

# History

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Key Concepts	Changes in living memory (linked to aspects of national life where appropriate)	Develop and understandign of chronology	Understand that knowlgedge of the past is constructed from a range of sources
		Use historical terms	Note contrasts and trends over time
			Devise historically acurate questions about cause, difference, similarity and significance
Key Individuals and Events	Lives of significant historical figures including comparrisons of those from different periods (e.g. Christopher Columbus and Neil Armstrong)	Changes in Britain from the Stong Age to the Iron Age	Broader History study - Ancient Egypt
	Significant local people	Britains settlement by Anglo-Saxons and Scots	The achievements of the earliest civilisations - Ancient Egyptians
			Ancient Greece - a study of Greek life and achievements and their influence on the western world
	Significant events beyond living memory (e.g. Great Fire of London)	The Roman Empire and it's impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
			A local history study (beyong 1066- crime and punishment: smugglers and Judge Jefferies)
	Events of local imporance	A local history study beyond 1066 - the black death	A non-European society that prvides contrast with British history - Mayan
An aspect or theme in British history beyond 1066			

# Geography

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Locational Knowledge	Name and locate the four countries and capital cities of the United Kingdom.	Locate the world's countries, focusing on Europe and Americas - focus on key human and physical features.	Name and locate countries, cities, regions and features of the UK.
	Name and locate the world's continents and oceans.		Understand latitude, longitude, Equator, hemisphere, tropics, polar circles and time zones.
Place Knowledge	Compare the local area to a non-European country.	Study a region of the Americas (Brazil).	Study a region of the UK that is not local (London).
			Study a region of Europe (Paris).
Human and Physical Geography	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world.	Describe and understand climate.	Describe and understand volcanoes and earthquakes.
	Use basic geographical vocabulary to refer to local and familiar features.	Describe and understand rivers and the water cycle..	Describe and understand settlement.
	Use basic vocabulary to describe less familiar area.	Describe and understand mountains.	Understand biomes, vegetation belts.
Skills and Field	Use four compass direction (N, S, E, W) and direction language (near: far, left:right).	Use fieldwork to observe, measure and record.	Understand land use.
	Use maps, atlases and globes to identify countries and continents.		Describe and understand trade links and economic activity..
	Use aerial images and other models to create simple plans and maps, using symbols.	Use fieldwork to explore and explain ideas.	Use the eight points of a compass
	Use simple fieldwork and observational skills to study the immediate environment.		Use four and eight figure grid references.
			Use symbols and keys on maps.

# Computing

	Year 1 and 2	Year 3 and 4	Year 5 and 6
To code (Espresso, Scratch, Beebots, Logo (Transum online), Flowol)	Understand and use algorithms	Design and write programs to achieve specific goals, including solving problems	Design and write programs to solve problems
	Write and test simple programs	Use logical reasoning	Use sequences, repetition, inputs, variables and outputs in programs
	Use logical reasoning to make predictions		Detect and correct errors in programs
To connect and communicate	Communicate online safely and respectfully	Understand how the internet works	Understand computer networks
	Recognise uses of ICT outside of school	Use the internet safely and appropriately	Use the internet safely and appropriately Be discerning in evaluating digital content Use search technologies effectively
To collect (Word, Excel, PowerPoint, Publisher, Paint)	Organise, store, retrieve and manipulate data	Collect and present data appropriately	Use a range of software to collect, analyse and present data

# RE

	Year 1 and 2	Year 3 and 4	Year 5 and 6
To understand beliefs and teachings	Remember a religious story and talk about it.	Describe what a believer might learn from a religious story.	Explain how some teachings and beliefs are shared between religions.
	Tell a religious story and say some things that people believe.		Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	Use the right names for things that are special to faith groups.	Describe some of the things that are the same and different for religious people.	Explain the practices and lifestyles involved in belonging to a faith community.
	Use the right names for places of worship and special books.		Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
To understand how beliefs are conveyed	To recognise religious art, symbols and words and talk about them.	Use religious words to describe some of the ways in which religious people show their beliefs.	Explain some of the different ways that individuals show their beliefs.
	To say what some religious symbols mean and say what the art and music is about.		Identify religious symbolism in literature and the arts.
To reflect	Identify the things that are important in their own lives and compare these to religious beliefs.	Show an understanding that personal experiences and feelings influence attitudes and actions.	Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.
	Ask questions about puzzling aspects of life.	Give some reasons why religious figures may have acted as they did.	Explain their own ideas about the answers to ultimate questions.
	Talk about things in stories that make people ask questions by finding things interesting and puzzling.		Explain why their own answers to ultimate questions may differ from those of others.
			Ask questions that have no universally agreed answers.
To understand values	Talk about what is important to me and to others with respect for their feelings.	Explain how beliefs about right and wrong affect people's behaviour.	Explain why different religious communities or individuals may have a different view of what is right and wrong.
	Identify how they have to make their own choices in life.	Describe how some of the values held by communities or individuals affect behaviour and actions.	Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).
	Explain how actions affect others.	Discuss and give opinions on stories involving moral dilemmas by comparing to their own lives.	Express their own values and remain respectful of those with different values.

