good breathing techniques **Heart**: Work in pairs to refine stroke technique and suggest ways they can improve. Attempt personal survival techniques as an individual and group with success

Religious Education KNOWLEDGE Progression

Our Intent:

National curriculum purpose of study

RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Teaching should equip pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identity. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and worldviews. Pupils should learn how to study religions and worldviews systematically, making progress by reflecting on the impact of religions and worldviews on contemporary life locally, nationally and globally to increasing levels of complexity and depth. Pupils should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. They learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life. (SACRE Nottinghamshire Agreed Syllabus, 2021)

We believe that the knowledge and skills taught within RE lessons are essential for all children to deepen their understanding of our community, country and world. RE teaching should provide a grounding in the concepts, beliefs and ideas of different religious and non-religious world views. RE should be used as a building block to build our children's individual self-awareness about faith and to prepare them for taking a tolerant and respectful position in our multicultural local community. By the end of their primary school years, our pupils will be confident in asking insightful questions about human life, beliefs, communities and ideas. They will know how to reflect upon ideas, think deeply and disagree respectfully.

Core Principles for the Teaching of Areligious Education at Victoria Primary School

Pupils at Victoria Primary School learn through a RE curriculum that will:

- develop interest and curiosity about the values of individuals, communities, societies and cultures
- give children the confidence to ask questions - explore the tenets and key ideas held by different religious and non-religious worldviews
- develop knowledge and understanding through rich, real-life experiences both in the classroom and in the community
- support their progressive use and application of the three skills of religious enquiry: Know (describe and understand religions and worldviews)
- Reflect (express their ideas and insights) and Respond (using and applying knowledge and skills)
- ensure their accurate use of subject specific vocabulary
- enable reasoned articulation of beliefs, values and commitments
- empower them to make considered links to real life contexts

Religions in Year Groups

Christianity **Islam** **Judaism** **Sikhism** **Hinduism**

EYFS Cycle A	Year 1 / 2 Cycle A	Year 3 / 4 Cycle A	Year 5 / 6 Cycle A
Belonging	Stories of Jesus	Diwali	Prayer and Worship
Christmas	Religious Festivals	Prayer and Worship	Sacred Texts
Special People	Prayer at Home	Prayer and Worship	Inspirational People
Easter	Belonging	Pilgrimage	Religious Charities
Symbolism and Rituals	Prayer and Worship	Religious expression	Religious Expression
Rules and Fairness	Sacred Texts	Hindu beliefs	Beliefs and Practices
EYFS Cycle B	**Year 1 / 2 Cycle B**	**Year 3 / 4 Cycle B**	**Year 5 / 6 Cycle B**
Belonging	Beliefs and Moral Values	Christianity	Beliefs and Moral Values
Christmas	Creation	Places of Worship	Sacred Texts
Special Places	Religious festivals	Prayer and Worship	Christianity
Our World	Places of Worship	Jesus Miracles	Prayer and Worship
Religious Stories	Jewish Beliefs	Inspirational People	Religious Life
Religious Festivals	Religious Leaders	Prayer and Worship	Prayer and Worship

	Early Years	Year 1 /2 Judaism	Years 3 /4 Judaism	Years 5/6 Sikhism
Cycle A	**Belonging** What groups do I belong to?	**Beliefs and Moral Values** How was Jesus kind to others in the Bible? What do Christians learn from Jesus being kind in the Bible? How do Christians follow Jesus' example? **Is it possible to be kind to everyone all of the time?**	**Christianity** What religious stories lie behind key Christian festivals? How do Christians remember the stories during key Christian festivals? Do all Christian denominations remember the stories behind festivals the same way? **How do key Christian stories impact Christian's lives?**	**Beliefs and Moral Values** What are some religious stories that influence Sikh beliefs? What are Sikh beliefs about Gurus and scriptures? What do Sikh's believe about religious freedom? **Are Sikh stories important today?**
	Christmas When is Christmas? What is Christmas?	**Creation** What do Christians believe about the creation of the world?	**Places of Worship** Why are places of worship referred to as 'the house of God'?	**Sacred Texts** What is a moral code in religion? How do Christians and Sikhs revere their holy text?

		What do Christians believe about looking after the world? How do Christians treat the world well? **Does God want Christians to look after the world?**	How do synagogues express Jewish people's beliefs? How do Jewish people worship in the synagogue? **Do synagogues reflect a Jewish way of life?**	What guidance do Christians gain from the Bible about how to live their lives? **What is the main difference between how Christians and Sikhs enact their moral codes?**	
	Special Places Which places are special and why?	**Religious Festivals** How do Jewish people celebrate Shabbat? What is the meaning of Rosh Hashanah and how is it celebrated? How do Jewish people celebrate their religion? (weekly and annually) **What do all Jewish celebrations/acts of have in common?**	**Prayer and Worship** Where do Jewish beliefs come from? (Tenakh and Torah) How does Mitzvoth show commitment to God? How do different denominations of Judaism demonstrate their commitment to God? **What is the best way for a Jew to show commitment to God?**	**Christianity** How and why do Christians publicly show their religion? How is Christianity motivating people to do good in the world? Where else in British society do you see the influence of Christianity? **Is Christianity still a strong religion 2000 years after Jesus was on earth?**	
	Our World How can we care for living things and the earth?	**Prayer and Worship** What symbols and artefacts can be found in a synagogue? What life events are celebrated at a synagogue? What symbols and artefacts can be found in both churches and synagogues?	**Jesus' Miracles** What were some of Jesus's miracles? Do Christians believe Jesus had ordinary human abilities? What are some reasons Christians pray to God now? (to perform miracles)	**Prayer and Worship** What are the different ways that Christians pray to God? How do the 10 commandments influence Christian life today? Why do Christians attend church?	

	In what ways are churches/synagogues important to believers?	**Why are Jesus's miracles important to Christians today?**	**What is the best way for Christians to show commitment to God?**	
Religious Stories Which stories are special and why?	**Jewish Beliefs** What do Jewish people believe about creation? How are Shabbat and the creation linked? How is the story of Noah's ark linked to the creation story? **Are Jewish and Christian teachings about the Creation the same?**	**Inspirational People** What do Jewish people believe about Abraham and Moses? What does the Torah say about the lives of Abraham and Moses? How is story of the 10 commandments connected to the Jewish festival of Passover? **How are Jewish people inspired by key people in the Torah?**	**Religious life** How does the religious make-up of Nottingham compare to the UK as a whole? How do faith leaders co-operate in Nottingham? How to religious followers show their belonging in Nottingham? **How do local religions contribute to Nottingham City life?**	
Religious Festivals How do people celebrate?	**Religious Leaders** What makes a good leader? How do leaders influence followers through rules and wisdom? How did key historic leaders in Judaism and Christianity guide followers? **How is a religious leader different to a non-religious leader?**	**Prayer and Worship** Why Jewish people and Christians might go on a pilgrimage? Where do Christians go on pilgrimage? How do Jewish festivals link to their pilgrimage? **All Christians and Jewish people must go on pilgrimage?** **Agree/disagree**	**Prayer and Worship** What are Sikh core beliefs about treatment of others? What is the Amrit ceremony and how does it demonstrate commitment to faith? How do Sikh's show service to others in their everyday lives?	

				How far would a Sikh go for their religion?
	Early Years	**Year 1 /2 Islam**	**Years 3 /4 Hinduism**	**Years 5/6 Islam**
Cycle B	**Belonging** Who are we and how do we belong?	**Stories of Jesus** What miracles did Jesus perform? What do Christians learn from stories of Jesus's miracles? What are parables? **What do stories about Jesus teach us about how to be caring?**	**Diwali** What story does Diwali celebrate? How do Hindu celebrations of Diwali reflect the religious story? What are the key ways that Hindus celebrate Diwali? **Celebrating Diwali brings a sense of belonging to a Hindu child.** **Agree or disagree?**	**Prayer and Worship** What are the 5 pillars of Islam? How does daily prayer and Zakat influence Muslim's lives? Why is worshipping Allah important to Muslims? **What is the best way for Muslims to show commitment to God?**
	Christmas	**Religious Festivals** What happens at weekly Christian mass? How do Christians celebrate Easter and Christmas? How do Christians celebrate Harvest? **What do all Christian celebrations have in common?**	**Prayer and Worship** What did Jesus teach about prayer and worship in the Bible? What do Christian ceremonies look like in church (baptism and marriage)? church How do churches aid Christians worship? **People need to go to church to show that they are Christian.** **Agree or disagree?**	**Sacred Texts** How do Christians and Muslims treat and use their sacred text? What are the similarities and differences between the Qu'ran and the Bible's structure and history? How do the teachings from the Qu'ran and Bible compare? **Does the Bible and Qur'an offer similar guidance to their followers?**