# Design Technology

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Design	Design purposeful, functional and appealing products	Use research and criteria to develop products which are fit for purpose	Use research and criteria to develop products which are fit for purpose and aimed at specific groups
	Generate, model and communicate ideas	Use annotated sketched and prototypesto explain ideas	Use annotated sketches, cross section diagrams and computer-aided design
Make	Use a range of tools to cut, shape and join materials.	Use a range of tools to cut, shape and join materials.	Use a range of tools to cut, shape and join materials.
	Use construction materials	Use textiles	Use construction materials
	Use textiles	Use ingrediants - prepare and cook a savory dish	Use textiles
	Use ingrediants - understand where food comes from and prepare a dish		Use ingrediants - understand seasonality and prepare and cook a savory dish
Evaluate	Evaluate existing products and own ideas	Evaluate existing products and improve won work	Analyse and evaluate existitng products and improve own work
			Understand how designers have helped shape the world
Technical Knowledge	Explore how structures can be made, stronger, stiffer and more stable	Understand and use electrical systems	Understand and use mechanical systems (cams)
	Explore leavers, sliders or wheels and axels	Understand how to strengthen, stiffen and reinforce and structure	Apply their understanding of computing to control a product

# Art

	Year 1 and 2	Year 3 and 4	Year 5 and 6
To develop skills	Use a range of materials	Use a sketchbook to collect, record and evaluate ideas	Use a sketchbook to collect, record and evaluate ideas
	Use drawing		
	Use painting		
	Use sculpture		
To develop techniques	Use colour, pattern, texture, line, shape, form and space.	Improve mastery of techniques such as drawing, painting and sculpture with varied materials	Improve mastery of techniques such as drawing, painting and sculpture with varied materials
To take inspiration	Learn about a range of artists, craftsmen and designers	Learn about great artists, architects and designers.	Learn about great artists, architects and designers.

# PE

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Skills	Master basic movement, e.g. running, jumping, throwing, catching.	Use running, jumping, catching and throwing in isolation and in combination.	Use running, jumping, catching and throwing in isolation and in combination.
		Compare performances to achieve personal bests.	Apply basic principles for attacking and defending.
			Compare performances to achieve personal bests.
Games and Athletics	Participate in team games.	Play competitive games, modified as appropriate.	Play competitive games, modified as appropriate.
			Take part in outdoor and adventurous activities.
Dance and Gymnastics	Perform dances using simple movement.	Develop flexibility, balance and control in gymnastics and dance.	Develop flexibility, balance and control in gymnastics and dance.
Swimming	Swimming proficiency at 25M (KS1 or KS2)	Swimming proficiency at 25M (KS1 or KS2)	Swimming proficiency at 25M (KS1 or KS2)

# Music

	Year 1 and 2	Year 3 and 4	Year 5 and 6
To perform	Sing songs	Use voices with increased accuracy, control and expression	Perform with control and expression in solos and in ensembles
	Play tuned and untuned instruments musically	Use instruments with increased accuracy, control and expression.	
To compose	Make and combine sounds musically	Improvise and compose music	Improvise and compose using dimensions of music
To transcribe			Use and understand basics of staff notation
To describe music	Listen and understand live and recorded music	Listen with attention to detail	Develop an understanding of the history of music, including great musicians and composers
		Appreciate a wide range of live and recorded music	
		Begin to develop an understanding of the history of music	



# French

	Year 3 and 4	Year 5 and 6
To engage	Listen to another spoken language	Listen to another spoken language
	Listen to songs and rhymes	Listen to songs and rhymes
	Engage in another spoken language	Engage in another spoken language
To speak, read and write	Ask and answer questions	Engage in spoken conversations, expressing opinions
		Speak in simple language and be understood
	Speak in sentences using simple vocabulary	Present ideas and information orally
		Adapt known language to create new ideas
	Show understanding of words and phrases	Describe people places and things
		Broaden vocabulary
	Develop appropriate pronunciation	Develop appropriate pronunciation
		Show understanding in simple reading
	Join in with songs and rhymes.	Understand basic grammar e.g. gender
		Write phrases from memory