Special People Which people are special and why?	**Prayer at Home** When and how do Muslims pray to Allah? How do prayer practices vary amongst different groups of Muslims? How does prayer help Muslims develop self-discipline? **Does praying at regular intervals help a Muslim in their everyday life?**	**Prayer and Worship** How do Hindu families worship at home and in the community on a weekly basis? How do Hindus celebrate Holi in the community? What religious story is Holi based upon? **Can we plan celebrate our own Holi festival in Victoria?**	**Inspirational People** What makes a person inspiring to others? What well-known figures do Muslims and Christians look to as role models and why? What inspires religious leaders to follow their vocation? **What can we learn from inspiring religious leaders?**
Easter What is Easter?	**Belonging** How does Christianity welcome people into the church? What story from the bible teaches about belonging? What is the 'Golden Rule' in Christianity? **How do you / can you experience belonging?**	**Pilgrimage** Why do religious people go on pilgrimage? What is the difference between a tourist and a pilgrim? What does a pilgrimage to Varanasi involve? **Is pilgrimage essential for Hindus?**	**Religious Charities** What work do faith charities do? How do religious charities promote social justice and fairness? How do different faiths respond to charity? **How do religions contribute to fairness and social justice?**
Symbolism and Rituals What symbols and rituals make up our everyday lives?	**Prayer and Worship** What is a mosque used for? What does a mosque look like?	**Religious Expression** Is Christian music similar to any other types of music?	**Religious Expression** What examples of religious architecture is their locally and globally?

	What rituals do Muslims perform at the mosque? **Does going to mosque give Muslims a sense of belonging?**	What are the different types of Christian music used? When do Christians use music in worship? **Why do Christians use music as a form of worship?**	How do Christians express their religion through art? What are the similarities and difference between the way Christians and Muslims express their religion through architecture? **What could be controversial about building a grand 'house of God?**	
Rules and Fairness Are all rules the same for everybody?	**Sacred Texts** What do Christians learn from the Bible about how to treat others? What stories in the Bible teach about kindness? What do Christians learn from the story of The Good Samaritan? **Does the Bible help Christians be kind?**	**Hindu Beliefs** What are the key stages of a Hindu's journey through life? How do beliefs about Moksha influence how Hindu's live? How do Hindu's belief about Samsara and Humanism views about life compare? **Would everyday life for Hindu's be different without Samsara?**	**Belief and Practices** What is Akirah and how does it influence Muslim life? What are the different types of Jihad for Muslims? What do Muslims believe about war? **Does belief in Akhirah (life after death) help Muslims lead good lives?**	

This is the disciplinary knowledge our children will know and remember:

Disciplinary Knowledge Use as additional prerequisites	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**KS3*** *SACRE programme of study
Analyse	Observe similarities and differences between myself and others.	Identify similarities and differences in people that cannot be observed – for example, religion, values.	Identify pictures/artefacts and symbols linked to a faith. Understand the impact a Christian's special place has.	Recognise similarities and differences between faiths. Compare symbols represented in a synagogue and church.	Distinguish between key features of different religions.	Understand the differences and commonalities between all faiths studied Analyse the impact upon the lives of their followers.	Draw out essential ideas, distinguish between opinion, belief and fact	Draw out essential ideas, distinguish between opinion, belief and fact	Gain and deploy the skills needed to study religions and worldviews seriously Explore some of the ultimate questions that are raised by human life in ways that are well informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy; Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews;
Synthesise			Link significant features of religion/s together.	Link significant features of religion/s together in a coherent pattern.	Explore and describe a range of beliefs to understand different ways of life and ways of expressing meaning.	Identify similarities and differences within religions e.g. between different Christian dominations.	Make links between religion and human experience.	Identify and examine the benefit of inter-faith connections	

									Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.
Express	To express a response to a religious story.	Retell and suggest meanings to some religious stories. Express an opinion about the Christian belief about creation.	Ask and respond to what communities do, and why so that they can identify what difference belonging to a community can make Notice and respond sensitively to some similarities between different religions.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Respond to examples of cooperation between people who are different.	Find out about questions of right and wrong. Explore questions about belonging, meaning and truth so that they can express themselves using words, music, art or poetry.	Find out about questions of right and wrong and begin to express their ideas and opinions in response. Contribute personal responses to statements relating to topics in RE.	Identify and express matters of deep concern by a variety if means, not only through words. Contribute personal responses to statements relating to topics in RE.	Respond to religious issues through a variety of media. Contribute personal responses to statements relating to topics in RE. Express the importance of religious charities.	Express ideas and insights into religions and worldviews Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology; Observe and interpret a wide
Reflect		To reflect on Christian beliefs about Jesus' death.	Suggest a different explanation to what happened to Jesus after his death and offer an opinion.	To ask questions about the personal meaning of religious beliefs.		Observe and consider different dimensions of religion, tp understand similarities and	Discuss and apply their own and others' ideas about ethical questions, including about	Discuss and apply their own and others' ideas about ethical questions, including about	

						differences of religions and worldviews.	what is just and fair, and express their own ideas clearly in response.	what is just and fair, and express their own ideas clearly in response. Debate issues of religious significance with reference to experience, evidence and argument.	range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.

This is the substantive knowledge our children will know and remember:

Substantive Knowledge Use as additional prerequisites	**EYFS**	**KS1**	**LKS2**	**UKS2**	**KS3*** *SACRE programme of study
Knowledge of Religion	Autumn 1 Cycle A and B Who are we and how do we belong?	Autumn 1 Cycle A Beliefs and Moral Values • To know what it means to be kind to others	Autumn 1 Cycle A Christianity • To know spiritual ways that Christians celebrate at least 2	Autumn 1 Cycle A Beliefs and Moral Values	Know about and understand religions and worldviews

	• To know about our own identity (faith, gender, school class) • To know how we show we belong (what we wear, what we believe, where we live/learn)	• To know Bible stories of Jesus being kind (e.g. Jesus healing the paralysed man) • To know what Christians learn from kindness stories in the Bible • To know different ways Christians shows kindness (e.g Salvation Army, Christian Aid) and in day-to-day life Autumn 1 Cycle B Stories of Jesus • To know the events in some stories about Jesus's miracles. (Good examples: The Lost Coin, Jesus and the Ten Lepers) • To know a Christian parable (The Lost Son) • To know what Christians learn from Parables of Stories of Jesus. • To know why Christians consider the Stories of Jesus to be important (because of who they believe Jesus was: God come to earth, with the power to help people in many ways.) • To know how Christians learn thankfulness from stories of Jesus Miracles (Good example – healing the blind person)	festivals such as Christmas, Easter, Pentecost and Harvest • To know the Bible stories behind at least 2 Christian festivals • To know why Christians value the festivals as important • To know important Christian concepts: incarnation, the trinity and the Holy Spirit. Autumn 1 Cycle B Diwali • To know that Diwali is an extremely popular Hindu festival which happens at the start of winter. • To know that Diwali celebrates the story of the Ramayana. • To know the story of Rama & Sita (the Ramayana). • To know different ways that Hindus celebrate Diwali (lights, sweets, Rangoli patterns, fireworks, family feast) • To know that during Diwali, a ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too. •	• To know that Sikhs still respect and learn from traditional stories : 1. Guru Nanak and the Jasmine Flower 2. Bhai Lalo and Malik Bhago - equality and honesty. 3. Vaisakhi - Birth of the Khalsa 4. Guru Nanak and the Cobra. • To know that the tenth Guru, Guru Gobind Singh, said that there would be no other living Gurus after him so Sikhs should look to their holy scriptures for guidance instead. • To know that Sikhs believe everyone has the right to choose their religion – they are often involved in inter-faith activities Autumn 1 Cycle B Prayer and Worship • To know the importance of the five pillars to most Muslims, which are central to Muslim life and worship • To know why the worship of Allah matters to Muslims • To know the impact that religious teaching on daily prayer and Zakat has on Muslim individuals and the community	Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences; Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and worldviews as coherent systems or ways of seeing the world; Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.
	Autumn 2 Cycle A and B Christmas Nativity • To know the Christmas nativity	Autumn 2 Cycle A Creation • To know feelings we might have when we have created something • To know the Creation story from the Bible • To know that Christians believe God wanted them to look after the world	Autumn 2 Cycle A Places of Worship • To know what place of worship is and why they are referred to as 'a house of God'. • To know how the architecture of a synagogue	Autumn 2 Cycle A Sacred texts • To know what a moral code and wisdom is • To know how and why Christians and Sikhs revere their holy text	

		• To know different ways people treat the world and what Christians might feel about this treatment • To know ways to treat the world well Autumn 2 Cycle B Religious Festivals •To know that Christians attend Church on Sunday weekly •To know some key parts of Christian worship at mass • To know about the main celebrations in the Christian calendar; Christmas and Easter. • To know Christian traditions including festive food at Christmas •To know how Christians celebrate the fruitfulness of the Earth through the Harvest Festival.	expresses Jewish beliefs • To know how synagogues reflect Jewish ways of life Autumn 2 Cycle B Prayer and Worship • To know that Jesus taught about worship in the Bible and praying. •To know that churches are Christian places of worship and centres for Christian community. • To know that Baptism is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God's family. • To know that many Christians would choose to get married in church to confer God's blessing on the marriage. • To know that churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g. at home where there are more distractions.	•To know what words of wisdom Christians learn from key scriptures in the Bible (e.g. 1 Corinthians 13) •To know the moral codes that Christians and Sikhs follow (e.g. ten commandments and sikh rehat maryada) Autumn 2 Cycle B Sacred Texts •To know how Muslims and Christians treat and use their scared texts •To know similarities and differences between the structure and history of the Qur'an and the Bible (e.g. how many books, age, set over a period of time) •To know similarities and differences between the teachings of the Bible and Qur'an (e.g. people, stories, rules)	
	Spring 1 Cycle A Special Places Which places are special and why? •To name some special places to us	Spring 1 Cycle A Religious Festivals • To know that Shabbat is the day of rest in the Jewish religion.	Spring 1 Cycle A Prayer and Worship •To know that commitment is a key part of the Jewish faith. The beliefs behind the practices are in the	Spring 1 Cycle A Christianity • o know the extent to which Christian beliefs and rituals have changed over time	

	(home, school, place of worship, family homes) • To know what makes a special place (e.g. safe place, enjoyable place) Spring 1 Cycle B Special People Which people are special and why? • To name some special people. • To know what makes a person special.	• Shabbat (Sabbath) is celebrated both in the home and the synagogue. • To know that the start of Shabbat is marked with a special meal and ceremony in the home. • To know that Rosh Hashanah is the Jewish New Year festival • To know that Rosh Hashanah, itself, has several meanings (creation of universe, day of judgement, day of remembrance) • To know that it is day of prayer, a time to ask for help in the year ahead and a time to remember the power of God Spring 1 Cycle B Prayer at Home • To know that there are different groups within Islam and practices concerning prayer differ- Sunni Muslims often pray 5 times a day whereas Shi'a Muslims can pray 3 times. • • To know that many Muslims pray regularly across the day and prayer is saying thanks to God. • • Muslim life is built around worship of Allah (their name for God) through prayer. • • To know that daily prayers (Salah) mean that Muslims pray as a community facing Makkah. • • To understand that prayer helps develop self-discipline; this is key to Muslims. • Praying regularly helps Muslims put Allah	Jewish Scriptures- Tenakh. • To know that part of the Tenakh is the Torah (Law) • To know the Jewish belief is that the Torah was given to Moses by God. • To know key features of different dominations of Judaism (Orthodox, Reform, Conservative) • To know that performing Mitzvoth (good deeds and helping others) is a way of showing God that you are following his instructions and showing him and others respect. Spring 1 Cycle B Prayer and Worship • To know how Hindus worship at home • To know how Hindus worship at mandirs • To know how Hindus celebrate Holi in the community • To know the stories that Hindu festivals are based upon	• To know that there are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs. • To know that a Christian today may use the fish symbol in work or in full view of others (e.g. car stickers) to show their commitment to their faith in public. • To know that Christians would give to charity (although this is not a requirement or obligation) to demonstrate love for their neighbour and emulate Jesus' example and commandment. Spring 1 Cycle B Inspirational People • To know what makes a person inspiring • To know about the lives of two religious leaders: Dr Martin Luther King and Dr Hany El Banna (founder of Islamic Relief) • To know what inspired a religious leader (e.g. holy texts) • To know what we can learn from religious leaders in today's world	

		at the centre of their lives			
	Spring 2 Cycle A Our World How can we care for living things and the earth? • To know religious stories that demonstrate care for our world (e.g. Good Samaritan) • To know that we need to look after living things and why • *To know how we can help look after living things in our local environment* Spring 2 Cycle B Easter What is Easter? •To know the Easter story.	Spring 2 Cycle A Places of Worship • To know what symbols and artefacts that can be found in a synagogue • To know what events happen at a synagogue including special events (e.g weddings) • To know which symbols are represented in both a synagogue and church and their meaning (light/water) Spring 2 Cycle B Belonging • To know that Christians have rituals to welcome babies (Christening) adults (e.g. Believers Baptism) into the religion • To know that the story of Jesus getting baptised in the river Jordan is an important story of Christians and carries some messages about belonging • *To know the Christian 'Golden Rule' ('treat others how you wish to be treated') and how this influences daily life* • To know that other communities abide by the 'Golden Rule'	Spring 2 Cycle A Jesus' Miracles •To know that it is written in the New Testament that Jesus performed many miracles. •To know some of the miracles that Jesus is said to have performed. •To understand that the Christian belief in the Trinity means that Christians believe that Jesus had powers that no ordinary man could. •To understand that Christians may pray to Jesus or God to perform miracles today Spring 2 Cycle B Pilgrimage • To know why people go on pilgrimages • To know about the religious journey of Varanasi • To know about the rituals and practices during Varanasi • To know the difference between a tourist and pilgrim	Spring 2 Cycle A Prayer and Worship To know that Jesus did not change or discard the 10 commandments. They remain the foundation of Christian faith and practice • To know that many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them. • To know that Christians can say prayers verbally out loud or silently within themselves. Christians believe that prayer is talking to God, so it is not always necessary to say preordained words, just what comes to the Christian as he or she prays. • To know that many Christians will regularly attend church to publicly demonstrate their commitment to God and their religion. They may also carry out service here. Spring 2 Cycle B Religious Charities • To know about two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid.)	

				• To know the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures • To know about the work around justice and fairness of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief • To know the impact beliefs have on how people of different faiths respond to charity	
	Summer 1 Cycle A Religious Stories Which stories are special and why? • To know some special stories e.g. Rama and Sita (Hindu), The Monkey King (Buddhism). • To know what we can learn from special stories Summer 1 Cycle B Symbolism and Rituals What symbols and rituals make up our everyday lives? •To know what symbols we can see in school. •To know what rituals we take part in at school (e.g. washing hands, lining up etc) •To know symbols we see in the community and what they mean	Summer 1 Cycle A Jewish Beliefs •To know the Jewish story of God's creation of the Earth from Genesis 1 •To know the link between Shabbat and the creation. •To know the Story of Noah's Ark in the Torah and its link to the creation story. Summer 1 Cycle B Prayer and Worship • To know that the Mosque is the Islamic place of worship and is the centre of the Muslim community. • To know that going to the Mosque helps give a sense of belonging • To understand the significance of the design of purpose-built mosques (dome, minaret, minbar, mihrab) • To know that Muslims wash before prayer with others and join their fellow Muslims praying on the floor of the prayer room as all are equal in the eyes of Allah	Summer 1 Cycle A Inspirational People •To know at least two inspirational people from the Torah including Abraham and Moses •To know about the lives of inspirational people from the Torah •To know how the story of the 10 commandments is connected to the Jewish festival of Passover Summer 1 Cycle B Religious Expression • To know of different Christian spiritual music (e.g. Christmas carols, hymns, Hallelujah chorus) • To be familiar with Christian hymns s (e.g. Abide with Me, All things Bright and Beautiful, Christ the Lord is Risen Today) • To compare Christian music to other inspirational music and explore	Summer 1 Cycle A Religious Life • To know the religious make-up of Nottingham city and the UK (e.g. statistics) •To know two examples of inter-faith co-operation (at least one from Nottingham). •To know about how some aspects of community life (such as weekly worship, charitable giving or beliefs about prayer) contribute to Nottingham life. •To know different ways communities show they belong •*To discuss how we could develop a city of tolerance and respect* Summer 1 Cycle B Religious Expression •To know about some great examples of religious architecture from across the world and some local examples, including for instance Southwell	

			related feelings (excited, calm, peaceful, joyful) • To know the difference between spiritual (but not religious) and Christian music	Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. • to understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty • To know the difference between how Muslims and Christians express their beliefs through art and architecture	
	Summer 2 Cycle A Religious Festivals How do people celebrate? • To know how some people celebrate (e.g. food, music etc) • To know how some people celebrate religious festivals Summer 2 Cycle B Rule and Fairness Are all rules the same for everybody? • To know why we have rules • To know different types of rules (e.g. for being on the road, in school, assembly) • *To know what fairness is*	Summer 2 Cycle A Religious leaders • To know how a leader makes a difference through their behaviour, wisdom and rules for living harmoniously • To know stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. To compare a non-religious leader to a religious leader in terms of wisdom and influence Summer 2 Cycle B Sacred texts • *To know examples of kind, generous acts* • To know that the Bible contains stories that teach Christians how to be kind, generous and share • To know Jesus' Story of the Lost Sheep and The Good Samaritan • To know what the story of the Lost Sheep and The Good Samaritan teaches Christians	Summer 2 Cycle A Prayer and Worship • To explore the reasons why Jewish people and Christians might go on a pilgrimage • To know where Christians go on pilgrimage (e.g. Lourdes, The 'Holy Land') • To know the link between Jewish festivals and pilgrimage • To know about local pilgrimages (e.g. Beth Shalom or Southwell Minster) Summer 2 Cycle B Hindu Beliefs • To know that Hindus view their life as a journey (Samsara) • To know how at least 2 key moments are marked by Hindus (e.g. welcoming a baby, marriage, funerals) • To know Hindu beliefs about Moksha and how	Summer 2 Cycle A Prayer and Worship • To know that Sikh core beliefs include the need to treat people as equals and share with others. • To know that Sewa is the belief in selfless service to the community and is an important part of worship. • To know the process of Amrit ceremony and the promises made during this ceremony • To know that the novice is required to wear the physical symbols of a Khalsa at all times (the 5K's) • To know that commitment is a key word to Sikhs – everyday life will reflect the moral code laid out in the example of the Gurus and in the Guru Granth Sahib • To understand service to others and sharing are daily considerations for Sikhs not just on special occasions	

		•	this influences worship and daily life • To know about non-religious views (Humanism) about commitment to 'the one life we have.'	Summer 2 Cycle B Akhirah To know that Muslims believe that when you die there is a judgment day. (Akhirah - Life after death) • To know that Jihad is defined as a personal struggle against evil. • To know that Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. • To understand the Muslim concept of a 'Holy War' and 'Just War'	
Vocabulary	**Christianity:** Christmas, Bible, Church, Jesus	**Christianity:** Christian, God, Creator, Christmas, Easter, Jesus, Church, Altar, Font, Bible, Gospel **Judaism:** Jewish, Synagogue, Torah, bimah, Hanukah, Ark, Judaism, shabbat **Islam:** Muslim, Mosque, Salah	**Christianity:** Hymns, Carols, Miracle, Pentecost, Harvest, Incarnation, Holy Trinity **Hinduism:** Samsara, Moksha, Pilgrim, Varanasi, Diwali **Judaism:** Passover, Tenakh	**Christianity:** **Sikhism:** Guru Granth Sahib, Sewa **Islam:** Akhirah, Jihad, Zakat,	

Christmas and Easter Progression

	Christmas Week	Easter Week
EYFS Cycle A and B	Story of the Nativity	Story of Holy Week and Easter
Yr 1/2 Cycle A	Story of The Nativity with a focus on Christmas Gifts and the Three Wise Men	Story of Holy Week and Easter with a focus on the symbols of Easter food
Yr 1/2 Cycle B	Story of The Nativity with focus on the meaning of "good news", the angels and shepherd	Story of Holy Week and Easter with a focus on the emotions of the characters
Yr 3/4 Cycle A	Mary's four journeys as the mother of Jesus	Expressing Easter through Christian Music
Yr 3/4 Cycle B	Light as an artistic symbol for the Birth of Jesus based on the Holman Hunt piece "Light of the World"	Story of Holy Week and Easter with a focus on comparing the emotions of the characters to their own emotional reaction to the stories

Yr 5/6 Cycle A	Representing Incarnation in art based on Fernando Arizitzi's "Incarnation"	What happens in churches around the world at Easter?
Yr 5/6 Cycle B	Expressing peace and celebration at Christmas through Christian Music	What happens in UK Churches at Easter?

This is how R.E. helps us to socially develop

This is how are children will develop socially and emotionally through the Religious Education curriculum

EYFS	KS1	LKS2	UKS2
• *To know how we can help look after living things in our local environment* • *To know what fairness is* • To share reasons why we are all special	• *To know examples of kind, generous acts* • To be thankful for the life we have • To respond to questions of right and wrong • To learn co-operation from stories and examples • *To discuss the 'Golden Rule' and its personal meaning*	• To appreciate and celebrate differences between religious celebrations • To understand what a moral code is and reflect upon one's own moral code • To consider individuals who we consider inspirational and what we can learn from them	• *To discuss how we could develop a city of tolerance and respect* • To learn to be inquisitive about other religions whilst being respectful • To know that everyone has the right to choose their religion • To appreciate the role of charity in modern day society

Science KNOWLEDGE Progression

Our Intent:

National curriculum purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Curriculum Rationale: Science

We believe that the knowledge and skills taught within Science lessons are essential for all children to understand the world around them. Science should be used as a building block to prepare our children for their place as inquisitive, logical and methodical members of society. By the end of their primary school years, our pupils will be confident in using scientific knowledge and understanding to investigate ideas, carry out experiments and solve problems within real life contexts.

Core Principles for the Teaching of Science at Victoria Primary School

Pupils at Victoria Primary School learn through a Science curriculum that will: - develop excitement and curiosity about natural phenomena - give children the confidence to ask questions - explore biology, chemistry and physics in the outdoor environment - develop knowledge and understanding through purposeful practical investigations - support their progressive use and application of the five enquiry types: pattern spotting, observing over time, classifying and grouping, comparative and fair testing and researching using secondary sources. - ensure their accurate use of scientific vocabulary - enable reasoned explanation about ideas and concepts - empower them to make considered links to real life contexts.

Science Topics

			Y1 / 2	Y3 / 4	Y5 / 6
Cycle A	Autumn 1		*Animals including Humans (Y1c)*	*States of Matter*	*Light*
	Autumn 2				*Living Things and their Habitats (Classification)*
	Spring 1		*Plants (Y1c)*	*Electricity*	*Animals including Humans (Circulation)*
	Spring 2		*Animals including Humans (Y2c)*	*Living Things and their Habitats*	*Evolution and Inheritance*
	Summer 1		*Plants and Growing (Y2c)*	*Light*	*Forces and Magnets*
	Summer 2			*Sound*	
Cycle B	Autumn 1		*Seasonal Changes*	*Rocks and Soils*	*Earth and Space*
	Autumn 2				*Materials and their Properties*
	Spring 1		*Everyday Materials (Y1c)*	*Animals including Human (Nutrition)*	*Changes of State*
	Spring 2		*Habitats*	*Forces and Magnets*	*Electricity*
	Summer 1		*Uses of Everyday Materials (Y2c)*	*Plants*	*Living Things and their Habitats (Life Cycles)*
	Summer 2			*Animals including Humans (Digestion)*	*Animals including Humans (Growth)*

Scientific Enquiry Questions

Substantive Knowledge

Disciplinary Knowledge

Cycle A

Topic	Key Assessment Questions	Ideas for Working Scientifically
Year 1 and 2		
Animals including Humans (Y1c)	- What are the names of some common animal groups? - Which animals are carnivores, herbivores and omnivores? - What are the structures of different common animals? - How can we make accurate comparisons between the structures of animals?	- use observations to compare and contrast - take videos and photographs - draw and label diagrams - explain how to group (classify) animals - group in different ways
Plants (Y1c)	- What are the names of some common plants? - What are deciduous and evergreen trees? - What is the structure of a common flowering plant? - How can we identify similarities and differences between common plants through observation?	- observe closely with magnifying glasses - compare and contrast common plants - explain how to identify the structure - group (classify) plants together - draw and label diagrams of plants and trees - keep records of change over time
Animals including Humans (Y2c)	- What are 'offspring'? - What are the basic needs of animals (including humans)? - What supports healthy growth in living things? - As scientists, how can we measure growth meaningfully?	- observe using pictures / videos / first-hand observations - measure growth - discuss findings
Plants and Growing (Y2c)	- What are seeds and bulbs? - What are the stages of growth in plants? - What conditions are required for plants to grow healthily? - How could a scientist investigate and record the growth of a plant?	- record with accuracy - observing over time - comparative testing - fair test
Year 3 and 4		
States of Matter	- What are the differences between solids, liquids and gases? - How do temperature changes affect a material's state? - What roles do evaporation and condensation play in the water cycle? - What makes matter change its state and how could we test it fairly?	- group and classify materials - research key temperatures at which matter changes state - develop precise methodology - perform tests - gather data (stopwatches) - line graphs and other charts
Electricity	- What common appliances use electricity? - What are conductors and insulators?	- observe patterns - make predictions

	- What are the common components of a simple series circuit? - Why are switches important in electrical circuits and what examples can you think of?	- test materials
Living Things and their Habitats	- In what ways can plants and animals be grouped? - How does the environment pose risks to animals and plants? - What is a classification key? - How can a classification key be used to compare local living things?	- make simple guides/keys to explore local plants and animals - ask and answer questions based on observations - explain findings
Light	- Why is light important? - Where does light come from? - What are shadows? - What causes shadows to change size?	- observe patterns - make predictions
Sound	- How are sounds made? - How does sound travel? - What relationship do pitch and volume have with the object that produced them? - How can we gather data accurately when investigating how sound changes with distance from its source?	- find patterns in sounds - investigate which everyday materials insulate against sound (link to materials/electricity) - make predictions
Year 5 and 6		
Light	- How does light travel? - How do we see things around us? - Why do shadows look like their objects? - How can we prove the way light travels?	- plan and conduct experiments (periscope, torches) - ask and answer questions
Living Things and their Habitats (Classification)	- What are some examples of observable characteristics? - How are living things organised into groups? - How can these groups be sub-divided? - As scientists, how can we classify living things in our local environment?	- use classification keys - observations in the local environment - research and group unfamiliar animals (problem solve) - present findings
Animals including Humans (Circulation)	- What are the functions of the main parts of the circulatory system? - How does a healthy / unhealthy lifestyle impact the function of the body? - How are nutrients and water transported in the body? - How can we demonstrate the causal relationship between exercise and our circulatory system?	- investigate scientific research - plan and conduct a test (impact of exercise in circulation of oxygen)
Evolution and Inheritance	- How do fossils teach us about evolution? - What are inherited characteristics? - How do living things adapt to their environment? - What scientific evidence is there to support evolution and how convincing is it?	- observe local animals in their local environments - compare how living things survive in extreme environments - analyse advantages and disadvantages of specific adaptations
Forces and Magnets	- Why do objects fall towards Earth? - What examples resistance forces are there?	- perform fair tests, controlling variables (parachutes / falling paper cones, boats of different shapes) - present and explain conclusions

	- Why are levers, pulleys and Gears useful when using a force? - How can we fairly test the effects of air resistance?	- investigate effects of springs, gears, pulleys, levers

Cycle B

Topic	Key Assessment Questions	Ideas for Working Scientifically
Year 1 and 2		
Seasonal Change	- What is a season? - How does the weather change with the seasons? - How does the length of a day change throughout the year? - How do scientists observe and record changes over time?	- make tables and charts - make displays - observe over time
Everyday Materials (Y1c)	- What is the difference between an object and a material? - What are the names of some common everyday materials? - What physical properties do common materials have? - How could we test the effectiveness of different materials?	- perform simple tests - explain what is being tested
Habitats	- How are living things suited to their habitats? - How do habitats provide for the basic needs of animals? - How do animals obtain their food? - How can we ask questions to classify things as being 'dead or alive'?	- sort and group (classify) - present findings using charts - explain reasoning for grouping - construct food chains - research
Uses of Everyday Materials (Y2c)	- How are everyday materials commonly used? - What physical properties can solids have? - How can the shapes of solid objects be changed? - How could a scientist compare the uses of everyday materials?	- comparative testing - observation - identify and classify - record observations
Year 3 and 4		
Rocks and Solids	- What is a fossil? - How are fossils formed? - What is soil? - How does a scientist compare and group rocks?	- observe local rock (caves / local buildings) - identify and classify rocks - analyse different soils - investigate erosion
Animals including Humans (Nutrition Y3c)	- What is nutrition? - How do animals (including humans) get their nutrition? - What is the purpose of skeletons and muscles? - How could we maintain healthy muscles?	- identify and group - contrast animals with / without skeletons - compare diet

		- research food groups (design a healthy dinner)
Forces and Magnets	- What is a force? - What are magnetic poles? - What is the difference between a magnetic force and a direct force? - Which materials will magnets attract or repel?	- compare how different objects move - sort, group and classify - gathering and recording data - compare strength of magnets - observe patterns
Plants	- What are the functions of the different parts of a flowering plant? - What is the life cycle of a flowering plant? - How is water transported within plants? - How can we compare the effect of different factors on plant growth?	- labelled diagram - compare and contrast - observe patterns - observe over time (cut flowers with coloured water)
Animals including Humans (Digestion Y4c)	- What are the functions of the parts of the human digestive system? - What are the functions of different types of human teeth? - What are producers, predators and prey? - How can we compare and explain differences in animals' teeth?	- make comparisons between teeth of herbivores and carnivores - suggest reasons for differences - research what damages teeth - how to look after teeth - draw labelled diagrams
Year 5 and 6		
Earth and Space	- What shape are the Sun, Earth and Moon? - How do the planetary bodies move through space? - How does the Moon move relative to Earth? - How can scientists use observation to explain day and night?	- observe over time
Materials and their Properties	- What properties do everyday materials have? - How are everyday materials used around school? - Why are materials selected for specific purposes? - How can you use comparative testing to identify the suitability of materials for a purpose?	- discuss - comparative testing
Changes of State	- What reversible and irreversible change? - What are some examples of reversible / irreversible change? - How can a mixture be separated? - How can we test accurately and fairly whether changes are permanent?	- fair test - observe and record
Electricity	- What is voltage? - What is a component? - What symbols are used to represent components in a simple series circuit? - How do variations in voltage affect how components function?	- systematically testing components - comparative testing - record data
Living Things and their Habitats (Life Cycles Y5c)	- What is a life cycle? - What is reproduction? - How do animals and plants reproduce?	- observe life cycles locally - compare observations to elsewhere in the world - ask and answer questions

	- What are the similarities and differences in the life cycles of mammals, amphibians, insects and birds?	- grow plants from parent plants - compare and contrast reproduction in different plants and animals
Animals including Humans (Growth Y5c)	- What is ageing? - What is puberty? - What changes do adults go through as they age? - How can we gather and present data to represent growth?	- research gestation periods - record - present data in charts

Our Changing World

Working Scientifically

We want our children to work scientifically by exploring the changing world around them; in addition to the units specified by the National Curriculum, we have designed regular and meaningful opportunities for them to link their indoor classroom learning to the outside world.

Our enquiries:

	When?	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	Induction Days	What is happening to the trees?	***Animals***		***Living things and their Habitats***		***Animals including humans***	
			Which animals live around our school? *How many birds visit our bird-feeding station?* *How do snails change over time?* *How should we care for our pets?*		*How can we use leaves to classify trees?* *How can we identify deciduous trees in Winter?* *How can we use flowers to classify plants?*		*How do animals behave at different types of the year?* *How can we observe animals?* *How does the behaviour of birds change?* *What happens to invertebrates?*	
			Plants					
			How do leaves change? *Do all trees lose their leaves in Winter?*					

			What flowers can we find in different seasons? *How do plants change over time?* *What can we make with the food we have grown?*		
Cycle B	**Induction Days**	*What is the weather like today?* *What can I grow for my dinner?*	***Seasonal Changes*** *How do changing seasons affect me?* *What can we see and hear that show us how seasons change?* *How does the weather change across the seasons?* *What do different types of weather look and feel like?*	***Plants*** *How do leaves change throughout the year?* *What seeds can we find throughout the year?* *How do flowers change throughout the year?* *What colour are berries?* *How often do insects visit plants?*	***Life Cycles*** *What signs of plant reproduction can we observe?* *How can we observe life cycles?* *How can we grow more plants?* *Which plants are best for us to plant?* *How can we ensure high plant yield?*
			Habitats *How do habitats change throughout the year?* *How do the animals in a habitat depend on each other?* *How do plants and animals change over time?* *What shall we plant for our soup?*		

This is the disciplinary knowledge our children will know and remember:

- How do experts think?

Working Scientifically

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Be Curious: Asking Questions	Ask questions to find out more about something and to check understanding.	Ask simple questions and recognise that they can be answered in different ways.	Ask questions about the world and make links to prior knowledge to make predictions.	Ask relevant questions and discuss the different types of scientific inquiries available to answer them.	Make independent decisions about how best to answer questions.	Use different types of scientific enquiries to answer own questions.	Ask well-considered and thoughtful questions based on observation of the natural world and prior learning.	Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
Planning Inquiries	Explore the world around them and play with what they know	Talk about ways to answer questions they have about the natural world.	Choose simple and appropriate equipment to enable questions to be answered.	Set up simple practical enquiries. Conduct comparative and fair tests.	Develop precise methodologies.	Plan different types of scientific inquiries to answer question. Be aware of independent and dependent variables.	Justify choices when planning. Anticipate practical problems and plan to mitigate these.	Select and plan the most appropriate types of scientific enquiries.
Performing Tests	Gather resources to answer their own questions. Make links between their question and method.	Perform simple tests.	Perform simple tests with increasing accuracy.	Perform tests, controlling variables where necessary.	Perform tests accurately, following precise methodology. Solve practical problems.	Perform fair tests carefully and accurately. Control variables.	Demonstrate awareness of and skill when controlling variables. Conduct tests with precision.	Carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate.
Observing and Measuring	Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel while they are outside.	Observing closely, using simple equipment. Use observations and ideas to suggest answers to questions. Take simple measurements with some accuracy	Describe observations using context-specific vocabulary.	Make careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Make systematic observations and be precise when measuring with simple equipment.	Take measurements with precision, using an increasing range of scientific equipment. Take repeat readings when appropriate.	Discuss the value of their observations towards answering an enquiry. Measure precisely and judge the reliability in the context of the enquiry.	Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.

Gathering and Recording Data	Draw and produce sketches based on observations about the natural world.	Gather and record data to help in answering questions, for example with egg timers.	Use non-standard alongside standard measures to record data from observations. Use technology, such as digital cameras and sound recorders to gather relevant evidence.	Gather, record, classify and present data in a variety of ways to help in answering questions. Record using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Select appropriate ways to record data.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Choose suitable ways to gather and record data independently, justifying these choices in the context of the enquiry.	Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility.
Presenting Findings	Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.	Use simple charts to present data.	Recognise that data can be presented in different ways. Use ICT to present findings.	Report on findings from inquiries, including oral and written explanations, displays or presentations of results and conclusions.	Describe patterns and similarities and differences between data.	Report and present findings from inquiries, including conclusions, causal relationships and explanations. Present in oral and written forms.	Interpret data and select the most appropriate methods of presentation.	Present observations and data using appropriate methods, including tables and graphs present reasoned explanations, including explaining data in relation to predictions and hypotheses.
Concluding and Evaluating	Thinking critically - making links. Offer comments about what they have learnt and ask further questions to clarify understanding.	Discuss how their findings answer scientific questions.	Evaluate whether their findings support an answer to their questions.	Use results to draw simple conclusions. Make predictions. Suggest improvements and ask questions using scientific evidence to answer questions or support their findings.	Make predictions to set up further comparative and fair tests.	Identifying scientific evidence that has been used to support or refute ideas or arguments. Evaluate efficacy of results and reflect on the degree of trust in them.	Explain variances in data collection, either within their own investigation or across a group. Answer questions by making links to evidence and methodology and using specific, scientific vocabulary.	Evaluate data, showing awareness of potential sources of random and systematic error.

This is the substantive knowledge our children will learn:

- What do experts know?

Biology					
Topics	**EYFS**	**Year 1/2**	**Year 3/4**	**Year 5/6**	**Key Stage 3**
Animals including Humans	Explore the natural world around them, making observations and drawing pictures of animals. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating Understand the key features of the life cycle of an animal Make healthy choices about food, drink, activity and toothbrushing.	**Y1c – What makes an animal?** **Identify and name** a variety of common animals including fish, amphibians, reptiles, birds, mammals and invertebrates **Identify and name** a variety of common animals that are carnivores, herbivores and omnivores **Describe and compare** the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Identify, name, draw and label** the basic parts of the human body. **Say** which part of the body is associated with each sense.	**Y3c – What is the importance of nutrition?** **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 **Identify** that humans and some animals have skeletons and muscles for support, protection and movement.	**Y5c – Does life come in cycles?** **Describe** the changes as humans develop from birth to old age. **Research** and record the length and mass of babies and baby animals as they grow. **Understand** gestation periods of other animals and compare them with humans **Describe** the differences in the life cycles of a mammal, an amphibian, an insect and a bird **Describe** the life process of reproduction in some plants and animals.	*Pupils should be taught about:* Structure and function of living organisms cells and organisation skeletal and muscular systems gas exchange systems reproduction health
		Y2c – How do living things grow healthily? **Notice** that animals, including humans, have offspring which grow into adults **Research** and **describe** the basic needs of animals, including humans, for survival (water, food and air) **Describe** the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Y4c – How does digestion work?** **Describe** the simple functions of the basic parts of the digestive system in humans **Identify** the different types of teeth in humans and their simple functions **Construct and interpret** a variety of food chains, identifying producers, predators and prey.	**Y6c – How do we stay alive?** **Identify** and name the main parts of the human circulatory system. **Describe** the functions of the heart, blood vessels and blood. **Recognise** the impact of diet, exercise, drugs and lifestyle on the way their bodies function **Describe** the ways in which nutrients and water are transported within animals including humans.	
Evolution and Inheritance				**How have living things survived so long?** **Recognise** that living things have changed over time. **Understand** that fossils provide information about living things that inhabited the Earth millions of years ago.	*Pupils should be taught about:* Genetics and evolution Inheritance, chromosomes, DNA and genes

				Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. **Identify** how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Reproduction in humans
Living Things and their Habitats	Know some similarities and differences between the natural world around them and contrasting environments, Recognise some environments that are different to the one in which they live.	**<u>How different are living things?</u>** **Explore** and **Compare** the differences between things that are living, dead, and things that have never been alive **Identify** that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. **Identify** and n**ame** a variety of plants and animals in their habitats, including microhabitats **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.	**<u>What is similar about living things? What is different?</u>** **Recognise** that living things can be grouped in a variety of ways Explore and use classification keys to help **group, identify and name** a variety of living things in their local and wider environment **Recognise** that environments can change and that this can sometimes pose dangers to living things	**<u>What is the best way to classify living things?</u>** **Describe** how living things are classified into broad groups according to common observable characteristics. **Classify and group** micro- organisms, plants and animals based on similarities and differences. Give reasons **(justify)** for classifying plants and animals based on specific characteristics.	
Plants	Explore the natural world around them, making observations and drawing pictures of plants. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant.	**<u>Y1c – How do plants stand up?</u>** **Identify and name** a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen **Identify and describe** the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. **<u>Y2c – What makes a healthy plant?</u>** **Observe and describe** how seeds and bulbs grow into mature plants **Research and describe** how plants need water, light and a suitable temperature to grow and stay healthy.	**<u>What makes a plant thrive?</u>** **Identify and describe** the functions of different parts of plants; roots, stem, leaves and flowers. **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. **Investigate** the ways in which water is transported within plants. **Explore** the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		*Pupils should be taught about:* plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots. the role of leaf stomata in gas exchange in plants. reproduction in plants

Chemistry

Topics	EYFS	Year 1/2	Year 3/4	Year 5/6	Key Stage 3
Rocks	Use all their senses in hands-on exploration of natural materials.		**Why does a Geologist do?** **Compare and group** together different kinds of rocks on the basis of their appearance and simple physical properties **Describe** in simple terms how fossils are formed when things that have lived are trapped within rock **Recognise** that soils are made from rocks and organic matter.		*Pupils should be taught about:* the rock cycle and the formation of igneous, sedimentary and metamorphic rocks
States of Matter	Understand some important processes and changes in the natural world around them, including changing states of matter.		**How do things change?** **Compare and group** materials together, according to whether they are solids, liquids or gases. **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 (°C). **Identify** the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Is change permanent?** **Understand** that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution **Apply** knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating **Demonstrate** that dissolving, mixing and changes of state are reversible changes **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.	*Pupils should be taught about:* *Particulate nature of matter* *Atoms, elements, and compounds* *Pure and impure substances* *Chemical reactions* *Energetics* *The periodic table*

Physics

Topics	EYFS	Year 1/2	Year 3/4	Year 5/6	Key Stage 3

Earth and Space	Use all their senses in hands-on exploration of natural materials.			**Are we alone in space?** **Describe** the movement of the Earth, and other planets, relative to the Sun in the solar system **Describe** the movement of the Moon relative to the Earth **Describe** the Sun, Earth and Moon as approximately spherical bodies. **Apply** the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	*Pupils should be taught about:* gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. Gravitational force our Sun as a star, other stars in our galaxy, other galaxies the seasons and the Earth's tilt, day length at different times of year, in different hemispheres the light year as a unit of astronomical distance.
Electricity	Explore how things work.		**What on earth is electricity?** **Identify** common appliances that run on electricity **Construct** a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers **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 **Recognise** that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit **Recognise** some common conductors and insulators, and associate metals with being good conductors.	**What can a change in voltage do?** **Associate** the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. **Compare and give reasons** for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. **Apply** recognised symbols when representing a simple circuit in a diagram.	*Pupils should be taught about:* non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. current electricity static electricity
Forces and Magnets	Explore how things work. Use all their senses in hands-on exploration of natural materials.		**How strong is a magnet?** **Compare** how things move on different surfaces **Notice** that some forces need contact between two objects, but	**What happens when forces collide?** **Explain** that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	*Pupils should be taught about:* Motions and forces Describing motion

			magnetic forces can act at a distance **Observe** how magnets attract or repel each other and attract some materials and not others **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 **Describe** magnets as having two poles **Predict** whether two magnets will attract or repel each other, depending on which poles are facing.	**Identify** the effects of air resistance, water resistance and friction, that act between moving surfaces **Recognise** that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Pressure in fluids Balanced forces Forces between charged objects Forces across an electric field The Earth's magnetism Electromagnets
Light	Use all their senses in hands-on exploration of natural materials.		**Where does light come from?** **Recognise** that they need light in order to see things and that dark is the absence of light **Notice** that light is reflected from surfaces **Recognise** that light from the sun can be dangerous and that there are ways to protect their eyes **Recognise** that shadows are formed when the light from a light source is blocked by a solid object **Find patterns** in the way that the sizes of shadows change.	**How do mirrors work?** **Recognise** that light appears to travel in straight lines. **Explain** that we see things because light travels from light sources to objects and then to our eyes. **Explain** that objects are seen because they give out or reflect light into the eye. **Explain** why shadows have the same shape as the objects that cast them.	*Pupils should be taught about:* cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope sunlight in photosynthesis to build organic molecules light waves light years
Materials and their Properties	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.	**Y1c – How are materials different? How are they the same?** **Distinguish** between an object and the material from which it is made. **Identify and name** a variety of everyday materials, including wood, plastic, glass, water and rock. **Describe** the simple physical properties of a variety of everyday materials. **Compare and group** together a variety of everyday materials on the basis of their physical properties.		**Is this material suitable?** **Compare and group** together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons **(justify),** based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	*Pupils should be taught about:* appropriate techniques, apparatus, and materials during fieldwork and laboratory work the order of metals and carbon in the reactivity series the use of carbon in obtaining metals from metal oxides properties of ceramics, polymers and composites (qualitative). the transmission of light through materials

		Y2c – What can materials be used for? **Identify and compare** the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses **Investigate** how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.			internal energy stored in materials.
Seasonal Changes	Understand some important processes and changes in the natural world around them, including the seasons.	**What is seasonal change?** **Observe** changes across the four seasons **Observe and describe** weather associated with the seasons and how day length varies.			*Pupils should be taught about:* the seasons and the Earth's tilt, day length at different times of year, in different hemispheres
Sound	Explore how things work. Use all their senses in hands-on exploration of natural materials.		**How do we hear things?** **Identify** how sounds are made, associating some of them with something vibrating. **Recognise** that vibrations from sounds travel through a medium to the ear. **Find patterns** between the pitch of a sound and features of the object that produced it. **Find patterns** between the volume of a sound and the strength of the vibrations that produced it. **Recognise** that sounds get fainter as the distance from the sound source increases		*Pupils should be taught about:* frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound sound needs a medium to travel, the speed of sound in air, in water, in solids sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal auditory range of humans and animal

This is how Science will help our children to develop independence:

- How does science teach us to become self-directed learners?

Through our ambitious Science curriculum, our children will become:

	EYFS	Year 1/2	Year 3/4	Year 5/6
Critical Thinkers by	- **Asking** questions about the world around them.	- **Evaluating** whether their findings support	- **Making** independent decisions about how	- **Justifying** their decision making.

	- **Exploring** their curiosity through play. - **Making links** to other learning.	an answer to the enquiry.	best to answer a range of enquiries. - **Drawing** conclusions based on their findings.	- **Evaluating** the efficacy of their methodology in response to an enquiry. - **Reflecting** on the degree of trust in results.
Effective Communicators by	- **Using talk** to work out problems and organise thinking and activities. - **Explaining** how things work and why they might happen. - **Describing** what they see, hear and feel while they are outside.	- **Discussing** how findings answer scientific questions. - **Reporting** on findings from inquiries, including oral and written explanations.	- **Utilising** scientific evidence to answer questions or support their findings.	- **Reporting** and **presenting** findings from inquiries, including conclusions, causal relationships and explanations.
High-Value Collaborators by	- **Sharing** what they experience through exploration.	- **Listening** to others and asking a question in response. - **Sharing** responsibility within a group.	- **Suggesting** improvements to an inquiry. - **Taking** responsibility to ensure high-quality group work.	**- Asking** critical questions to refine an inquiry.
Confident Leaders by	- **Sharing** their successes with others.	- **Making** independent decisions. - **Supporting** others with their understanding.	- **Showing pride** in their work. - **Supporting** others in their decision making.	- **Assessing** the effectiveness of their decision making. - **Sharing** their expertise.
Problem Solvers by	- **Exploring** the world around them in response to a question they have.	- **Choosing** appropriate equipment to enable questions to be answered effectively. - **Selecting** appropriate methods of presenting data.	- **Devising** methods of controlling variables during a test.	- **Explaining** variances in data collection, either within their own investigation or across a group. - **Anticipating** practical problems and planning to mitigate these.

This is how Science will help our children to Be Kind:

Being respectful by	- Listening to and responding to the ideas and conclusions of others. - Treating the environment and equipment with care.
Being thoughtful by	- Applying careful consideration when planning fair, scientific enquiries. - Sharing scientific equipment with others.
Being responsible by	- Ensuring that used equipment is ready to be used by another student. - Maintaining a tidy and organised workspace during investigations.
Being honest by	- Evaluating how their Science investigation can be improved in the future. - Communicating thoughts and feelings to others around them.
Being safe by	- Taking risks into account and planning for safe enquiries. - Offering suggestions about how others can work safely during investigations.
Self-regulate by	- Recognising when they are becoming dysregulated. - Being aware of and applying strategies to remain focused when becoming dysregulated.

Spanish KNOWLEDGE Progression

Our Intent:

National curriculum purpose of study
The Spanish curriculum is aligned to the 12 statements of language learning outlined in the DfE programme of study and focuses around the 3 pillars of language learning – vocabulary, grammar and phonics. The progressive scheme also incorporates cultural awareness and supports learning in a fun and creative way. It shows progression across the KS2 years.

The intent is that pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating and increasing a pupil's self-confidence and self-esteem. Cross curricular links to geography, history, science, maths or art enhance the overall teaching and learning experience of our pupils.

Curriculum Rationale: Spanish

The UK is becoming an increasingly multicultural society, so we have a duty to provide our pupils with an understanding of another language and culture. Learning a language enriches the curriculum, provides excitement, enjoyment and helps to create enthusiastic learners.

A variety of topics and themes covered in the Spanish curriculum are aimed to inspire and excite our pupils, with the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2 and will have developed a thirst for other cultures, languages and indeed travel.

Pupils from KS2 will have the benefit of having Spanish lessons weekly for 30 minutes (Lower Key stage 2) to 45 mins (Upper key stage 2).

Core Principles for the Teaching of Spanish at Victoria Primary School
The four key language learning skills: listening, speaking, reading and writing will be taught and all necessary grammar, phonics and vocabulary will be covered in an age-appropriate way across KS2. This will enable the pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Speaking & listening

To listen to a simple sentence and understand it.

Develop good pronunciation skills and add good expression when speaking.

Reading

To read a piece of writing and understand the meaning.

Being able to identify which word classes words in a piece of writing belong to.

Writing

Produce accurate and interesting written work by using a variety of adjectives, conjunctions and prepositions and understanding some grammatical rules.

Culture

To understand the key dates within the Spanish calendar, where festivals and celebrations occur and understand their significance.

Area of Study and Key Concepts	Years 3/4	Years 5/6
Key Content Cycle A	All about me	All about me
	My town	The way we look
	Shopping	Exploring a Spanish town
	Let's go	At the shops
	My routine	Discovering Spain
	Free time	Eating Out
Key Content Cycle B	Meet and Greet	Let me introduce myself
	My body	How I look
	Food ad healthy eating	Eating out
	My family	Open and closed
	Clasroom	School life
	Time	My house

Speaking & listening Reading Writing All Culture					
Pillar and Area of Study	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Phonics					
A. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Know particular **sounds, patterns** in songs and rhymes. **Link sound with spelling and meaning** of written words in songs and rhymes.	**To build on prior knowledge.** Know **more sounds, patterns and meaning** of words in songs and rhymes. **Link sound with the spelling and meaning** of phrases in songs and rhymes.	**To build on prior knowledge.** Know **sounds, patterns and meaning** of words and some phrases in songs and rhymes. **Link sound with the spelling and meaning** of more complex phrases in songs and rhymes.	**To build on prior knowledge.** Know **sounds, patterns and meaning** of words and more complex phrases in familiar rhymes and songs. **Link sound with the spelling and meaning** of a whole song or rhyme.	Know gist of literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of language/ culture.
B. To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Know sounds of some **letter strings** when reading aloud or using familiar words – e.g. "n", "ii" Understand **intonation** changes when asking a question	**To build on prior knowledge.** Know more **sounds of letter strings and silent letter rules** when reading aloud or using familiar sentences. E.g."n", "ii", silent h, ch, b Recognise when a question has been asked through **intonation**	**To build on prior knowledge.** Know **sounds of letter string and observe silent letter rules** when reading aloud more complex sentences. Begin to recognise use of **elision** e.g. when the word ends in a vowel and the new word starts with one – the word sounds like one word. Begin to use **intonation** when asking a question	**To build on prior knowledge.** Know how to pronounce unfamiliar words in a sentence using **sounds of letter string and silent letter rules.** Begin to use **elision** Use intonation when asking a **question** or exclaiming	Know correct pronunciation and intonation when speaking with coherence and confidence.
Vocabulary					
C. To listen attentively to spoken language and show understanding by joining in and responding	Repeat modelled words and phrases. Know **meaning** of single words when listening. Show **understanding** through a **physical response**	**To build on prior knowledge.** Know **meaning** of short phrases when listening. Demonstrate **understanding** through a **physical response**	**To build on prior knowledge.** Know gist of **meaning** of more complex phrases and sentences when listening.	**To build on prior knowledge.** Know gist of **meaning** of more complex phrases and sentences containing unfamiliar words when listening.	Know gist of information heard through a variety of forms of spoken language.
D. To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Know a familiar **question** and a simple rehearsed **answer.** Understand some **opinions**	**To build on prior knowledge.** Know how to ask simple **questions and answer** with a rehearsed response. Give an **opinion**	**To build on prior knowledge.** Know how to **ask and answer** more complex **questions** with a scaffold of responses. Give **opinions** with some **justifications**	**To build on prior knowledge.** Know how to **ask and answer** a range of more complex **questions**, including opinions, engaging in a short conversation. Give **opinions** with **justifications**	Know how to initiate and develop conversations.
E. To speak in sentences, using familiar vocabulary, phrases and basic language structures	**Know vocabulary** for objects and actions and to link words in a simple rehearsed **sentence**. Begin to refer to **recent experiences** or **future plans**	**To build on prior knowledge.** **Know vocabulary** to create simple **sentences** using a language scaffold. Continue to refer to **recent experiences** or **future plans**	**To build on prior knowledge.** **Know familiar vocabulary** to create more complex **sentences** using a language scaffold. Speak in the **past or future**	**To build on prior knowledge.** **Know** how to manipulate **familiar vocabulary** to present own ideas and information in more complex **sentences**.	Know a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.

				Speak in the **past and future**	
F. To describe people, places, things and actions orally	Know how to say simple familiar **words to describe** using a model.	**To build on prior knowledge.** Know how to say a simple **sentence to describe** using a language scaffold.	**To build on prior knowledge.** Know how to say a more **complex sentence to describe** using a language scaffold.	**To build on prior knowledge.** Know how to say **complex sentences** more fluently, manipulating familiar language, **to describe**.	Know how to write creatively to express their own ideas and opinions (use me encanta, me gusta, no me gusta, odio correctly).
G. To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Know some **strategies for memorising and understanding** new **vocabulary**. Make **links with English** to work out the meaning of new words Know what a **bilingual dictionary** is used for	**To build on prior knowledge.** Employ **strategies for memorising and understanding** unfamiliar **vocabulary**. Be familiar with the layout of a **bilingual dictionary**.	**To build on prior knowledge.** Continue to employ **strategies for memorising and understanding** more complex unfamiliar **vocabulary**. Begin to navigate a **bilingual dictionary**.	**To build on prior knowledge.** Decode a simple unfamiliar text using vocabulary knowledge and **vocabulary strategies** and a **bi-lingual dictionary**.	Know how to translate short suitable materials back into English.
H. To read carefully and show understanding of words, phrases and simple writing	**Know meaning** of familiar single words when reading.	**To build on prior knowledge.** **Know meaning** of familiar short sentences when reading.	**To build on prior knowledge.** **Know meaning** of more complex sentences of familiar language when reading.	**To build on prior knowledge.** **Know meaning** of a series of complex sentences using some unfamiliar language when reading.	Know the meaning behind original and adapted materials from a range of different sources.
I. To describe people, places, things and actions in writing	Know how to write simple familiar words **to describe people, places, things or actions**.	**To build on prior knowledge.** Know how to write a simple phrase to **describe people, places, things and actions** using a language scaffold.	**To build on prior knowledge.** Know how to write a more complex sentence to **describe people, places, things and actions** using a language scaffold.	**To build on prior knowledge.** Know how to write a complex sentence manipulating familiar language to **describe people, places, things and actions.**	Know how to write creatively to express their own ideas and opinions.
J. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly	**Write** single familiar words from memory with **understandable accuracy**. Begin to **replace words** to **create new sentences**	**Write** simple familiar short phrases from memory with **understandable accuracy**. **Replace words** to **create new sentences**	**Write** familiar complex sentences from memory with **understandable accuracy**. **Replace vocabulary** in memorised sentences to **create new sentences**	**Write** complex sentences from memory manipulating familiar vocabulary with **understandable accuracy**. **Replace** with ambitious **vocabulary** to **create new sentences**	Know how to use an increasingly wide range of grammar and vocabulary in written prose.
Grammar					
K. To understand basic grammar of the language studied, key features and patterns of the language, how to apply these to build sentences, and how these differ from or are similar to English	Know there are different **word classes** in French like in English: nouns, adjectives, verbs and connectives Know the word **gender** and that nouns are masculine and feminine Name the **definite and indefinite and partitive articles** for both genders and Recognise the **first person possessive adjectives** mi, mis Begin to show **awareness of position**	**To build on prior knowledge.** Identify **word classes** Know the **genders** of common nouns and apply the **relevant articles** Continue to recognise the **first person possessive** mi, mis Apply masculine and feminine **agreement** and **position of adjectives** rules (correct word order)	**To build on prior knowledge.** Demonstrate an understanding of **gender** through appropriate use of **determiners: definite and indefinite articles and possessive pronouns** Use the **first person possessive** mon, ma, mes and recognise the **3rd person** son, sa, ses Use the rules of **agreement** and **adjective position** with increased confidence	**To build on prior knowledge.** More accurately demonstrate an understanding of **gende**r through appropriate use of **determiners: definite and indefinite articles and possessive pronouns** Continue to use the **first person possessive** mi, mis and use the **3rd person** su, sus. Continue to use the rules of **agreement** with increased confidence and **adjective position**	Know how to use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

	of adjectives and masculine and feminine **agreement** Name the **1st, 2nd and 3rd person of verbs** and use the correct forms of some present tense verbs Use the simple **negative "no"** Begin to understand how to **conjugate** a high frequency **verb – e.g. gustar and use in the present tense and in the first person singular with singular and plural nouns.**	Apply knowledge of the **1st, 2nd and 3rd person of verbs** Continue to use the simple **negative no, ni** Show awareness of **subject-verb agreement** in the verb 'ir" (to go) Use the verb "ser" in the present tense in the 3rd person singular and plural. Know some **simple prepositions** Continue to **conjugate** a high frequency **verb**	Begin to apply **subject-verb agreement** of the **1st, 2nd and 3rd person of verbs** Recognise the **simple future** tense Know **the 3rd person plura**l of some verbs Know all **subject pronouns** Recognise verbs in the **perfect tense** Use **prepositions** Know some **conjunctions** Understand some **adverbs** Know all **subject pronouns** and use these to **conjugate** a high frequency **verb**	Apply **subject-verb agreement** of the **1st, 2nd and 3rd person of verbs** Use the **simple future** tense. Use the **3rd person plural** of some verbs Use all **subject pronouns (yo, tu, el, ella, usted (you/formal), nosotros, nosotras (we), vosotros, vosotras (you/informal, plural) ellos, ellas, ustedes (you/formal, plural)** Use verbs in the **perfect tense** Use more complex **prepositions** Use **conjunctions** in speech and writing Use some **adverbs** Confidently **conjugate** a high frequency **verb** with accurate knowledge of **subject pronouns**	
Culture					
L. To identify, locate and name facts about countries where the language is spoken	Know where **Spain** is on a world map. Know the **capital of Spain** Know some **key Spanish cities**	**To build on prior knowledge.** Know location of some **key Spanish cities** Know other **countries where Spanish** is spoken	**To build on prior knowledge.** Know **landmarks in Spain**	**To build on prior knowledge.** Know some **landmarks in Spain**	Increase their knowledge of their understanding of the world through literary texts, technological advances and possible visits abroad
M. To become familiar with cultural elements of countries where the language is spoken	Know about Spanish **food** and similarities and **differences between Spain and England** Understand how **Christmas** is **celebrated in Spain**	**To build on prior knowledge.** Know countries where **Spanish** is spoken Understand some hobbies which are more common to **Spain than in England** Understand how **Christmas** is **celebrated in Spain**	**To build on prior knowledge.** Understand **Spanish gastronomie** in more detail. Know more about Spanish **school life** Know some **Spanish famous people** Understand how **Easter** is **celebrated in Spain**	**To build on prior knowledge.** Understand about **Spanish towns** Know some more **Spanish famous people** Understand how and why **El Dia de los muertos** is **celebrated in Spain**	Increase their knowledge and understanding of the language and culture through a range of literary texts
N. Appreciate stories, songs, poems and rhymes	Begin to **join in with actions** to accompany familiar songs, stories and rhymes Begin **to join in with some key words** of a song or storytelling	**To build on prior knowledge.** **Join in more confidently with actions** to accompany familiar songs, stories and rhymes **Join in with the words** of a song or storytelling	**To build on prior knowledge.** Follow the text of a **familiar song or story** Join in with a **familiar text or story saying some words aloud** Understand **the gist of an unfamiliar song or story**	**To build on prior knowledge.** Understand the text of **a familiar song or story** Join in with a **familiar text or story saying more words aloud** Be able to explain **the gist of an unfamiliar song or story**	Increase their knowledge and understanding Spanish stories through literary texts